Assurance Argument
University of Nebraska Medical Center - NE

11/1/2016

Introduction

The University of Nebraska Medical Center (UNMC) is Nebraska’s only public academic health science center. Located in the heart of the Midwest, UNMC enrolls more than 3,800 students and clinical residents from all over the world. Our graduates go on to serve the health care needs of people in Nebraska, the region, the country and other nations.

Because UNMC offers a wide variety of health science programs and has its own chancellor, Faculty Senate, Student Senate, and budget, it may be somewhat unique among member institutions accredited by the Higher Learning Commission. Its students are well qualified and compete for a limited number of highly selective positions in healthcare education. UNMC’s retention and graduation rates are above the national norm for college students, as are its students’ success on national standardized examinations, licensure, and placement in jobs or advanced training. Most programs continue to have licensure and certification pass rates of nearly 100 percent.

The purpose of this review for continued accreditation by the Commission is to focus a critical eye beyond the statistics that contribute to our high standing in the community, the state, the region and beyond. We welcome this process of self-analysis with the hope that it will enable UNMC to verify the areas in which we are doing the best possible work of educating tomorrow’s health care professionals and leaders, and to identify any programs, systems and ideas that may help to eliminate impediments of our journey as a world-class institution.

UNMC Background Facts

- UNMC is one of four University of Nebraska (NU) institutions. The others are located in Omaha, Lincoln and Kearney, and do not educate health care professionals.
• Classified by the Carnegie Foundation as a “special focus institution,” UNMC is a research-intensive, academic health science center with five locations in Omaha, Lincoln, Kearney, Norfolk and Scottsbluff.

• UNMC educates its students through the colleges of Medicine, Nursing, Dentistry, Pharmacy, Public Health, Allied Health Professions and Graduate Studies. In addition to the Higher Learning Commission, UNMC’s professional programs are fully accredited by nationally recognized, standard-setting organizations.

• Other entities within UNMC that involve faculty, staff and students – and that will be referred to in this report – are the Fred & Pamela Buffett Cancer Center (FPBCC), which coordinates research, patient care and educational programs; the Eppley Institute for Research in Cancer and Allied Diseases; and the Munroe-Meyer Institute for Genetics and Rehabilitation (MMI), which provides services to individuals with genetic, developmental and physical disabilities and special health care needs. All three are located at the Omaha location.

• UNMC has relationships with academic health centers around the world through clinically significant research; educational exchange with faculties and students in and from China, Jordan, Oman, Afghanistan, Iraq, Tanzania and South Africa; referrals of international patients to our clinical experts in Omaha; and doctoral and postdoctoral educational programs geared to internationally collaborative research.

• UNMC employs more than 1,200 full-time faculty and 200 part-time faculty. Additionally, 1,300 practicing health professionals volunteer as preceptors for clinical training programs throughout the state and Midwest. Approximately 3,200 staff are employed with the university. An additional 6,100 employees work for Nebraska Medicine, UNMC’s primary hospital system partner.

• UNMC’s rapidly expanding research capacity and productivity involve investigations in cancer, stem cell and transplantation biology, cardiovascular disease, genetics, neurosciences, biomedical technology, bioterrorism preparedness, and nanomedicine. Extramural research funding has recognized annual increases and currently exceeds $115 million annually.

• UNMC and Nebraska Medicine are tertiary and quaternary care clinical referral centers. Clinical faculty offer healthcare services through UNMC’s clinical partners: Nebraska Medicine, the Veterans Affairs Medical Center, Children’s Hospital and UNMC Physicians. The faculty practice group also operates outpatient clinics and provides inpatient care. Faculty in the colleges of Allied Health Professions, Nursing, Dentistry and Pharmacy provide specialized clinics and hospital-based services.

• UNMC offers quality primary, specialty and emergency health care to people from throughout the state and regional communities. UNMC colleges reach out to the people living in and around Lincoln,
Kearney, Scottsbluff, Norfolk, Omaha and other clinic sites across Nebraska and in neighboring Iowa. UNMC’s long-established distance learning programs link students, educators and practitioners across Nebraska creating a “500-mile-wide campus.” The large majority of the health care professionals practicing within Nebraska received their education at UNMC.

**UNMC Mission, Culture and Values**

An ethos of formal strategic planning pervades UNMC’s leadership. The forward-looking approach enhances the University's mission and supports its values. Data-driven standards, annual updating and revision, outcomes metrics and suitable incentives are aligned and are taken seriously. The efforts underlying success include expanding cultural competence, fostering effective relationships with other leaders and philanthropists in the community, undertaking a significant building program, increasing numbers of qualified applicants for student and faculty positions, and maintaining fiscal responsibility. UNMC anticipates local health care needs across the state and addresses them with its educational programs. The University plays a key part in the Nation’s defense as a national model for health security response to bioterrorism. Responsibility follows such strategic and purposeful design.

UNMC makes it a priority to connect with the communities and citizens it serves beyond its primary mandate to educate health professionals and supply health care. A myriad of surveys, annual “circuit-riding” tours by the Chancellor and senior administrators, a citizen Board of Counselors, and regular liaison with the Nebraska Legislature bond the University tightly to its constituents. UNMC behaves accountably in return for the public’s trust and funding.

Aware that the University does not yet fully reflect the broad diversity it aspires to, and conscious of the widespread difficulty nationally in enhancing diversity among students and faculty, UNMC has supportive linkages with historically black colleges in the South and Southeast. UNMC also regularly works with and mentors underrepresented minority grade school and high school students to select careers in science and has health literacy education programs geared to many such underrepresented groups. UNMC’s professional students across the state staff free clinics for patients, who are unable to otherwise access care. Bilingual directional and other signage at UNMC and the hospital recognize the growing Spanish-speaking population in the region. Translators for multiple languages are available in the clinics. Through multiple avenues, UNMC advances its culture of inclusion and diversity.
In summary, the UNMC Accreditation Argument will demonstrate that UNMC’s forward-thinking orientation; student- and faculty-focused learning; connectedness, including all of its communities; and distinctiveness are entirely congruent with UNMC's stated mission and with the Higher Learning Commission’s accreditation criteria and overarching themes.

Major Initiatives and Changes Since UNMC’s Last HLC Re-accreditation in 2006-07

Curriculum and Programming
Since the last comprehensive visit, many curriculum and program improvements made at the campus and the University of Nebraska (NU) system levels further UNMC's mission. The changes ensure that the academic programs offered continue to effectively meet the needs of our constituents. The following are illustrative examples:

• In 2010, the Kearney Health Opportunities Program (KHOP) was developed as a cooperative program between UNMC and the University of Nebraska at Kearney (UNK). The program recruits and educates students from rural Nebraska who are committed to returning to rural areas after receiving their degrees to practice health care. This program represents UNMC’s commitment and dedication to educating Nebraskans and providing quality health care for citizens of the state. Students selected for this program receive a full tuition scholarship at UNK and guaranteed admission to the College of Medicine at UNMC upon satisfactory completion of the requirements.

• In 2010, UNMC appointed an Associate Vice Chancellor for Clinical Research and Chief Medical Officer of the UNeHealth Corporation, a not-for-profit UNMC owned corporation formed to enhance and coordinate clinical research opportunities between UNMC, UNMC Physicians and Nebraska Medicine.

• In 2010, The University of Nebraska established the Robert B. Daugherty Water for Food Institute at the Lincoln location through a generous grant from the Robert B. Daugherty Foundation. The Institute was created to combine the best of the University of Nebraska's expertise in water and food to address the challenges of improving the use, management and quality of water in agriculture. The Institute draws on faculty across all four University of Nebraska campuses and disciplines, including UNMC's College of Public Health.

• In 2011, the Buffett Early Childhood Institute was established by a founding gift from Omaha philanthropist Susie Buffett and a matching gift from the University of Nebraska, creating a $100 million-
plus endowment. Teaching and research faculty from the University of Nebraska's four campuses work collaboratively to improve the lives of children from birth to age 8.

- In 2011, UNMC appointed its Associate Vice Chancellor for Basic Science Research to facilitate communication about research programs and resources with the basic science research community and to help the Vice Chancellor for Research develop new research initiatives, enhance existing programs and core facilities that will continue to attract and retain nationally recognized investigators.

- In 2012, the University of Nebraska established the National Strategic Research Institute (NSRI), a collaboration with the United States Strategic Command (USSTRATCOM). Faculty from across the University of Nebraska system, including UNMC, pursue projects related to the Institute's chief mission to support research for combating biological weapons of mass destruction (WMD). NSRI is the only University Affiliated Research Center (UARC) in the United States that has a life sciences mission that focuses on WMD counter maneuvers.

- In 2012, the Rural Futures Institute was launched to mobilize the diverse resources of the University of Nebraska and its partners to support rural communities and regions in building upon their unique strengths and assets to achieve their desired futures. UNMC rural health educational, research and clinical programs support this Institute's mission.

- In 2015, the U.S. Department of Health and Human Services (HHS) selected UNMC/Nebraska Medicine, in collaboration with Emory University in Atlanta and Bellevue Hospital Center in New York City, to establish and co-lead the nation's National Ebola Training and Education Center (NETEC). The three institutions partner with the HHS Office of the Assistant Secretary for Preparedness and Response and the Centers for Disease Control and Prevention to support the training of health care providers and facilities on strategies to manage Ebola and other emerging communicable infectious diseases.

- In November 2015, the American Medical Association (AMA) selected the UNMC College of Medicine as one of 20 medical schools to join its Accelerating Change in Medical Education Consortium. Membership in the consortium validates the challenging curriculum design work already done at UNMC. Consortium members will advance the AMA's innovative work aimed at transforming undergraduate medical education to better lead the 21st century health care system.

- The UNMC College of Medicine’s "Training the Physicians of Tomorrow Curriculum" will produce physicians whose strong foundation in basic, clinical and health systems sciences prepare them to work collaboratively with other health professionals to promote health and reduce suffering for the patients and populations throughout Nebraska and the surrounding region. Implementation will begin in the fall of 2017 with first-year medical students. The curriculum's three phases build upon each other to achieve the stated vision.
UNMC has implemented an interactive blended learning and e-learning program to address the shift in how students access and assimilate information. Students can quickly find more information than ever before due to the universal availability of the Internet. The growth of social media and advances in mobile technology have created a technology-centric health care system that requires educators to use different tools to properly educate students. As a result, UNMC is laying a solid groundwork for e-learning by developing a number of educational initiatives. A few examples follow.

- The Interprofessional Academy of Educators, which helps highly dedicated faculty understand and implement educational engagement techniques.
- Creation of Interprofessional Experiential Center for Enduring Learning (iEXCEL℠), which will focus on enhancing performance through advanced simulation techniques. A new $102 million Global Center for Advanced Interprofessional Learning, to be built at the Omaha location and completed by summer 2018, will host the iEXCEL℠ Initiative. The Center will enable UNMC to distribute from a central location, state-of-the-art learning technologies and serve as a statewide resource to UNMC locations in Lincoln, Kearney, Norfolk and Scottsbluff, as well as other global health care partners/providers and military personnel.
- Implementing a mobile device initiative, which will enable faculty to include mobile devices in seminars and laboratories to streamline learning resources, reduce printing and textbook costs, and connect with students in real time for immediate engagement, assessment and feedback.
- Forming an e-learning writing group to help move e-learning discovery, research and best practices to the national higher education audience.
- Developing e-learning modules, in which faculty and students use the E-Learning Studio and its lab assistants as resources to build modules outside of the e-learning program.

**Organization and Administration**

Over the past decade, organizational and administrative changes increased efficiency and streamlined business functions. These continual improvements have furthered UNMC's strategic planning goals. Although not inclusive, the following list represents some key adjustments.

- Key organizational changes among the upper administration include a new Vice Chancellor for Academic Affairs and Dean of Graduate Studies (Dele Davies, MD) on April 1, 2012, and a new Chancellor (Jeffrey P. Gold, MD) on Feb. 1, 2014.

- In 2006, UNMC created its fourth Vice Chancellor post, the Vice Chancellor for External Affairs.
- In 2006, UNMC received approval to create a new College of Public Health to better address a variety of critical health-related issues. A founding Dean also was named.

- In 2009, the College of Nursing appointed a founding Assistant Dean of its new UNMC College of Nursing Northern Division in Norfolk.

- In 2011, UNMC created the Enterprise Threat Assessment Response Team to evaluate and respond to reported threats to students, faculty, staff, visitors, patients and others on all campus locations.

- In 2012, UNMC began a clinical integration project that culminated four years later with the integration of Nebraska Medicine, UNMC's hospital and primary clinical partner. Under the project, the Nebraska Medical Center, Bellevue Medical Center and UNMC Physicians developed a new, unified leadership structure governed by a single board. The three organizations began officially operating as one clinical enterprise called Nebraska Medicine on July 1, 2014 and finalized the structure on July 1, 2016.

- In 2012, the University of Nebraska Board of Regents approved the formation of the Cancer Center Development Corporation, a 501c3 that serves as the owner's representative for UNMC and Nebraska Medicine by providing oversight and direction for planning, financing, development and construction of the Fred & Pamela Buffett Cancer Center.

- In 2012, The College of Public Health established a COPH Wellness Council which consists of volunteer faculty, staff and students who meet monthly to plan and promote wellness activities that are aligned with the COPH mission to "create an environment to promote optimal health and well-being."

- In 2013, Facilities Management and Planning reorganized its central shop trades to a zone management system and realigned operations staff based on a benchmark of University of Michigan Facilities zone management operations.

- In 2014, UNMC and Nebraska Medicine merged Campus Facilities, including operations and maintenance, planning, construction and architectural engineering. The Omaha location has seen a number of efficiencies take place since that merger.

- In 2014, the College of Medicine appointed an Associate Dean for Educational Strategy.

- In 2014, the position of Director of Internal Audit was created to identify risks – regulatory, reputational, financial and others – to the University and move to counteract them.

- In 2014, the University of Nebraska Board of Regents approved the creation and membership of the Med Center Development Corporation to oversee real estate development projects located near UNMC locations. This includes the 30-acre Saddle Creek Development Project.
• In 2015, UNMC unveiled its modified mission statement with its primary clinical partner, Nebraska Medicine. The shared statement provides the clearly stated foundation to establish short- and long-term goals and defines the culture.

• In 2015, UNMC consolidated programs and created its first Office of Community Engagement to grow and enhance student, faculty, college and institutional capacity for community engagement.

• In 2015, an Associate Vice Chancellor position was created and filled to lead the Interprofessional Experiential Center for Enduring Learning (iEXCEL℠) initiative.

• In 2015, the School of Allied Health Professions became UNMC’s sixth college. The University of Nebraska Board of Regents named a founding Dean. Additional program changes in Allied Health Professions are as follows:
  o The Clinical Lab Science program was renamed Medical Lab Science.
  o The Medical Nutrition program has added a Master of Science degree.
  o Nuclear Medicine program has been suspended.
  o Radiation Therapy Sciences program was renamed Medical Imaging and Therapeutic Sciences.

• In 2015, as part of a campus-wide inclusiveness and equity strategy, UNMC created the Bias Assessment and Response Team (BART) to make sure all people at UNMC feel safe to be themselves. The BART serves to focus on multiple levels of potential bias that may occur or be perceived at UNMC.

• In 2015, in response to growing national trends concerning stress and the emotional well-being of health professions students, staff and faculty, UNMC hired both a wellness coordinator and student wellness advocate to increase awareness and programming. This was part of a campus-wide multidimensional program to aggressively address stress, burnout and depression.

• In 2016, the College of Medicine hired a founding chair for its new Physical Medicine and Rehabilitation Department. The program will be operated in partnership with a highly-regarded regional rehabilitation hospital system.

**Physical Facilities for Education**
Sparked by private philanthropy and state support, UNMC has seen unprecedented growth in recent decades, with investments of over $819 million in new infrastructure since 2006. This extraordinary period of expansion and renewal includes the following projects that are either in planning, in progress or
completed. These projects reflect the vision of UNMC’s Facilities Development Plan, which was approved by the University of Nebraska Board of Regents in 2006, to facilitate research growth, expand patient care, and renew and enhance academic space.

**McGoogan Library Renovation Project**

*In planning:* This project will enable a total redesign of the library to bring in natural light, increase the number of student study spaces and increase the technology available for students. **Funding:** Fully funded by the Legislative Bill (LB) 1100, which was passed in 2016. Construction to break ground is scheduled for 2017/18.

**Williams Hall Renovation Project**

*In planning:* This will enable a centralized student center that combines all of student services, international student affairs, the Graduate Studies office and create lounges for students where they can interact with each other. **Funding:** Fully funded by the Legislative Bill (LB) 1100, which was passed in 2016. Construction to break ground is scheduled for 2017/18.

**Global Center for Advanced Interprofessional Learning**

*In development:* A transformative learning resource, the Global Center for Advanced Interprofessional Learning will house and support the activities of UNMC's Interprofessional Experiential Center for Enduring Learning, an initiative more commonly known as iEXCEL℠. The initiative will help transform how health science education and clinical care is delivered through competency-based learning and assessment. iEXCEL℠ will use advanced simulation clinical settings and virtual immersive reality technology. Construction is scheduled to begin in January 2017 with substantial completion in summer 2018. **Location:** The facility will be connected to adjacent facilities – the Michael F. Sorrell Center for Health Science Education to the north and the Lauritzen Outpatient Center to the east – via skywalks on the southeast corner of 42nd and Emile Streets. **Funding source:** The Legislature approved $25 million toward design and construction of the Global Center, as well as $2 million for operations and maintenance of the new facility. Additional funding support for the Global Center for Advanced Interprofessional Learning and iEXCEL℠ has been raised from private funds. **Cost:** $102 million. **Project details:** The multi-level structure will include specialized, but flexible, space to include a 3D and virtual immersive reality learning studio; an electronic learning media development studio designed to deliver learning content to prepared remote locations; realistically simulated clinical and community health care space with operable systems for experiential, individual and team learning and assessment; and surgical...
skills simulation space. **Serving students:** More than 20,000 learners are expected to use iEXCEL℠ in the first year of operation, with a projected 10 percent to 20 percent increase in each subsequent year.

**Lauritzen Outpatient Center and Fritch Ambulatory Surgery Center**

*Under construction:* The Lauritzen Outpatient Center, which will include the Fritch Ambulatory Surgery Center, is scheduled for completion in late 2016. **Location:** The facility is between 40th and 41st Streets south of Emile Street, connected by skywalk to the new Truhlsen Eye Institute and the iEXCEL Global Center. **Funding source:** Funding is largely through private support in partnership with the University of Nebraska Foundation and Nebraska Medicine. The primary donor is Mr. Bruce Lauritzen, longtime chair of the Nebraska Medical Center board of directors and chair of First National of Nebraska. Other major donors are UNMC alum and ophthalmologist Dr. Charles Fritch and his wife, Judy, and Bill and Ruth Scott. **Cost:** $70 million. **Project details:** The 170,000-square-foot building will house outpatient clinics, an outpatient surgery center, surgeon and faculty offices, the Telehealth Innovation Hub for learning and research, and new academic research space for the Department of Orthopaedic Surgery. A related project by UNMC's clinical partners has recently opened to expand outpatient services at Village Pointe Medical Center in west Omaha, including 42,000 square feet of space, offering outpatient surgery and clinics for faculty and learners in oral surgery and dentistry, general surgery, gastroenterology, rheumatology, psychiatry, and pulmonary care. Expanding areas include ENT, pain, ophthalmology, obstetrics/gynecology, neurology, internal medicine, cancer and radiology. Construction of the west Omaha space was completed in August of 2016. **Serving students:** The Center will provide students and residents additional clinical experiences.

**Fred & Pamela Buffett Cancer Center**

*Under construction:* The Fred & Pamela Buffett Cancer Center will shape cancer care, research and education in Nebraska, the region and the world. Through collaboration between UNMC and its hospital partner, Nebraska Medicine, patients will experience in one facility a precision medicine approach based on the latest scientific research. As the only National Cancer Institute-designated cancer center in Nebraska, the Fred & Pamela Buffett Cancer Center will provide the best in science and clinical practice. Cutting edge research fused with excellent patient care will bring the Fred & Pamela Buffett Cancer Center one step closer to achieving Comprehensive Cancer Center designation, an honor shared by only 45 centers in the United States. **Location:** The Fred & Pamela Buffett Cancer Center construction site is located prominently at the Omaha UNMC location. **Funding source:** A public-private partnership is the foundation of the funding for the Fred & Pamela Buffett Cancer Center. Unprecedented local and statewide support has been received from: Nebraska Legislature – $50 million appropriated to the
research tower; City of Omaha – $35 million and Douglas County – $5 million. **Cost:** $323 million. **Project details:** The Fred & Pamela Buffett Cancer Center includes a 10-story, 98-laboratory research tower named the Suzanne and Walter Scott Cancer Research Tower; an eight-story, 108-bed inpatient treatment center named the C.L. Werner Cancer Hospital; and a multidisciplinary outpatient center. **Serving students:** A new comprehensive cancer center approach will enable enhanced recruitment of exceptional students. Here, students will collaborate with physicians who work side by side with researchers to accelerate breakthroughs in the lab to the bedside.

**Chihuly Sanctuary and Leslie’s Healing Garden**

**Under construction:** The Chihuly Sanctuary and Leslie’s Healing Garden are part of the healing arts program on the UNMC campus. It is dedicated to the emotional well-being and healing of patients, faculty, students and staff of the health professions. **Location:** Accessed through the Fred & Pamela Buffett Cancer Center. **Cost:** $24 million. **Project details:** The sanctuary is designed and built by the world famous glass artist, Mr. Dale Chihuly, adding to the healing arts program at UNMC and Nebraska Medicine. They are the largest in the United States, with a dedicated curator and endowment. **Serving students:** A new approach to the emotional wellness of learners, faculty and staff, simultaneously supporting the healing arts clinical program embracing visual, musical, written, performing and other healing arts.

**UNMC Center for Drug Discovery/Lozier Center for Pharmacy Sciences and Education**

**Completion:** April 2016. The UNMC Center for Drug Discovery/Lozier Center for Pharmacy Sciences and Education was completed in the spring of 2016. The University of Nebraska Board of Regents approved the construction budget in January 2013. **Location:** The facility was built east of the Michael F. Sorrell Center for Health Science Education at approximately 41st and Emile Street. The building’s location on the Ruth and Bill Scott Student Plaza near other UNMC college buildings promotes an interprofessional educational experience. **Funding source:** Funding was through private support in partnership with the University of Nebraska Foundation. **Cost:** $35 million. **Project details:** The new 85,000-square-foot building increases research capacity and replaces and expands the education space of the existing College of Pharmacy building, now known as The Joseph D. and Millie E. Williams Science Hall. The existing building continues to be devoted to cutting-edge research and campus-wide student services. Additionally, the new building provides contemporary education space, equipped with the advanced technology needed to deliver pharmacy education and active learning in the 21st century and provide laboratory and research support space designed to accommodate the specific technical needs of pharmaceutical research in three areas: drug discovery and development, drug delivery, and clinical
and translational research. Serving students: The state-of-the-art facility provides patient care simulation and instructional space to emphasize the increasing role of pharmacists in providing primary health care. The building includes a contemporary model pharmacy, a sterile compounding room, and practice areas for patient assessment and point of care testing. Student interaction and study areas optimize collaborative learning.

**Health Science Education Complex, Kearney**

Completion: August 2015. The Health Science Education Complex, a collaboration between UNMC and the University of Nebraska at Kearney, houses programs of the College of Nursing and the College of Allied Health Professions. The University of Nebraska Board of Regents approved the construction in March 2013. Location: On the University of Nebraska at Kearney campus at the corner of Highway 30 and University Drive, just west of the West Center Building. Funding source: The majority came from a 2012 Nebraska Legislative Appropriation through the university-wide Building a Healthier Nebraska initiative. A $1 million donation from Good Samaritan Hospital also helped with the project. Cost: $19 million. Project details: The 30,000-square-foot building houses seven programs: undergraduate nursing and graduate nursing, physician assistant, physical therapy, clinical laboratory science, medical nutrition, radiography and diagnostic medical sonography. The building includes seven classrooms, five laboratories and 14 simulation areas. The vision of UNK and UNMC was to build a nationally recognized learning and research environment that promotes education in rural primary care, generates scientific discoveries and new knowledge about rural health, and enhances strategies to promote high-quality primary care in rural communities by creating academic and community partnerships around rural health problems and opportunities. Serving students: The College of Nursing’s current Kearney programs have moved to the building and expanded to add 48 more students. The project allows the College of Allied Health Professions to bring its programs to Kearney, with room for 132 students.

**Stanley M. Truhlsen Eye Institute**

Completion: Spring 2013. The Stanley M. Truhlsen Eye Institute brings clinicians, researchers and patients together in one state-of-the-art facility featuring specialized care and the latest in diagnostic ophthalmology. Location: The building is located at 40th and Leavenworth streets, west of the Weigel Williamson Center for Visual Rehabilitation and the Home Instead Center for Successful Aging. Funding source: Funding was through largely private support with the center’s lead gift from Dr. Stanley Truhlsen. Cost: $30 million, including two phases. Project details: The first phase was a 47,000-square-foot building that houses clinical services, clinical research, diagnostic and educational facilities. The second phase, a surgical wing, housed in the Lauritzen Outpatient Center, will be open in late 2016. Serving students: The next generation of eye specialists is being educated in a technologically
advanced clinical and learning facility. The new building provides continuing education to community ophthalmologists in the region and globally helping keep current with the latest knowledge and techniques. **Lauritzen Outpatient Center and Fritch Ambulatory Surgery Center:** This will be phase two of the Eye Institute project. The surgery center will house several suites for advanced surgery and eye procedures making the Truhlsen Eye Institute a “one-stop” place for clinic appointments, surgeries and follow-up care. This is housed as part of phase one in the Lauritzen Outpatient Center, which opens in late 2016.

**Poynter Hall Renovation**

**Completion:** Spring 2013. **Location:** 42nd and Dewey Streets. **Funding source:** Nebraska State Legislature passed LB 605, which provides funding to maintain and make renovations on older buildings. **Cost:** $7 million. **Project details:** Poynter Hall, a six-level historic landmark building, has been in service since its construction in 1912. The 20,000-square-foot building was completely overhauled to create a space suitable for teaching and clinical work. It is the primary clinic site for the Department of Psychiatry’s adult and child patients and houses research space. The renovation included updating the mechanical distribution, plumbing and electrical systems, as well as bringing the building into full compliance with current building, fire and life-safety, Americans with Disabilities Act and energy codes. **Serving students:** Poynter Hall is the primary training site for UNMC’s psychiatric rotations for medical students and the primary outpatient and telepsychiatry training site for residents in the Creighton-Nebraska Psychiatry Training program. The building also houses operations of the Nebraska Anatomical Board.

**Eppley Institute for Research in Cancer and Allied Diseases Renovations**

**Completion:** May 2013. **Location:** 42nd and Dewey Streets. **Funding source:** UNMC received $8 million in federal stimulus funding along with $2.7 million from the Nebraska State Legislature as part of LB 605, which provides funding to maintain and make renovations on older buildings. **Cost:** $10.7 million. **Project details:** The project replaced deteriorating systems and space in the nearly 50-year-old building. The renovation substantially improved practically every facet of the building and transformed the environment. **Serving students:** The renovated space provides more research opportunities for undergraduate, graduate and post-doctoral students interested in cancer research.

**Scott Student Plaza & Hope Tower**

**Completion:** Dedicated September 2011. Ice rink opened December 2009. **Location:** The Ruth and Bill Scott Student Plaza spans from 42nd Street to 38th Avenue and from Dewey Avenue to Jones
Street. **Funding source:** Funding is through largely private support with the lead gift from Ruth and Bill Scott. The Scotts have made multiple gifts to UNMC’s educational buildings including the colleges of Medicine, Nursing, Public Health and Pharmacy. **Cost:** $5 million. **Project details:** Designed to provide green space and a campus-like feel for students, the Ruth and Bill Scott Student Plaza is a place for study breaks, employee events and a community ice skating rink. The Hope Tower – designed by internationally-renowned artist James Carpenter – is illuminated at night. It is surrounded by four black granite benches for people to sit and reflect and represents a signature architectural piece on the UNMC campus. This project was the start of a community space surrounded by one-of-a-kind art pieces. In 2012, the Keep Omaha Beautiful organization recognized the plaza as one of the cities’ top community spaces. **Serving students:** The student plaza joins major education buildings on campus and provides a space for interdisciplinary study, networking and fun.

**Harold M. and Beverly Maurer Center for Public Health**

**Completion:** April 2010. **Location:** South of Dewey Avenue on the east side of 40th Street in what was a UNMC parking lot. **Funding source:** Private donations from Ruth and Bill Scott of Omaha. **Cost:** $16.5 million. **Project details:** The 52,500-square-foot, three-level facility is home to the College of Public Health. **Serving students:** The college delivers high quality education, research and public service emphasizing the following areas: biosecurity/bio-preparedness; biostatistics; environmental, agricultural, and occupational health sciences; epidemiology; ethics and humanities in health; health disparities; health policy analysis; health services administration; health services research; health promotion/disease prevention; rural health; and toxicology.

**Center for Nursing Science**

**Completion:** Spring 2010. **Location:** The new building addition joins the east end of the original building at 42nd Street and Dewey Avenue and is connected to the main building by a short link. **Funding source:** Private donations from Ruth and Bill Scott of Omaha. **Cost:** $14 million. **Project details:** A 42,550 square-foot, multi-story structure for classrooms, labs, faculty offices and nursing research. **Serving students:** Classrooms, clinical skills labs and seminar rooms accommodate advanced teaching technology.

**Home Instead Center for Successful Aging**

**Completion:** Spring 2010. **Location:** The new center is at the intersection of Leavenworth Street and 38th Avenue. **Funding source:** Major gift by Omaha natives Paul and Lori Hogan, co-founders of Home
Instead Senior Care, the largest provider of non-medical home care to seniors in the world. **Cost:** Nearly $10.2 million (funded entirely with private donations). **Project details:** The three-level, 31,425 square-foot center unites the sections of geriatric medicine and geriatric psychiatry, expands research and patient care, improves the education infrastructure and provides outreach facilities to enhance successful aging. A Community Education and Outreach Center – a key part of the project – provides comprehensive services to promote fitness, good nutrition, health education, independent living and socialization. **Serving students:** Fifty percent of the health care provided by UNMC students in 2020 will be for people age 65 and older, which makes it important to expose health professions students to this population in an integrated multispecialty learning environment on campus.

**College of Nursing Northern Division**

**Completion:** August 2010. **Location:** Located on the Northeast Community College campus in Norfolk, NE. **Funding source:** The Norfolk community raised $11.9 million in private funds, including a more than $1 million capstone gift from Norfolk philanthropists J. Paul and Eleanor McIntosh. **Cost:** $12.9 million. **Project details:** The 43,747-square-foot facility houses Northeast Community College’s basic nurse aide; licensed practical nursing and associate degree nursing programs; and UNMC’s Bachelor of Science in nursing, Master of Science in nursing and doctoral degree programs. UNMC offers other nursing programs in Omaha, Lincoln, Kearney and Scottsbluff. **Serving students:** When combined with Northeast Community College's nursing programs, six levels of nursing education are available, from certified nursing assistant to the PhD in nursing. The college addresses a shortage of nurses in northeast Nebraska.

**College of Dentistry Renovation**

**Completion:** 2010. **Location:** 40th and Holdrege streets in Lincoln. **Funding source:** LB605. **Cost:** $8.5 million **Project details:** The original overhanging entrance to the college was enclosed to make room for a handicapped accessible elevator (which improves patient access to the clinics) and additional offices. Heating and air conditioning, plumbing and electrical systems were upgraded and patient reception and waiting areas improved. Areas of the building that had not been substantially altered since the structure was opened in 1967 were renovated, including teaching clinics and class laboratories. **Serving students:** Modern and more efficient clinics, laboratories and support areas have improved patient treatment, which is a large focus of clinical dental education, and benefited the patients, the students who provide care and the faculty who teach in those areas.

**Durham Research Center II**
**Completion:** May 2009. **Location:** Connected a few yards south of the Durham Research Center I on the northwest corner of Durham Research Plaza (formerly 45th Street) and Emile Street. An interaction and conference area connects the two research towers. **Funding source:** Funding was largely through private support. The late Charles Durham provided the lead gift. In addition, the State of Nebraska committed $12 million in non-state, general fund resources. The state support primarily was used to construct bioterrorism preparedness laboratories and the State Public Health Lab within the tower. **Cost:** $76.4 million. **Project details:** The 10-level facility is nearly identical to the Durham Research Center. It contains 252,179 gross square feet with 95 state-of-the-art laboratories, as well as office space for investigators and laboratory support space. A sculpture of Mr. Durham by Omaha artist John Lajba stands near the entrances of the two research towers. **Serving students:** The tower provides graduate students with additional laboratory research space, collaboration areas and study areas.

**FDA Good Manufacturing Process (GMP) Facility**

**Completion:** March 2009. **Location:** Southwest corner of 42nd and Emile Street in a building that formerly housed the University Laundry. **Funding source:** UNMC and Nebraska Medicine jointly funded the facility. **Cost:** Estimated at $16.5 million. **Project details:** The purpose of the facility is to develop pharmaceutical treatments for patients with cancer, diabetes and liver failure; process cells and tissues; and prepare solid organs for transplant. It is a U.S. Food and Drug Administration-regulated manufacturing facility. **Serving students:** Provides opportunities for translational research and product manufacturing that strengthens patient care and enhances learning.

**Bennett Hall Renovation**

**Completion:** August 2008. **Location:** Northwest corner of the intersection of 42nd Street and Emile Street. **Funding source:** LB605 (2006), which provided matching state funds to upgrade buildings on all four campuses of the University of Nebraska system and the state colleges. **Cost:** $8.9 million. **Project details:** Built in 1918, Bennett Hall is a historic building that has seven levels and contains 64,494 gross square feet of space. An addition was made to the building in 1947 with a major renovation in 1962. This newest renovation of about 46,000 square feet of interior space provides an additional 25,000 net square feet of updated space. The updates bring together for the first time ever in one location the 10 educational programs that comprise the College of Allied Health Professions on Levels 3 through 6. The Department of Anesthesiology administrative and faculty offices remains on Level 2, and the Counseling and Student Development Center moved from the Student Life Center to Level 6. **Serving students:** The space fosters a sense of community among allied health faculty, staff and students; provides a 2,000-plus square foot classroom and laboratory for physical therapy and physician assistant students on Level 4; seats 42
students in a remodeled amphitheater equipped for distance education; enhances student interaction; and compliments the interprofessional core courses being developed.

**Weigel Williamson Center for Visual Rehabilitation**

**Completion:** April 2008. Known as the Low Vision Center, it is the region’s only not-for-profit comprehensive center for visual rehabilitation of adults and children. **Location:** The new building is directly south of the Ronald McDonald House on the southwest corner of 38th Avenue and Jones Street. **Funding source:** Funding is through largely private support with the center’s lead gifts from Dr. Harry and Beth Weigel of Auburn, Calif., and Robert and Alice Williamson of Omaha to the University of Nebraska Foundation. **Project details:** The 4,540 gross-square-foot, single story building features a residential home environment with assistive technology for people with low vision and a facility where low vision assistive devices are available for clients to use before deciding whether to purchase them. Other spaces include a low vision adapted kitchen, bathroom, conference room, classroom and play area. **Serving students:** Students who study optometry, ophthalmology, occupational therapy or nursing work as part of the team of providers at the house.

**Michael F. Sorrell Center for Health Science Education**

**Completion:** June 2008. **Location:** Northeast corner of the intersection of 42nd Street and Emile Street. **Funding source:** Funding is through private support, with Ruth and Bill Scott making the largest donation. **Cost:** $52.7 million (funded entirely by private donations). **Project details:** The 134,183 square-foot, four level building features clinical skills laboratories that resemble hospital and exam rooms, small and large amphitheaters with theater-sized screens, small group classrooms, interactive study rooms, and private study spaces. A large student commons area, snack shop and bookstore are part of the center. The building also features the campus events center, which provides a setting for campus, alumni and community events. The College of Medicine offices are located on the 4th floor. **Serving students:** This state-of-the-art health science education center enhances the educational experience for all UNMC students. The building hosts the iEXCEL Visualization Hub and has smart classrooms featuring interactive technology; a clinical skills center where students can learn communications skills and practice clinical decision-making in a safe, simulated environment; teaching laboratories equipped with virtual microscopy; small group instruction rooms that support problem-based learning; small and large amphitheaters; a large interactive space featuring student lounges, study areas and other student-oriented amenities; a campus events center which provides a setting for campus, alumni and community events, and creates an environment for lifelong learning; and a beautifully landscaped green space around the facility where student and campus activities take place.
Wittson Hall Gross Anatomy Lab Renovation

Completion: Summer 2008. Location: Wittson Hall. Funding source: Private funds raised in association with the Michael F. Sorrell Center for Health Science Education. Cost: Approximately $2.5 million. Project details: Provides 50 percent more space to accommodate larger class size and smaller groups (four) of students per cadaver table. Connected to the lab is an expanded Holyoke-Latta Self-Directed Learning Center and a separate lab for surgery residents to practice their skills before operating on patients. Serving students: Expands faculty teaching and student learning capabilities by incorporating the latest digital technology. Images can be projected onto 50-inch wide screens located near each dissecting table and a teaching gallery allows demonstrations to be videotaped and archived for student review. New locker rooms provide sufficient space for both learners and faculty.

Olson Center for Women Remodel

Completion: Reopened October 2007. Location: Fourth floor of the Durham Outpatient Center, 42nd and Emile Streets. Funding Source: Funding is through largely private support with the center’s lead gift from Dr. Leland and Dorothy Olson. Cost: $5 million. Project details: The 25,000 square foot center is double the size of a previous OB/GYN academic clinic. After undergoing remodeling, the center is Omaha’s first comprehensive outpatient center focused exclusively on women’s health. It houses physicians and other health care professionals in obstetrical and gynecological care, internal medicine, radiology, laboratory support and several subspecialties. Serving students: Students can learn and practice a team-approach to women’s healthcare by working with interdisciplinary teams in a modern facility.

UNMC’s Self-Study Process and Structure

The Education Council

The Education Council was officially formed in 2007 by then Vice Chancellor for Academic Affairs Rubens Pamies. The goal was to provide increased emphasis and recognition of faculty education efforts both internally and externally. The major approaches taken to achieve this goal were to

1. Improve promotion and tenure criteria for faculty recognition in education
2. Develop a Master Teacher Group of faculty and technology scholars
3. Improve education research and support in the health professions
4. Encourage intramural and extramural grant applications
5. Provide educational research and development seed grants/funding opportunities
6. Initiate monthly teaching councils to discuss innovative educational methods

The idea of the Education Council was presented to the Dean’s Council and the Chancellors Council and was embraced and approved at UNMC’s highest administrative levels. As formally implemented, the Education Council is comprised of the Academic Associate Deans of all colleges at UNMC. This group, which had been meeting informally for many years, was officially established as a functioning group charged with addressing educational issues that affect UNMC’s campus. The Education Council provides input and recommendations regarding education issues related to major endeavors on campus, such as strategic planning, implementation of new educational initiatives, coordination of interprofessional education, development and implementation of the new student information systems, and more. From the onset, the Education Council provides a valuable resource to help UNMC lead in educational innovation. UNMC uses this resource to facilitate existing educational projects, develop new educational initiatives, oversee curricular outcomes and program assessment, and communicate information about educational endeavors to the entire campus.

Since its inception, the Education Council has evolved and expanded. The council was recently re-organized to integrate communication and planning between two leadership groups, one focusing on education (Academic Deans/Directors, Academic Affairs) and another focusing on services and initiatives, from other closely related supporting organizations represented on the Council (McGoogan Library of Medicine, IT, Interprofessional Education (IPE), iEXCEL℠).

**Re-accreditation Teams and Activity Timeline**
Preparation for re-accreditation of UNMC by the Higher Learning Commission (HLC) during the 2016-17 academic year began in the spring of 2014 under the leadership of the Accreditation Liaison Officer James Turpen, PhD. He approached the Education Council for its support and organized five teams based on each of the HLC accreditation criteria. A Chair and Co-chair drawn from the Education Council were chosen to lead each criteria team. The team members included faculty and/or staff who represented each academic unit. The academic units identified and recruited a member for each team. The Student Senate recruited members to facilitate student representation on the criteria teams. This organizational framework, shown in the table below, included more than 80 team members from across campus.
<table>
<thead>
<tr>
<th>UNMC UNIT</th>
<th>1. MISSION</th>
<th>2. INTEGRITY-ETHICAL AND RESPONSIBLE CONDUCT</th>
<th>3. TEACHING QUALITY RESOURCES &amp; SUPPORT</th>
<th>4. TEACHING-EVALUATION &amp; IMPROVEMENT</th>
<th>5. RESOURCES-PLANNING &amp; INSTITUTIONAL EFFECTIVENESS</th>
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</thead>
<tbody>
<tr>
<td>EDUCATION COUNCIL LEADERSHIP CHAIR/CO-CHAIR</td>
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<td>MEDICINE</td>
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<tr>
<td>ALLIED HEALTH</td>
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<tr>
<td>NURSING</td>
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<td>PHARMACY</td>
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<td>PUBLIC HEALTH</td>
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<td>DENTISTRY</td>
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<td>EPPLEY INSTITUTE</td>
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<td>MUNROE MEYER INSTITUTE</td>
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<tr>
<td>LIBRARY OF MEDICINE</td>
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<tr>
<td>GRADUATE STUDIES</td>
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<tr>
<td>FACULTY SENATE</td>
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<tr>
<td>STUDENT SENATE</td>
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</tbody>
</table>

The criteria teams first met in the summer of 2014 and then held monthly meetings to identify and collect evidence supporting the accreditation criteria and their components and sub-components and to serve as an additional continuous improvement assessment/feedback process. An Executive Steering Committee (ESC) was also established. ESC members include the Vice Chancellor for Academic Affairs, the Assistant Vice Chancellor for Budget and Finance, the Accreditation Liaison Officer and a representative from the McGoogan Library of Medicine. The library representative was the only member of the ESC who had previous experience with the HLC re-accreditation process. In December 2014, Ms. Kami
Wattenbach was hired as the Accreditation and Assessment Coordinator. She has played a central role in managing and coordinating evidence and submitting data to the dashboard and preparing and integrating drafts of the accreditation argument. The time table shown below guided the activities of the various teams.

<table>
<thead>
<tr>
<th>HLC Accreditation Timeline</th>
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<tbody>
<tr>
<td><strong>December 2014</strong></td>
</tr>
<tr>
<td>Data for Core Components 1A, 2A, 3A, 4A, 5A collected and uploaded to Dashboard. Review of information by ESC.</td>
</tr>
<tr>
<td><strong>January 2015</strong></td>
</tr>
<tr>
<td>First Draft of summaries of CCs- A completed.</td>
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<tr>
<td><strong>March 1, 2015</strong></td>
</tr>
<tr>
<td>Data for Core Components 1B, 2B, 3B, 4B, 5B collected and uploaded to Dashboard. Review of information by ESC.</td>
</tr>
<tr>
<td><strong>April 2015</strong></td>
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<tr>
<td>First Draft of summaries for CCs-B completed.</td>
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<tr>
<td><strong>April 2015</strong></td>
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<tr>
<td>Attend HLC Conference.</td>
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<tr>
<td><strong>June 1, 2015</strong></td>
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<tr>
<td>Data for Core Components 1C, 2C, 3C, 4C, 5C collected and uploaded to Dashboard. Review of information by ESC.</td>
</tr>
<tr>
<td><strong>July 2015</strong></td>
</tr>
<tr>
<td>First Draft of summaries for CCs-C completed.</td>
</tr>
<tr>
<td><strong>September 1, 2015</strong></td>
</tr>
<tr>
<td>Data for Core Components 1D, 2D, 3D, 5D collected and uploaded to Dashboard. Review of information by ESC.</td>
</tr>
<tr>
<td><strong>October 2015</strong></td>
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<tr>
<td>First draft of summaries for CCs-D completed.</td>
</tr>
<tr>
<td><strong>December 1, 2015</strong></td>
</tr>
<tr>
<td>Data for Core Components 2E, 3E collected and uploaded to Dashboard. Review of information by ESC.</td>
</tr>
<tr>
<td><strong>January 2016</strong></td>
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<tr>
<td>First draft of summaries for CCs-E completed.</td>
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<tr>
<td><strong>January/February 2016</strong></td>
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<tr>
<td>Begin preparation of first draft of Accreditation Argument.</td>
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<tr>
<td><strong>February 2016</strong></td>
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<tr>
<td>Quality Initiative Report Filed.</td>
</tr>
<tr>
<td><strong>March 2016</strong></td>
</tr>
<tr>
<td>First revision of Accreditation Argument completed. Reviewed by ESC.</td>
</tr>
<tr>
<td><strong>April 2016</strong></td>
</tr>
<tr>
<td>Mock site visit and review.</td>
</tr>
<tr>
<td><strong>April 2016</strong></td>
</tr>
<tr>
<td>Attend NCA-HLC Conference.</td>
</tr>
<tr>
<td><strong>May 2016</strong></td>
</tr>
<tr>
<td>Second revision of Accreditation Argument completed. Reviewed by ESC.</td>
</tr>
<tr>
<td><strong>July 15, 2016</strong></td>
</tr>
<tr>
<td>Final Revision of Accreditation Argument completed. Reviewed by ESC.</td>
</tr>
<tr>
<td><strong>September 2016</strong></td>
</tr>
<tr>
<td>Convene Site Visit Preparation Team.</td>
</tr>
<tr>
<td><strong>October 31, 2016</strong></td>
</tr>
<tr>
<td>Self-Study LOCK DATE / Assurance Argument filed with HLC/NCA.</td>
</tr>
<tr>
<td><strong>November 27/28,</strong></td>
</tr>
<tr>
<td>NCA-HLC Site Visit.</td>
</tr>
</tbody>
</table>
A working team established in January 2015 consisted of the Accreditation Liaison Officer, the Accreditation and Assessment Coordinator, the Director of Institutional Research, an editorial writing specialist and a library representative. The working team met weekly to review the progress in evidence collection, evaluate the evidence and initiate the process of preparing the accreditation argument. The criteria teams reviewed each draft of the accreditation argument, and their comments and suggestions were incorporated into the argument. The staff of the Department of Public Relations also played a critical role in collecting information and assisting communication with constituents. The process moved forward and the elements of the timeline were met as planned. A draft of the entire accreditation argument was posted on the UNMC internal website on September 1, 2016. Faculty and staff were asked to review the draft and provide any comments or suggestions to the Accreditation Liaison Officer no later than October 15, 2016.

The Chancellor and the Vice Chancellor for Academic Affairs thoroughly reviewed the final iterations of the Assurance Argument and provided feedback to the working team. Discussions at various Chancellor's Council meetings as well as Faculty Senate, Student Senate, and Deans and Directors meetings enabled the working team to provide updates to these groups and gather feedback from them regarding the Assurance Argument and the areas of opportunity for improvement discovered by the working team.

In summary, representatives from all of the units of the UNMC campus participated in the collection of evidence and the review and preparation of the argument. UNMC faculty and students were involved in all aspects of the constructive and thorough evaluation process.

**Response to the Concerns of the 2006 Site Visitors**

*All documents sited below can be found in Section 4B (unable to link here)*

During the 2006 Higher Learning Commission's (HLC) site visit, (HLC Documents-Team Report) the North Central Accreditation (NCA) Committee encouraged UNMC to consider how to better assess students and programs and required submission of a progress report. In response, UNMC embraced the opportunity and established a Committee on Assessment and Evaluation to develop a more comprehensive and uniform approach to evaluate and assess students, faculty and programs. The committee created a campus-wide implementation strategy that included three assessment domains: student assessment, program assessment and program evaluation. The NCA-HLC reviewed and accepted
the implementation strategy and accompanying report in 2009. The report containing HLC’s 2006 feedback and UNMC’s response are contained in 4B of the Assurance Argument.

After approval of the implementation strategy, UNMC’s colleges and units began to enhance assessment methodologies and evaluate the program assessment data. Each college was asked to develop a list of Assessment Techniques for student assessments and program assessments. The lists were to identify what skills or concepts should be assessed and how they would be assessed. The collected assessment data was used to detect areas of possible improvement or change. The Outcomes Assessment Processes created for each college determined who was to review the data, how the data should be processed and used, and who was to ensure completion of any changes or recommendations. In many of the colleges, a yearly assessment report was required as a formal review of the data and of any actions taken.

In preparation for HLC’s comprehensive re-accreditation site visit to UNMC in 2016, it was recognized that some items UNMC had committed to accomplish in the implementation strategy were successfully created immediately following the 2009 report, while others were more recently implemented. The implementation strategy included development and staffing of a central Office of Accreditation and Assessment and the implementation of standardized assessment software and processes.

Assessment remains an area for continued enhancement and growth at UNMC. As an institution, UNMC continues to evaluate and improve all programs. Much of this activity has taken place at the college level in association with each college’s professional accreditation requirements. To broaden the focus, a new proposal submitted in May 2015 to the Vice Chancellor for Academic Affairs recommended the development of a permanent central Office of Accreditation and Assessment. This proposal is found in 4B of the Assurance Argument. The UNMC Senior Administration approved this permanent Office of Accreditation and Assessment, which was established and staffed in January 2016.

The Accreditation Coordinator and the Accreditation Liaison Officer attended a Higher Learning Commission Assessment Workshop in February 2016. The workshop helped determine how to best create a more cohesive, integrated and efficient assessment process at UNMC. The results have included establishing a campus-wide assessment committee with representatives from each of the colleges, as well as the acquisition and campus-wide implementation of the ExamSoft assessment software.

Consistent with our culture of quality improvement and our commitment to assessment, UNMC has now implemented several initiatives that will continue to advance assessment processes. These initiatives include purchasing ExamSoft assessment software and its adoption as an assessment tool by all of the colleges. A permanent assessment committee consisting of the assessment coordinator from each college
has been established. The committee meets on a bi-weekly basis to review, discuss and implement strategies and processes in order to further enhance assessment activities. The committee is charged with the implementation of ExamSoft by each college and has developed a timeline for implementing and reporting the enhanced assessment activities for each program and college.

Underscoring the importance to the institution, assessment of UNMC educational programs is a prominent feature of the UNMC Strategic Plan and is reflected in every college's strategic plan. This requires each college to submit annual assessment reports to the Office of Accreditation and Assessment with oversight by the Vice Chancellor for Academic Affairs. Additionally, at the institutional level, programmatic objectives with measurable outcomes have been developed for our initiative in Interprofessional Education. This series of initiatives will be evaluated and strengthened on an ongoing basis providing further evidence of the commitment to assessment at the institutional level.

In summary, UNMC has made great progress to standardize and coordinate the assessment processes, yet recognizes that enhancement of a culture of comprehensive assessment represents an opportunity for continuous future growth and improvement.

**Multi-Location Site Visit, Spring 2015**

In the spring of 2015, the Higher Learning Commission (HLC) conducted multi-location site visits to UNMC's College of Nursing locations in Kearney and Lincoln, Neb. The locations met the standards established for continuation. The concerns and recommendations identified by the site visitor and the University's responses to them are summarized below. The responses were accepted by the HLC and re-accreditation was granted. The complete report of the site visit is attached as Appendix 2.

- **“Minimizing student scheduling changes at Lincoln and providing more advance notice when changes are necessary.”**

  **Response:** This was primarily a result of a contract dispute in one of the primary clinical sites (St. Elizabeth Hospital) in Lincoln. The dispute has been resolved. The Lincoln Division of Nursing faculty have discussed how to minimize disruption and to notify students of any changes necessary in clinical schedules as quickly as possible.
• “Ensuring facilities provide ample space, technology and reliable connectivity for students and faculty at both locations.”
  
  Response: The Kearney Division moved into a new $19 million building in summer 2015. The building is equipped with cutting-edge technology and reliable and updated wireless connectivity, with ample space for faculty, staff, students, alumni and visitors.

  Connectivity in the Lincoln building was substantially improved in April 2015 with the purchase of a new wireless controller, which resolved latency issues. A subsequent analysis and heat map produced by the UNMC IT department showed that excellent connectivity has been achieved.

• “Address dissatisfaction expressed with regard to expectations and reality by Kearney students.”
  
  Response: The College is implementing multiple communications with students to help them become more familiar with active learning and the study skills necessary to optimize this approach to learning. These include study skills and time management content in the new student orientation; written, verbal, and videotaped messages from the Dean; new content on the College’s BSN program web page; and multiple faculty development opportunities to provide faculty with new techniques for introducing students to active learning and for implementing active learning.

• “Reviewing staffing levels in Lincoln ensuring sufficient support in proportion to enrollment.”
  
  Response: The College of Nursing evaluated staffing levels in Lincoln and determined that they are comparable to the main campus in Omaha. Student services staffing also is comparable to the main campus in Omaha in proportion to enrollment. Additionally, the College’s Director of Administration and Operations is working with Lincoln Division faculty and staff to evaluate work flows and processes and develop enhancements to streamline work processes. This work was completed by June 30, 2016.

• “Reviewing and developing a more formalized process for faculty evaluation at Kearney.”
  
  Response: The College of Nursing, Kearney Division uses the same formal faculty evaluation processes as each of the other campuses and as currently delineated in the written faculty policies. These policies are aligned with the UNMC and University of Nebraska system policies. In addition, the College’s Evaluation Task Force and in particular, the Faculty Evaluation Subcommittee, is updating faculty evaluation processes for all five campuses. The first recommendation from the Faculty Evaluation Subcommittee of the Evaluation Task Force has been approved by the College of Nursing’s Executive
Council and was implemented in spring 2016. This recommendation addresses streamlining the documentation for faculty evaluation and focusing in particular on linking evaluation with prior year goals and with goal setting for the subsequent year, as well as determining resources that may be needed by faculty to achieve goals. An additional change that is under consideration by faculty is adding an expectation for more formal evaluation input by course coordinators.

Summary

UNMC as an institution has undergone significant program growth and facility enhancement in many areas and in multiple locations in the decade since our last accreditation. Advances made to the programmatic, organizational, administrative and physical facility aspects of UNMC have strengthened our ability to educate and prepare future health care professionals for the needs of a changing world. Through it all, we have maintained our commitment to excellence in education, research and patient care. These changes have occurred at a time of continued rising enrollment and dramatic increases in education, research and clinical care areas. The following Accreditation Argument documents the evidence supporting our commitment to our institutional values and our dedication to meeting the criteria established by the Higher Learning Commission.
1 - Mission

The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

1.A - Core Component 1.A

The institution’s mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution’s planning and budgeting priorities align with and support the mission.
   (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument


1.A.1.

The University of Nebraska Medical Center (UNMC) modified its mission statement in 2015 to reflect the institution's changing role and direction as the state's public health science center in a globally focused world. The prior version of the mission was first adopted by the Board of Regents (BoR) in 1991, modified in 1994 and formally restated in 1997. The university operated under the last form of the mission for nine years since its last accreditation review in 2006. That mission states:

*The mission of the University of Nebraska Medical Center is to improve the health of Nebraska through premier educational programs, innovative research, the highest quality patient care and outreach to underserved populations.*

Jeffrey P. Gold was appointed both Chancellor of the University and the board chair for its clinical partner (Nebraska Medicine) in 2014. A goal of the dual appointment was to align UNMC's educational and clinical teaching enterprises under a unified single mission. A year following his appointment, Chancellor Gold began the mission review process, and the modified statement was publicly released in 2015. The mission retains UNMC's primary responsibilities as the state's only public academic health science institution and reflects its growing national and global influence through a broader view of outreach.
As part of the review process, the organizational leadership consulting firm GAP International facilitated inclusive retreats and training sessions to obtain stakeholder input. The sessions gathered ideas and opinions from senior administrators; the Chancellor's Council; Faculty Senate members; all faculty, staff and students; and community representatives from various constituencies. The Chancellor's Council and others discussed the prepared mission statement and thereafter the formal introduction of the revised mission statement to the broader UNMC community at a planning meeting in March 2015. Broad web-based communication with all faculty, students, and staff provided input and subsequent affirmation.

The revised mission states:

*Our mission is to lead the world in transforming lives to create a healthy future for individuals and communities through premier educational programs, innovative research and extraordinary patient care.*

Both mission statements acknowledge UNMC's four main roles: education, research, patient care and outreach. The administrative structure supports these and consists of nine major units (seven colleges and two institutes) that focus on allied health, dentistry, medicine, nursing, pharmacy, public health, graduate studies, developmental disabilities and cancer. Each unit's mission aligns with UNMC's mission.

UNMC is one of four University of Nebraska (NU) campuses, which, under the state constitution, comprise a university system governed by the BoR. NU's Central Administration consists of the President, the Provost and the Vice Presidents for business and finance, general counsel, and natural resources. NU's President reports to the BoR and is responsible for implementing BoR policies. The President leads and directs the state's higher education system through the chancellors of the four campuses.

1.A.2.

UNMC's premier programs educate health care professionals and research scientists through 17 academic degree programs (2014, 2015) centered in seven colleges (College of Allied Health Professions, College of Dentistry, College of Medicine, College of Nursing, College of Pharmacy, College of Public Health and Graduate Studies) and two institutes (the Munroe-Meyer Rehabilitation Institute and the Eugene C. Eppley Institute for Research in Cancer and Allied Diseases). Its 3,800 plus students obtain professional or graduate degrees through five bachelor's programs, five master's programs, six doctoral programs and six certificate programs. Dual-degree programs provide a multi program focus. The Master of Science and PhD programs prepare academic research scientists through the Graduate College, a unit shared by all NU campuses.

Professional academic programs support UNMC's mission to improve health at the local, regional, national and international levels through premier educational programs. Thirteen recognized organizations accredit UNMC's programs. UNMC colleges and programs consistently rank high by national standards- (2015, 2016, 2017). In turn,

Rural health care delivery and education creates a healthy future for Nebraska communities. Since 1990, more than 420 students have graduated from the Rural Health Opportunities Program (2014, 2015, 2016). Of those, 65% currently practice in Nebraska and 75% of them practice in rural areas. Most UNMC students participate in a rural rotation at some point during their education.

Student support services foster academic and workplace success and align with UNMC's stated mission to provide premier education. The student resources available from admission to post graduation provide opportunities, assistance and motivation that positively impact classroom proficiency and performance measures (graduation rates, post graduate exam scores and job placement). Student academic, health and living support includes:

- a 3-day orientation,
- Bias Assessment Response Team,
- tutoring,
- disability accommodations,
- dispute resolution services,
- student organizations,
- IT infrastructure and library resources,
- counseling services,
- health insurance,
- stress management,
- student housing.

Student demographic enrollment profiles reflect diversity in residency, gender, age and race, and are consistent with the University's mission, vision and values. UNMC plans its student admissions to meet future community, state and global health care needs. Application, acceptance and enrollment rates have remained consistent. Quality applicants from Nebraska, the United States and the world apply to all UNMC's programs.

In any given year, nonresident applicants (2013, 2014, 2015) outnumber residents by almost 2 to 1. Twenty-eight percent (1,478) of 5,318 applicants in 2013 were accepted and 26% (1,381) were enrolled. Almost three-quarters of accepted students were Nebraska residents. Of those residents, 21% were from rural Nebraska counties. Admitting them supports UNMC's commitment to rural health care. Similarly, the University accepted 28% of under-represented minority applicants. UNMC embraces a diverse student population to fulfill its vision to build unity and equity in health care delivery (2014, 2015, 2016).

While there is diversity, UNMC's commitment to match its student body with the makeup of the surrounding community and state is a continuing work in progress.

1.A.3.
The mission guides strategic, financial and infrastructure planning at all levels at UNMC. The mission is accomplished through UNMC's campus planning processes and documents consistent with the system-wide priorities established by the BoR in the Strategic Planning Framework. The framework establishes goals and related objectives emphasizing access and affordability, quality academic programs, workforce and economic development, research growth, engagement with the state, and accountability.

The strategic planning process converts UNMC's mission and supporting values and vision into goals and actions outlined in the rolling, 3-year strategic plan, 2015 and 2016. Faculty, staff, students, administrators, NU Foundation officers and community representatives assess progress and update the strategic plan quarterly and at the annual Chancellor's Strategic Planning Retreat. The strategic planning portal, UNePlan (previously named Prism), allows leaders to update the progress of their plans and to add goals meaningful to the ongoing progress of their unit.

The Strategic Plan's Critical Success Factors (CSF) accomplish the mission. CSF coincide with the mission's central elements; mimic UNMC's values; and provide the backbone for planning, budgeting and prioritizing plans and projects. Each CSF has its own goals, action steps, milestones, leaders, teams and measures that support UNMC's mission, values and vision. The units follow the same framework for campus-wide planning continuity with planning and resource allocation.

Other long-range plans set priorities for buildings, infrastructure and construction to meet educational, research and clinical needs identified in the strategic plan. The Facilities Development Master Plan guides the physical development of the campus over 5-, 10- and 15-year planning horizons. Construction and program planning occur in conjunction with the NU system's University Six-Year Capital Plan and the NU Foundation Capital Campaign. Objectives of these collaborative efforts are being met, but coordinating their development, implementation and review is an ongoing challenge.

UNMC meets its mission through sustainable and predictable budget planning prioritized and allocated to accomplish the CSF of the strategic plan. Being good stewards of public money, adhering to budget plans and other fiscally responsible behaviors supports the mission and values and ensures budget stability. Financial planning is based on guidelines in NU's Affordable Access to a Quality Education. Diverse funding streams and planning for periodic benchmarked tuition increases ensures UNMC is affordable to students and helps to meet its fiscal goals.

Each year, UNMC measures key quality indicators in education, research, health care, global engagement, diversity, economic growth, employees and financial strength, facilities, IT, library and compliance. The indicators reveal that UNMC continues to meet planning goals; provide services and infrastructure to support the changing needs of students, faculty and staff; and support the mission.

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1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1.B.1.

The mission, vision and values statements, the strategic plan, and other related mission documents express UNMC's core intentions. Public dissemination occurs in print documents, on website pages, on downloadable PDF documents, and in marketing materials (business cards, television and print media, social media pages, press releases, etc.) and sponsorships of community events.

The Mission Statement appears on the Mission Statements page on NU's Central Administration's website; on the History and Mission page on UNMC's website; in UNMC's Student Handbook; on the back of every student, faculty and staff identification badge; and in all press releases.

The mission, vision and values statements are published in the Planning Information and Quality Indicators (PIQI) report available as a PDF document on UNMC's website.

Each college has an individual mission statement derived from UNMC's mission. Most are published in the college's student handbook.

Many documents and web pages reflect the intent of UNMC's mission, including the 2014-17 and 2016-19 Strategic Plan, promotion and tenure guidelines, human resources policies, and student services information.

The Chancellor and the leadership team outline the mission and vision while giving speeches and presentations on and off campus, meeting individuals and prospective students, interviewing with media professionals, reporting to the BoR and at commencement. Orientation sessions introduce the mission and vision to faculty, staff and students.

1.B.2.
The mission documents outlined in 1.B.1 are available, current and emphasize UNMC's dedication to education, research, patient care and outreach. Emphasis of each component depends on the document and its intended purpose and audience. Many (the mission, values, vision, etc.) are reviewed annually while others are revised as needed. For example, rapid updates of the mission statement after its recent revision kept UNMC's public information current and consistent.

The Strategic Plan is the primary mission driven document. The Strategic Plan 2014-17 and 2015-18 emphasizes key aspects of the university's mission, vision and values through nine CSF and their accompanying goals, milestones and outcomes. The success factors outline plans to enhance educational models, increase research, advance community/global partnerships for health, create an exemplary culturally competent organization, advance biomedical technologies to improve health and create economic diversity, strengthen employee satisfaction, position UNMC to prosper during health care reform and implement campus projects.

The annual PIQI report (2014, 2015, 2016) provides evidence UNMC is accomplishing its goals as outlined in the Strategic Plan. For example, the PIQI

- uses quality indicators to demonstrate academic success;
- highlights research and scholarship activities;
- explains clinical care and outreach initiatives, including community engagement and rural and global clinical outreach;
- includes values measures of diversity and cultural competence, employee satisfaction, economic impact and financial strength.

Two documents underscore the importance of using premier educational programs to improve global health. The Guidelines for Promotion and Tenure explains advancement and skills building strategies to improve faculty performance as instructors, researchers, clinicians and scholars that will benefit their professional advancement and gain peer recognition in their chosen fields and disciplines. The Policies and Procedures Manual outlines how the Interprofessional Academy of Educators advances UNMC’s mission by encouraging educational innovation and fostering mentorship through faculty development programs, educational scholarship and the development of innovative curricula.

The Nebraska Research Initiative demonstrates UNMC’s focus on research and scholarship. This initiative positioned UNMC to build private sector and government partnerships to advance research and development, secure external and private research funding, and create new knowledge and jobs to build the economy.

1.B.3.

UNMC's mission documents define the intended recipients and measured outcomes of programs and services. The four mission components of education, research, patient care and outreach inform the structure of educational programs and services. Planning documents define the timelines and actions the University follows to meet its overarching mission to improve health
locally, regionally and globally. For example, the PIQI's 14 sections detail UNMC's reach from individuals to communities to the state and the world.

The values and vision provide broader context to the mission and express the university's fundamental qualities. The six values specifically apply to faculty, staff and students and outline responsibilities to themselves, the UNMC community, and as a public institution, the citizens they serve. The values encompass quality performance; ethical manners; learning and communication; respect; support of mission and vision; and individual accountability. The vision statement expands the university's influence to the world, defining education, research, patient care, outreach and diversity growth through its six basic mandates.

The Strategic Plan further refines the values and vision. CSF and the supporting goals, milestones, and outcomes spell out the specific avenues UNMC follows to accomplish its mission. Each goal focuses on one area or initiative. Together, the goals, milestones and outcomes detail the character, extent and impact of these efforts.

The Outreach website page emphasizes patient, multicultural and international projects meant to extend services and assistance to Nebraska and beyond. The program reaches underserved populations through clinical patient care and service, rural health service opportunities, economic impact and development, public service and research, and information resources. The website identifies the nature, scope and constituents for outreach when it states: "UNMC fully supports any and all programs that lead to affordable and quality health care, education, information, resources and services for everyone."

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1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

1.C.1.

UNMC recognizes its societal responsibilities in a culturally diverse world and implements them through its mission documents. Together, the mission, vision and values emphasize the institution’s commitment to improve health by serving its global constituents and reaching out to underserved populations through education, research and patient care. UNMC’s vision is to “be a world-renowned health sciences center” that will “embrace the richness of diversity to build unity.” The revised mission statement underscores this vision and publicly clarifies the University’s broad intent to serve the global community. It states in part that UNMC will “lead the world in transforming lives to create a healthy future for all individuals and communities.” Faculty, staff and students are expected to follow the university’s values to “support the mission and vision of UNMC in the best interest of our customers” and “respect individuals for their cultures, contributions and points of view.”

UNMC fosters meaningful cultural plurality and understanding by engaging in outreach initiatives and creating an inclusive atmosphere of support and respect on campus. Specific examples include:

- **National and international partnerships** attract diverse populations to the University.
  - Virginia-Nebraska Alliance: an agreement between UNMC and Historically Black Colleges and Universities (HBCU’s) in Virginia addresses health outcome disparities and a lack of racial diversity in predominately white health science education centers in both states.
  - Chinese Scholarship Council: the agreement provides training scholarships to Chinese students to attend UNMC.

- **Community engagement** efforts promote and strengthen outreach to underserved communities and populations.
  - Black Family Health and Wellness Association Health Fair: provides screenings, information and a community health report based on data collected during the fair.
  - North Omaha Community Care Council: promotes ethnic diversity and cultural understanding through youth, adult and senior programs.

- **Programs and events** create a culturally competent campus by building awareness or enhancing community connections.
o Rural Health Opportunities Program: identifies promising students from rural areas and guarantees their admission to health education programs.
o Rural Health Education Network: partners with Nebraska's communities to develop a network of faculty preceptors.
o UNMC SHARING Clinics: provides low cost health services to the greater Omaha community.
o The Center for Reducing Health Disparities: disseminates information related to equity and social justice in health care.
o Children’s Dental Day: dental faculty, staff and students provide dental care to underserved children in Nebraska twice a year.
o UNMC Culture Fest: the annual celebration highlights the various cultures represented on campus.
o Urban Health Opportunities Program (UHOP): provides assistance and opportunities to underrepresented groups to enter and succeed in medical school.

• **Student organizations** offer support and address issues important to members.
o American Medical Women’s Association
o UNMC Pride Alliance

• **Faculty and staff activities** and interpersonal relationships enhance intercultural relationships and experiences.

• **Organizations, mentoring programs and committees**, such as the Employee Diversity Network and the Chancellor's Commission on Gender Related Issues, allow employees to contribute to a diverse community.
o LGBT Faculty Mentoring Group: provides mentoring and peer support to the LGBT+ faculty, with activities that aim to promote the well-being of the LGBT+ faculty, students and staff at UNMC.

1.C.2.

UNMC’s mission articulates its commitment to educate and serve individuals and communities in Nebraska and the world. Through the opportunities listed in 1.C.1, the health science curricula and the University's academic requirements ensure our health science students experience clinical practice with diverse cultures in a variety of environments. Most health professions students have clinical experiences in rural areas and train in a broad network of community service clinics. These experiences encourage cultural awareness and prepare our students to work in a multicultural and diverse world.

Broad monitoring, planning and leadership allow the University to enhance campus diversity and recognize and celebrate cultural variety within the confines of Nebraska state laws, BoR policies, and collegiate policies.

At the NU level, the Central Administration tracks specific targets and outcomes and provides dashboard metrics that enable UNMC to monitor its efforts and incorporate planning strategies intended to build and maintain a diverse and inclusive campus. Measured achievements include the number of female and minority faculty, the number of international students and student participation in study abroad programs.
Within UNMC, increasing diversity and inclusiveness on campus and in partnerships are key components of the Strategic Plan. One such initiative to “create an exemplary culturally competent organization” focuses on two specific goals. The first is to “increase retention, recruitment, engagement and mentorship of diverse faculty, staff and students.” A second goal is to “expand the fundraising initiatives for scholarships, tuition support, and other support programs specifically to enhance campus wide cultural understanding and the diversity of the students, faculty and staff.” Strategies to meet these goals include monitoring annual outcomes and developing recruiting plans, toolkits and guidelines for student and employee searches, recruitment and hiring.

Another Strategic Plan initiative to “advance community/global partnerships for health” concentrates on building relationships with a mix of local, state, national and international communities. Collaborative efforts allow UNMC to reach beyond the campus to strengthen health education, research, patient care and other activities in socioeconomically disadvantaged rural, urban and international communities.

Committees, policies and monitoring efforts ensure that human diversity remains a focus of UNMC’s leadership. The Diversity Advisory Steering Committee advises the Chancellor on diversity issues, addresses any institutional concerns and identifies opportunities.

For faculty and staff, non-harassment and discrimination polices protect and support UNMC's diverse populations (2014, 2015, 2016). A succinct Equal Opportunity Employment Policy found in the employee handbook affirms UNMC's dedication to equal educational and employment opportunities, affirmative action in employment, and nondiscrimination in providing public services. Mandatory compliance training reinforces cultural sensitivity as all employees must complete the online Cultural Diversity Blackboard Training Course each year.

UNMC consistently surveys its workforce for diversity metrics, such as numbers and ratios of female and male employees. The data illuminate the current makeup and identify the underrepresented groups and cultures. Diversity funding to assist with recruitment and retention of diverse faculty is available through the office of the Vice Chancellor for Academic Affairs.

UNMC balances its efforts related to increasing diversity with its responsibility to adhere to Nebraska Constitution Amendment Article 1, Section 30, which mandates that state agencies “shall not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or nation origin.” Under this amendment, the University may implement measures and programs to increase diversity as long as the diversity goals are not reached through illegal discrimination or preferential treatment. Due to the restrictions created in this legislation, as well as the limited diversity of Nebraska’s population, the University has implemented many strategies and has room for improvement as it continues to plan and implement new strategies to increase diversity.

Several policies and programs address efforts to reduce bias, increase cultural competency, increase inclusivity as well as build and retain a diverse and culturally sensitive student population. The Student Handbook contains a Code of Conduct emphasizing civil rights and the need to respect all individual and cultural differences present on campus. Included is the
Students with Disabilities policy that guarantees the opportunity for an education, fair treatment and reasonable accommodations to students facing a multitude of physical and learning disabilities. International students can find cultural support, information and resources in the International Student Handbook and one-on-one assistance with their transition to a new environment from current student mentors in the International Ambassador Program.

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1.D - Core Component 1.D

The institution’s mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

1.D.1.

As a public higher learning institution dedicated to educating health care professionals, UNMC understands its obligation to serve the wider community and takes seriously its role to enhance the quality of life for all members of society. The mission clearly states our pledge to “lead the world in transforming lives to create a healthy future for all individuals and communities through premier educational programs, innovative research and extraordinary patient care.”

Surveys track and measure UNMC’s efforts to meet its public responsibilities as defined in the mission documents.

- The Community-Campus Partnerships for Health survey gathers opinions from a range of constituents about UNMC’s community engagement activities. The latest survey results find stakeholders have an increased appreciation for and understanding of:
  - the benefits of service-learning to the partnering organizations,
  - expanded working relationships with students and faculty,
  - student community learning needs, and
  - the opportunity to participate in and develop community enrichment scholarship through research and publications.
- A statewide, county-by-county survey is the basis for the Annual Impact Report, an account of UNMC’s economic impact shared with state legislators, community leaders and residents. A key finding from the latest survey was the need for a broader health care workforce in Nebraska. Initiatives to address this need include:
  - New educational programs, such as certificate programs, joint degrees, leadership programs, disaster preparedness training, and safety and quality programs, have enhanced the state’s ability to respond to changes in workforce trends, population patterns and bio-safety threats.
  - Behavioral Health Education Center of Nebraska developed 19 integrated behavioral health clinics across rural Nebraska and 15 urban-integrated behavioral health clinics in Omaha and Lincoln.
Expanding health educational opportunities to more Nebraska students through the UNMC's location in Kearney, offering nursing and allied health programs. In addition to the Omaha and Kearney locations, UNMC offers nursing programs in Norfolk, Scottsbluff, and Lincoln, and dental hygiene in Scottsbluff. The efforts address the state’s health care workforce shortage, especially in rural Nebraska.

Community engagement and service to the local, national or international community is an integral part of achieving the mission. Based on the extent of our community outreach and enrichment programs, the Carnegie Foundation for the Advancement of Teaching designated UNMC a Community Engagement Institution in 2015. UNMC is the only academic health sciences center in the nation awarded this high honor. Current efforts to share resources and strengthen community ties include the following examples:

- collaborations with community partners to provide an array of programs that address health care needs not met by traditional models of care
- a Director of an Office of Community Engagement who is leading efforts to grow, enhance and track links and resource sharing between the community and faculty, staff and students
- opening of the College of Public Health in 2006, which works to promote optimal health and well-being through education, service and research in collaboration with the communities it serves

Additional community outreach is accomplished through multiple cooperative training programs, and local, regional and international community service projects and programs. UNMC sponsors, supports, partners or participates in these endeavors, which provide opportunities to collaborate, interact, and offer student learning. Examples include:

**Local Community Service Projects, Programs and Outreach**

- The Rural Health Opportunities Program (RHOP) encourages rural residents to pursue health care careers and is a cooperative venture of UNMC, Chadron State College, Peru State College Wayne State College, and the Kearney Health Opportunities Program (KHOP) at the University of Nebraska at Kearney (UNK), a UNK-UNMC cooperative program that recruits and educates students from rural Nebraska who commit to return to rural areas to practice health care.
- UNMC State Science Meet is designed to encourage youth in rural areas to pursue health professions careers.
- The Bridge to Care is a student-run organization assisting refugee K-12 students who are challenged with a new language and culture to navigate health care resources.
- Youth Expression of Health Program addresses health disparities by providing health education to youth in underserved populations through workshops, fairs and other outreach forums.
- Communities Putting Prevention to Work is a county health department program partnering with the College of Public Health to advise business owners, schools and others to make healthy food choices the easy choice for their customers, employees and students.
• Two television shows developed at UNMC focus on reducing tobacco use in the Latino community and informing about risky health behavior in youth.
• Urban Health Opportunities Program (UHOP) provides assistance and opportunity to underrepresented groups to enter and succeed in medical school.
• UNMC Opioid Conference hosted by UNMC, the Nebraska Attorney General and the U.S. Attorney to discuss and develop new strategies to address opioid abuse in Nebraska.

Extension Programs

• The Black Family Health and Wellness Association Health Fair is a free, annual community event providing health care screenings to those who may lack access to routine health care. The Center for Reducing Health Disparities sponsors a health report assessment on the event.
• The South Omaha Health Fair provides free health screenings, education and referral services to the predominantly Hispanic community through UNMC’s Mobile Nursing Center.
• Stand Down for the Homeless offers homeless veterans in Omaha free health care and assessment services. UNMC student volunteers participate in the annual event.
• The Nebraska Coalition for Patient Safety (NCPS), housed in UNMC's College of Allied Health, is a voluntary organization with 65 hospital members throughout Nebraska that share safety and quality information too improve healthcare delivery.

Statewide Programs

• Science Cafés and the Nebraska Science Festival are informal public gatherings with science experts at statewide Science Cafés and the free, multiple day Nebraska Science Festival offering hands-on scientific demonstrations and experiences.
• Five clinics of the Munroe-Meyer Institute provide public outreach for genetic services and neonatal follow up.

International Programs

• Student Alliance for Global Health members and faculty supervisors visit Jamaica, Costa Rica and Nicaragua for a weeklong service experience where patients are seen at local clinics.

Evaluation Support

• College of Public Health, the College of Nursing and the Monroe-Meyer Institute provide evaluation services across Nebraska for early childhood education efforts and local health department assessments.

Training Programs/Professional Development

• Great Plains Public Health Leadership Institute provides development opportunity in four midwestern states.
• Center for Preparedness Education has developed instructional strategies for regular trainings at 95 hospitals nationwide.
• UNMC Patient Safety Team has trained over 82% of TeamSTEPPS Master Trainers in Nebraska’s critical access hospitals.
• National Ebola Training and Education Center (NETEC). UNMC, in collaboration with Emory University and Bellevue Hospital Center, received $12M from the U.S. Department of Health and Human Services to establish and co-lead the nation's Ebola Training and Education Center.

Library Services-The McGoogan Library of Medicine

• Information literacy classes were provided for 6-10th graders in the Omaha area, through the UNMC Youth Learning Center. These classes were held for several years prior to the recent (2015) closing of the Youth Learning Center.
• Health literacy education programs for Native American communities in Nebraska and South Dakota improved consumers’ health care understanding.
• K-12 science educators are supported with links to educational resources useful for students interested in Science, Technology, Engineering and Math (STEM) topics.
• Biomedical literature searches conducted for Nebraska health professionals provide free health information for Nebraska residents.


UNMC is a non-profit, public academic institution. As such, it is mandated through legal and legislative actions to serve Nebraska and its citizens. The university’s role as the state’s sole public academic health science center dictates that UNMC’s primary focus and responsibility is to educate highly qualified and well prepared health care professionals.

Budget allocations and community service priorities illustrate the university’s commitment to providing quality education in the form of up-to-date academic programs, enriching classroom experiences, and supportive student resources and services. Roughly one-third of UNMC’s operating budgets (2014, 2015, 2016) are allocated to fund these type of programs associated with educational endeavors. Resources are also allocated to ensure students can apply their knowledge while assisting a diverse array of community constituents. In addition to graduating healthcare professionals to serve Nebraska, the following community service student programs are examples:

• SHARING Clinics. Interprofessional clinics managed by a team of UNMC students, under faculty supervision, provide health care needs to underserved and underinsured members of the community. The SHARING clinics are largely funded through the Chancellor’s Office and enhance the student learning experience while providing much needed services to the community. UNMC’s $1.5 M in-kind and cash support since 1997 provides free health care worth $65,000 annually to uninsured/underinsured individuals.
• HelpCare Clinic. Students attending the colleges of Nursing and Allied Health at the Kearney campus are working with the HelpCare Clinic, providing care to uninsured patients.
• The Service Learning Academy. UNMC supports SLA infrastructure with over $150,000 annually and an additional estimated $100,000 is allocated annually through internal grants. Since 2009, the SLA has engaged over 1,500 students and 6,500 community members.

• UNMC Summer Undergraduate Research Program. The Vice Chancellor of Research contributes about $25,000 annually to support underrepresented and disadvantaged undergraduate students who participate in a 10-week, on campus, summer laboratory research program.

1.D.3.

UNMC solicits feedback and dialogues with its constituents and community using surveys, assessments, advisory groups and service. Active public service provides a platform for UNMC to better understand its community partners and allows faculty to use their expertise to meet community needs, which overall has improved relationships. Examples of ongoing community interaction and feedback opportunities include:

• Results from public and community surveys (see 1.D.1) report the effectiveness of current outreach programs and gather expectations of health care and health education.

• The UNMC Board of Counselors, a group of over 60 community and business leaders, advises the Chancellor regarding health care issues and needs.

• The College of Public Health's Office of Public Health Practice (OPHP) completes education and training needs assessments of Nebraska’s public health workforce to pinpoint training gaps and identify solutions.

• A national database of the Association of University Centers on Disabilities tracks community engagement efforts by the Munroe-Meyer Institute (MMI). The MMI:
  o conducts a yearly statewide review of its developmental disabilities services and responds accordingly.
  o has a Consumer Advisory Board that meets quarterly to review programming and consumer satisfaction.

• Many UNMC faculty serve as board members for community organizations, including Boys and Girls Club of the Midlands, Joslyn Art Museum, Women’s Center for Advancement, Live Well Omaha Kids, Wellness Council of the Midlands, Omaha-Council Bluffs American Heart Association, Douglas County Health Department, Nebraska Coalition for Lifesaving Cures, Omaha Healthy Kids Alliance, Papillion Community Foundation, Omaha Symphony, and Girls, Inc.

UNMC uses the comments, responses, information and other feedback as a basis to continue successful endeavors or to add to, modify or discontinue those that do not mutually benefit UNMC and its constituents, community and students. These decisions and directions are identified and prioritized through the strategic planning process and fit with UNMC’s mission and budget.

Financially, the largest and most sustainable UNMC investment occurs with its hospital partner Nebraska Medicine. The partnership contributes $4.2 billion annually to the state’s economy.
In FY2015, UNMC spent nearly $35 million on community engagement projects that provided
direct service and support to community organizations and initiatives. UNMC has budgeted over
$43 million in FY2016 to continue and expand this type of community engagement. UNMC
sustains its programmatic commitment to community engagement through internal allocations
derived from annual legislative appropriations approved by the BoR. The University is
committed to continuing the community partnerships and offering financial and educational
resources for the betterment of the community. Some of these endeavors are:

• Building Healthy Futures. UNMC’s physician partners contribute over $1 million
  annually.

• Children’s Dental Day and public transportation. The College of Dentistry (COD)
supports the statewide biannual events with volunteer students, residents, faculty and
staff, representing an investment of nearly $100,000. The COD pays about $10,000 for
bus transportation to the events for patients and equipment handlers.

• Nebraska Mission of Mercy. This annual event in Lincoln, Nebraska is sponsored by the
  COD provides free dental urgent care by faculty, staff and student volunteers, treats up to
  1,200 patients in two days and offers services valued at $800,000 to $1 million.

• Statewide Dental Sealant Program. COD provides ongoing support at no cost to the
  patients. Last year the program served 2,176 children and delivered services valued at
  $293,222.

• School-Based Health Centers. Seven health centers have been established in Omaha to
  improve access to health care for children in poverty.

• The Center for Reducing Health Disparities. Roughly 80% of the Center’s annual budget
  of $1.2 M during the 2012-13 academic year supported community outreach and services
to improve community health through collaborative research, education and service. The
Center invests $20,000 to $30,000 each year to attract African American youths to
careers in health professions, through a nine-week summer internship program. UNMC
provides nearly $1M annually to the Center.

• UNMC High School Alliance program. Alumni and philanthropists supported more than
  $150,000 of the cost of the founding and pilot health sciences enrichment program.

• Summer Undergraduate Research Program. UNMC invests $250,000 annually in the
  campus-wide collaboration between undergraduate students and research mentors.

• Senior Health Promotion Clinic. The CON invests over $30,000 annually in the clinic to
  assess physical health, screen for blood pressure, cholesterol, and blood glucose, and
  offer other health services.

• EngAge Wellness. UNMC’s program is Omaha's only fitness and wellness program for
  adults older than 50 that is affiliated with a leading academic health sciences center.
Participants receive a fitness/balance assessment and an individualized fitness program designed by a degreed exercise science professional.

- The Summer Medical and Dental Education Program (Now titled the Summer Health Professions Education Program (SHPEP)). UNMC is one of 12 sites for this national, six-week, summer academic enrichment program that offers freshman and sophomore college students medical and dental school preparation. UNMC matches the $315,000 annual funding from the Robert Wood Johnson Foundation (RWJF).

Large-scale Projects

- The nursing school expanded in 2010 to address a nursing shortage. UNMC opened a new nursing division in northeast Nebraska and now has nursing divisions across the state in Norfolk, Scottsbluff, Kearney, Lincoln and Omaha.
- In 2015, in partnership with the University of Nebraska at Kearney, the UNMC Colleges of Nursing and Allied Health Professions moved into a $19M state-of-the-art Health Science Education Complex to delivery nursing and allied health professions education in Kearney.
- The $323 million Fred & Pamela Buffett Cancer Center is being completed at the Omaha location. Ongoing or recently completed projects include a multimillion dollar ambulatory care project and a new COP facility in Omaha, a new CON building in Lincoln. These are the largest public-private projects ever undertaken in Nebraska.

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1.S - Criterion 1 - Summary

The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

Summary

The University of Nebraska Medical Center realigned its mission statement to better reflect and respond to new health care challenges locally, nationally and globally. It was publicly announced in 2015, and with the vision and values statements, continues to direct the University’s strategic planning processes. The mission successfully communicates the University’s intentions to use its human, facilities and monetary resources to improve health care in ways that benefit people’s lives and serve students, faculty, staff, the public, and the global community.

All students have learning-centered opportunities in various demographics and populations that encourage cultural awareness and prepare future health care professionals to work in a multicultural and diverse world. Increasing campus demographic and cultural diversity remains a key initiative due to existing legislative restrictions and Nebraska’s relatively uniform population. The University continues to plan and implement strategies to increase staff, faculty and student diversity.

Many programs, initiatives and collaborations fulfill UNMC’s obligation and commitment to its public constituents. Community and state surveys confirm the public’s support of the University’s outreach and engagement efforts. The responses also guide future directions, such as expanded training and partnerships to meet the expressed need for a broader health care workforce. UNMC will continue to rely on its mission, planning and community engagement processes to remain current, solvent and responsive to societal needs for well-prepared health care professionals and processes.

Sources

There are no sources.
2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument


2.A.

The University of Nebraska Medical Center (UNMC) understands that integrity is critical to the core mission of an academic health science center. Honest, truthful, ethical and responsible conduct is expected at all levels starting with the Board of Regents (BoR) and extending to each individual.

Under the Nebraska Constitution and Statutes, the BoR is responsible for the general governance of the University of Nebraska's (NU) four campuses. Within that authority, the Code of Ethics of the Board states that “the activities of the Board of Regents and those of its employees shall be consistent with the principle that there shall be no conflict between private interests of a public official or employee and his or her official duties.”

Conflict of Interest

UNMC implements the BoR Conflict of Interest and Conflict of Commitment policy and applicable federal conflict of interest regulations through its Conflict of Interest policy. This policy requires faculty and staff to report potential conflicts of interest and the appropriate management of the reported conflicts. UNMC faculty, senior staff, researchers, graduate students and any individual with contracting authority complete a Disclosure of Financial Interest questionnaire annually. Throughout the year, the Conflict of Interest Committee reviews potential conflicts. The committee develops management plans to disclose and manage any perceived or identified conflict.

Full disclosure of outside employment is required of employees who earn income from other sources while working for UNMC. The disclosure identifies potential conflicts of interest with
part-time employees who maintain professional careers and full-time staff who engage in continuing activities in chosen fields. UNMC's Outside Employment policy corresponds with the BoR Bylaws 3.4.5 to ensure no conflicts exist. Areas evaluated in the disclosure process include external research, employment, consulting arrangements and speaking engagements. A Disclosure of Financial Interest is submitted annually as part of the process.

Financial Standards

UNMC's financial integrity maintains public trust and a high fiscal standing. Policies outline the university-wide standards and mandate truthful and ethical practices concerning financial undertakings. The Principles of Financial Stewardship state that UNMC “promotes honest and ethical conduct of all employees having responsibility over and/or access to financial assets, and [to] foster[s] a culture of honesty, integrity, stewardship and financial accountability across the entire campus community.”

• NU's Central Administration publishes campus budgets, salaries and financial statements online for public viewing and transparency.
• Central Administration maintains strict ethical guidelines for procurement and buyers.
• UNMC has audit committees and publishes annual audit reports (2010-2013, 2014-2015), which are online for public viewing and submitted to Central Administration and the BoR for review and recommendations.
• All UNMC finances are audited annually by the State of Nebraska Auditor of Public Accounts, a portion of the Nebraska Attorney General's Office.
• Specific financial policies cover a multitude of financial matters. These include:
  o service center allocations,
  o sponsored projects cost sharing,
  o direct costs,
  o clinical trial fee billing,
  o institutional base salaries,
  o facilities and administrative costs,
  o royalty equity distribution.

Compliance

The Compliance Program provides the policy and process structure for the university to comply with federal, state and local laws and regulations and NU and UNMC policy and procedures, as well as an annual audit system. Formal oversight committees (compliance, regulatory and community advisory) report and manage any issues of noncompliance. The Compliance Committee analyzes risk areas and oversees the monitoring of internal audits and external investigations in finance, academic, clinical, research and other university activities. Students, faculty and other employees use the Compliance Hotline to confidentially report conduct or activity perceived to be in violation of policies and procedures, and/or federal, state, or local laws and regulations. Concerns are investigated and appropriate follow-up action taken.

Third parties sometimes contact staff or conduct unannounced site visits and audits to check compliance, request information, or deliver a subpoena or search warrant.
The Investigations by Third Parties policy outlines procedures for staff and faculty to prepare for or respond to outside investigations done by regulatory agencies, government officials, law enforcement and others.

UNMC requires that all faculty, staff and students adhere to the Health Insurance Portability and Accountability Act (HIPAA) and Family Education Rights and Privacy Act (FERPA) regulations. In addition, all compliance requirements and regulations are posted on UNMC's Policies and Procedures Intranet page.

**Code of Conduct**

Within UNMC, ethical behavior is defined and maintained through its own policies and procedures that extend the BoR's code and align with UNMC's mission for quality and excellence. UNMC’s Code of Conduct policy states: "UNMC has a reputation of integrity and excellence in teaching, research and patient care. To maintain this reputation, UNMC expects all faculty, staff and students to conform to the highest ethical standards and meet all legal obligations in the performance of their duties.”

The Code of Conduct policy specifically explains professional and ethical conduct in relationships; leadership responsibilities; compliance with laws and regulations; federal, state and university policies and procedures; and reporting of concerns related to conduct of faculty, staff and students. Violations may be subject to corrective action, including and up to termination and dismissal.

Specific codes of conduct apply to faculty and staff, who sign a Statement of Understanding when hired and annually while employed at UNMC. Signing means they have read and agree to abide by UNMC's policies on non-discrimination, including sexual harassment, privacy, confidentiality, information security and drug-free workplace.

Policies for students establish academic performance and professional conduct guidelines, define academic integrity and provide appeals procedures. Every student is expected to know, understand and adhere to the policies. Students sign a Statement of Academic Integrity upon enrollment and each academic year thereafter to verify they understand their professional, academic and ethical conduct expectations.

The policies and procedures governing academic and professional integrity are easily found, widely communicated and enforced. All are available on the Internet and the UNMC Intranet.

The Student Handbook outlines student performance policies. Cheating, academic misconduct, fabrication and plagiarism are serious offenses and lead to disciplinary action. Each college's handbook references and reinforces these overarching standards and policies. They are integrated into student curricula, and they appear on each class syllabus. Professional oaths are recited at convocation ceremonies for some of the professions, expressing the centrality of these precepts to the students' chosen careers. The Graduate Student Association's professionalism pledge is recited by students at their convocation ceremonies.
The UNMC McGoogan Library of Medicine's plagiarism guide explains laws and regulations for students, faculty and staff. UNMC Print Services publishes and adheres to the United States copyright law. The regulations appear on the website and when printing documents.

The BoR and UNMC have policies related to academic integrity and respect. BoR policies define academic freedom and responsibilities and underscore the importance of diversity among faculty. The UNMC Faculty Handbook and Employee Policy/Procedures contain the non-discrimination policy designating standards for ethical conduct when recruiting and hiring faculty and staff.

Faculty and staff are required to be educated on ethical and compliance topics to satisfy federal, state and local laws and regulations. The Compliance Training Coordinator in each unit or department assigns and monitors compliance training requirements, which are based on an employee's role at UNMC. Faculty and staff log into Blackboard via UNMC's Intranet to access their training profiles and complete the needed compliance training and certification courses in a timely fashion. Training areas include, but are not limited to, cultural competency, the Health Insurance Portability and Accountability Act (HIPAA), FERPA, bloodborne pathogens, sexual misconduct, safety competency and others.

**Research**

Research is an integral part of UNMC's mission and focus. The university complies with federal policies and regulations in response to misconduct allegations. In addition, UNMC's Research Integrity policy emphasizes the primary role of ethical conduct in research endeavors by promoting "an environment of productivity, creativity, and academic freedom while establishing firm expectations that individuals will not knowingly, intentionally or recklessly commit misconduct." The policy establishes the mechanism to report suspected research misconduct to the Research Integrity Officer, who then conducts a review of allegations protecting the rights of both the complainant and the respondent. Graduate students and post-docs must complete the 8-hour Responsible Conduct in Research Workshop and pass the Collaborative Institutional Training Initiative (CITI) module. The workshop underscores research ethics and the National Institutes of Health's (NIH) compliance requirements in the responsible conduct of research.

The Sponsored Program Administration (SPAdmin) is the official signatory authority for sponsored program grants and contracts and assists faculty and grant administrators as they pursue external funding by negotiating final terms, approving budgets, establishing accounts, and maintaining grant and contract tracking databases. UNMC's policies, in compliance with federal regulations, outline strict protocols regarding the use of funds and responsibility for grants, industry contracts and sub-contracts when the principal investigators are either at UNMC or at another institution.

In accordance with Health and Human Services Regulations for Protection of Human Subjects, the Institutional Review Board protects human subjects on UNMC campuses and all connected institutions. UNMC's policies govern the use of human material and human tissue in research activities. In accordance with the United States Department of Agriculture (USDA) regulations and NIH policies, the Institutional Animal Care and Use Committee (IACUC) assists faculty,
students and staff in determining the best care and most humane use of laboratory animals. All of these bodies are periodically reviewed and are fully accredited.

The Chemical and Radiation Safety Office (CRSO) protects patients, employees, students, contractors, visitors and the environment through safety procedures for acquiring and disposing of chemicals and management of the radiation safety program.

The emphasis on integrity at UNMC assures that all administrative, educational, research and service activities continue to meet and exceed standards of ethical behavior and responsible conduct in order to maintain the unconditional trust of constituencies UNMC serves.

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2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

2.B.

UNMC remains transparent and visible to constituents by communicating clear and concise information. As a state institution, UNMC is obligated to publicly disclose and distribute compliance and institutional information. UNMC's information is publicly available; easily found online; frequently updated; consistently presented in user-friendly language; and regularly surveyed, reviewed and shared in various ways to faculty, staff, students and external constituents.

Descriptions of UNMC's educational programs are accessible on each college's website, on the institutional UNMC website and in marketing materials. Each college's student handbook explains its programs and policies. Available information includes general overviews, program length, pre-requisites, cost and course descriptions. In addition, financial aid information is located on the UNMC Financial Aid webpage.

College handbooks and/or websites list program requirements. The admission sections specify grades, coursework and other needed prerequisites. Student handbooks contain grading structures and guidelines that outline how credit is awarded and minimum expectations for satisfactory progress.

The Student Handbook is posted online and details university policies such as the code of conduct, disciplinary procedures, grievance procedures, parking and safety, McGoogan Library of Medicine Policies, and financial and compliance information. The handbook contains information on student services, academic affairs, organizations and the BoR's campus-wide bylaws.

A searchable, online directory provides contact information of staff and faculty. Faculty rosters on each college’s website allows users to view faculty profiles, academic credentials and teaching history.

Financial aid options, tuition rates and other fee information can be found under the Student Services tab in the Education section of UNMC's website. Each college's website also lists resident and nonresident tuition rates.

Access to the activities and actions of controlling bodies is available to the public online. Nebraska's Coordinating Commission for Postsecondary
Education (CCPE) posts meeting, regulatory, financial aid and other information on its website. As the governing board, the BoR posts its meeting schedules, agenda and minutes, board member information, and bylaws and policies on its website. The UNMC website contains UNMC campus leadership information, for the chancellor, vice chancellors, the college deans and the administrative departmental directors. The Student Senate President represents students to appropriate governing bodies. The Student Senate's meeting minutes and upcoming proposals are publicly available on its website. The Faculty Senate President provides a voice for the faculty before the governing bodies, and its website contains meeting schedules, minutes, agendas and committee work.

For students, the Student Ombudsperson assists in resolving disputes. The Student Handbook describes the grievance/dispute resolution process and includes ombudsperson contact information. Also in the handbook is the Appeals of Academic Evaluations policy, which explains students' rights and processes to appeal a grade dispute or academic concern.

Academic accreditations for the colleges and many individual programs support UNMC's mission to offer premier educational programs. The Office of Academic Affairs website lists the accreditations, the most recent award date and the renewal/review date of the specific college unit, program or degree that is accredited. The website includes information about the accrediting bodies and is linked directly from the Education section of UNMC's website.

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- 2B-1
- 2B-2
- 2B-3
- 2B-7
2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board’s deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

2.C.1.

The University of Nebraska's (NU) Board of Regents (BoR) operates apart from but under state government oversight to guide and direct UNMC and the NU system’s other campuses. Bylaws and policies define the BoR's structure and procedures, which dictate a committee system, constituent accountability and public transparency. Within these guidelines, the BoR uses operational procedures and strategic planning directives to maintain and grow UNMC in accordance with its mission.

The BoR’s eight elected voting members operate through four standing committees: Executive, Audit, Academic Affairs and Business Affairs. The Executive Committee makes recommendations to the full Board and serves as the consulting group to the NU President when the full Board is not in session. The Audit Committee addresses policies affecting review, accountability and audit operations. The Internal Audit and Advisory Services conducts the regular reviews and audits on the four NU campuses and reports findings and concerns to the Audit Committee. The information is passed to the full Board and assists in maintaining fiduciary and regulatory integrity.

The Standing Rules of the Board of Regents describes board structure and sets procedures for how the BoR will conduct meetings, compile and make public the minutes and agendas, handle conflicts, and take actions. The transparency of policies, minutes and agendas holds the BoR accountable for preserving and enhancing the institution.

Aside from procedural rules, the BoR produces planning, monitoring and reporting initiatives that translate into system-wide priorities and goals. Every two years, the board develops a Strategic Planning Framework to guide the planning that will build and sustain the four-campus system. Each campus follows the guidelines when developing its individual strategic plan.
Specific accountability measures for tuition, funding, diversity, compensation and so on, provide measurable goals for accountability. A Strategic Dashboard, which is continuously updated and monitored, determines areas of progress and opportunity. In accordance with these measures and the BoR’s bylaws and policies, a Human Resources Handbook provides NU-wide guidance regarding wage and personnel matters.

In 1999, the BoR developed the Commission for Development of Criteria for Evaluation and Prioritization of Academic Programs. These criteria are still used by the NU campuses, the BoR and all applicable committees to ensure actions and plans preserve and enhance NU’s educational programs and system. As discussed in Criterion 4, detailed assessment plans are utilized by each of the colleges at UNMC. The criteria in the Prioritization Plan were utilized when these assessment plans were developed.

The BoR, with input from the NU President, prepares a State of the University Report every decade. The most recent report, published in 2014, details successes, areas of opportunity, growth expectations and academic goals of the NU system. The report is publicly available online. Such a public and transparent document holds the BoR accountable for its decisions and strategies and opens the door for input from constituents.

2.C.2.

The BoR represents different state regions and students. The Board consists of eight voting members, elected from each state district for staggered six-year terms, and four non-voting student members, elected as student body president at their respective campuses. The BoR has a corporate secretary who manages board records. A board member and a student regent are on each standing committee.

BoR meetings are open to the public. The Standing Rules require the Board to hold an annual meeting in January and other scheduled or emergency meetings as necessary. The Board meets regularly in Lincoln and periodically at each campus according to a published schedule. Public notice is required at least five days before the annual and scheduled meetings and at least 10 days ahead of the date for any item scheduled for public hearing. The public can attend meetings and speak to Board-related and university matters on the agenda. Any person may also speak to non-agenda items if the Corporation Secretary was given 24 hours’ notice. A public comment form is available online for the public to submit their comments and ideas to the board.

2.C.3.

The BoR preserves its independence through bylaws and policies that give the board autonomy and the ability to make decisions in the best interest of the University. Two examples of controversial matters brought to the BoR over the last decade, include a request for same sex partner benefits at the four campuses prior to the U.S. Supreme Court ruling and a request to stop or limit embryonic stem cell research, primarily conducted at the UNMC campus. While these subjects were politically and socially controversial and generated many opposing public views, the BoR voted in favor of the benefits and against a research ban. In these cases, the board understood its obligation to preserve and enhance the integrity of its institutions.
The BoR is mindful of its ethical responsibility to state officials, the institutions it oversees and the public. The group adheres to its Conflict of Interest policy as stated in the Standing Rules. Any board member who has a conflict of interest with any matter before the BoR must report the conflict to the chairperson prior to deliberation. If the chairperson agrees there is a conflict, the member abstains from all discussion and voting or may be recused from the meeting. Failure to comply with the rules, policies or bylaws can result in impeachment.

To respect the privacy of our donors' and maintain appropriate interests separation from BoR matters, the University Foundation, coordinates private fundraising and operates as a separate legal entity from the NU system.

2.C.4.

The BoR oversees the infrastructure of the NU system, however, it does not micromanage month-to-month operations and campus specific functions. These are delegated to the President and thereafter to the campus Chancellor. The BoR Policies outline the governance responsibilities given to board members. Their authority extends to approve or reject matters on the four campuses and oversee general NU functions. The bylaws outline the administrative structure and appointed personnel of each campus, give campus administration power to oversee operations, and specify when to bring matters before the board for approval. Both documents clearly identify the BoR’s authority to oversee the activities and functions of each campus and campus administration’s delegated responsibility to facilitate the daily operations specific to the institution.

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2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

2.D.

UNMC values academic freedom, which protects the rights of faculty and students to teach, research, study, discuss and disseminate intellectual ideas without being influenced, censored or sanctioned. Its ideals encourage exploration of innovative ideas in dynamic learning environments where boundaries can be tested and challenged. NU formally supports the principles of academic freedom as summarized in Chapter IV, Section 4.2 of the BoR Bylaws. Responsibilities and rights are outlined in the bylaws for faculty and professional staff and in the Student Handbook.

A formal committee process established by BoR Bylaws handles complaints regarding violations of academic freedom filed by or against UNMC’s faculty and staff. The Academic Freedom and Tenure Committee is established to review any matters related to questions of academic freedom at UNMC.

By example, NU officials protected academic freedom in 2012 when a former governor criticized College of Public Health faculty member, UNMC and the NU system over a scholarly report related to a public policy issue. The study had demonstrated that expanding Medicaid coverage under the Patient Protection and Affordable Care Act could benefit the state. In a series of letters later reported by local media, the Governor, who opposed Medicaid expansion, criticized the report as biased and criticized NU for using the report to promote its own agenda. In response, NU defended the right to publish the report and the inherent understanding that faculty are “expected and encouraged” to contribute to policy discussions within their areas of expertise. The faculty member was granted tenure later that academic year as scheduled.

UNMC protects and encourages freedom of expression and the pursuit of truth in student learning. Under the supervision of instructors and mentors, students are entitled to freely discuss and explore ideas essential to academic and research pursuits. The Code of Conduct, found in the Student Handbook, clearly specifies the students’ rights and responsibilities as part of the UNMC Community. UNMC's wiki Intranet site lists all student policies in a searchable format. In conjunction with these, students, as citizens, also maintain basic rights under state and federal laws. Students can express personal perspectives outside of the classroom by participating in Student Government, joining student organizations and organizing a group as long as these activities do not violate the Student Code of Conduct.

Sources
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2.E - Core Component 2.E

The institution’s policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

2.E.1.

Premier educational programs and innovative research are central tenets of UNMC’s mission. Policy guidelines, review bodies, training, editorial assistance and clinical research services provide resources and services that establish the framework for responsible, honest and ethical behavior by faculty, staff and students.

Policy/Guidelines

BoR Bylaws provide the regulatory oversight that guides professional and ethical conduct in research and scholarly practices at UNMC. The academic freedom policies protect the rights of faculty, staff and students to pursue scholarship and outline their responsibilities for fair and honest inquiry and expression. Faculty members are asked to show supportive evidence of scholarly performance and/or research accomplishments for promotion and tenure, as specified in UNMC’s Promotion and Tenure Guidelines. The online Research Handbook provided to faculty, staff and students describes all policies and guidelines governing research conducted at UNMC.

In addition, UNMC has filed an assurance with the Department of Health and Human Services/Office of Research Integrity (ORI) that it will comply with federal regulations. To support this assurance, UNMC has developed a research integrity policy that provides an operating framework for dealing with all issues related to misconduct. This policy applies to all research regardless of funding source.

Review Bodies

The Institutional Review Board (IRB), accredited by the Association for the Accreditation of Human Research Protection Programs, Inc. (AAHRPP), ensures that human subject research conducted at UNMC complies with integrity standards embodied in federal, state and university regulations. All research involving human subjects requires review and approval by the IRB before the project starts and periodically thereafter. A Stem Cell Research Oversight Committee oversees and approves all research related to embryonic stem cells and fetal tissue. The
Institutional Animal Care and Use Committee (IACUC), also in compliance with federal regulations, oversees and approves all animal research projects.

**Training**

All graduate students and post-docs are required to successfully complete an 8-hour Responsible Conduct in Research Workshop and those conducting research involving human subjects must pass the Collaborative Institutional Training Initiative Module. All investigators conducting research on animals are required to complete IACUC training. Other compliance training may be necessary based on the investigator’s role and continuous monitoring.

**Editorial Services**

The Research Editorial Office assists with research documentation, including writing grant proposals, manuscripts for scholarly journals and other publications. The office ensures accuracy and ethical representation of research data and information.

**Research Services**

The UNMC Great Plains Center for Clinical and Translational Research offers a collection of relevant resources and services for faculty, staff and students. The center assists with:

- finding grant availability information
- using grant funding appropriately
- preparing budgets
- registering clinical trials
- coordinating clinical research services and assessments
- conducting laboratory tests
- providing various lab equipment

The Research Support Offices provide a plethora of assistance in areas such as human subject research, grants and contracts, locating equipment and space, publication support, purchasing, regulatory information, and international research.

2.E.2.

As described in 2.E.1, graduate students must successfully complete required coursework to understand the need for responsible and ethical use of research data and information. The UNMC McGoogan Library of Medicine’s Plagiarism Guide is available online. The library also offers research and information literary services and a library orientation course outlining the steps of research writing. The Student Handbook and the student policies Intranet page outline policies and procedures regarding academic integrity. Faculty are responsible for ensuring students follow academic honesty policies. General academic policies are listed on all syllabi and are in the Student Handbook, as discussed in 2.E.3.

2.E.3.
UNMC’s Code of Conduct Policy states: “UNMC has a reputation of integrity and excellence in teaching, research and patient care. To maintain this reputation, UNMC expects all faculty, staff, and students to conform to the highest ethical standards and meet all obligations in performance of their duties.”

The Faculty Senate Professional Conduct Committee is the designated body that receives complaints from any person charging a member of the professional staff with professional misconduct. The committee investigates relevant facts, determines the accuracy of the charges and recommends actions to the appropriate University officer or group.

The policies and procedures governing academic and professional integrity are easily found in various forms on the public website and on the UNMC Intranet. Student performance policies and the consequences for misconduct are outlined in the Student Handbook. Policies cover academic misconduct. Each student signs a Statement of Academic Integrity when accepted to the university and during each academic year thereafter.

UNMC’s Research Integrity Policy requires that all faculty, students and staff who are involved in research promise to promote an environment of productivity, creativity and academic freedom, and at the same time, that they will not knowingly, intentionally, or recklessly commit misconduct. If research misconduct (fabrication, falsification and plagiarism) is suspected, the Research Integrity Officer is informed and conducts a full review of allegations. This review protects the rights of both the complainant and the respondent. UNMC complies with federal policies and regulations in response to misconduct allegations.

Under Section 2.9 of the BoR Bylaws, each college is responsible for addressing student conduct that solely affects the college. Faculty have discretionary latitude in resolving incidents of academic dishonesty. When a faculty member or fellow student suspects a student has violated a policy, a meeting will be requested with each student involved and the suspicion explained. If the student(s) admits to wrong-doing, the faculty and/or the college leadership impose academic sanctions. If there is no admission of guilt, an ombudsperson or academic leader can review and ultimately mediate and/or resolve the concern.

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• Student Handbook 2014-2015 (page number 63)
2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

UNMC is the state’s only public academic health science center. As such, integrity and ethical behavior are critical to its core mission, central to its values and highly monitored. As a public institution, UNMC is accountable to federal regulators, the state governing board, accrediting bodies, the public and itself to operate ethically, maintain compliance and avoid or resolve perceived or true conflicts of interest. Federal, state, Board of Regents and UNMC laws, regulations, policies and procedures provide oversight; govern expectations; and dictate complaint and resolution processes for violations of institutional integrity, including conflict of interest, financial standards, compliance, conduct, academic freedom and research. Examples during the past decade show this framework is effective in monitoring and resolving internal and external conflicts and concerns. Honest, truthful, ethical and responsible conduct as laid out in the Board of Regents’ and UNMC’s codes of conduct is expected of every faculty member, student, staff member and administrator in all educational, clinical, research and outreach situations. The rights and responsibilities of employees and students as outlined in policies are communicated in various ways and agreed to through signed attestations and statements. UNMC relies on policy, review bodies, training, services and open communication to maintain integrity and responsible, ethical behavior of faculty, staff and students and in all its functions.

Sources

There are no sources.
3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution’s degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument


UNMC's mission, vision, values and strategic plan emphasize excellence in education. The university is dedicated to preparing outstanding health care professionals and scientists. To this end, UNMC offers a breadth of undergraduate, graduate and professional degree programs aimed at providing health care credentials and appropriate research training.

U.S. News and World Report (2015, 2016, 2017) ranks several UNMC programs among the top professional programs in the country. In keeping with the mission to offer "premier educational programs," all health professional programs at UNMC are accredited by discipline-specific national and/or state accrediting bodies (see self-study information in links below):

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<tr>
<th>Campus Unit</th>
<th>Department/Program</th>
<th>Accrediting Body</th>
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<td>American Society of Cytopathology: Cytotechnology Programs Review</td>
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<td>Committee (CPRC)</td>
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<td>Commission on Accreditation in Physical Therapy (CAPTE)*</td>
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<td>Physician Assistant Studies B.S., &amp; Masters</td>
<td>Accreditation Review Committee on Education for Physician Assistant (ARC-PA)</td>
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<td>Allied Health</td>
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<td>Joint Review Committee on Education in Radiologic Technology (JRC-ERT)</td>
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<td>Allied Health</td>
<td>Radiation Science Technology – Magnetic Resonance Imaging B.S.</td>
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UNMC offers 17 undergraduate, graduate and professional degrees; 17 certificates; and many residency training programs in medicine, dentistry and pharmacy. In addition, UNMC offers lifelong learning opportunities for health care professionals through continuing education programs in the colleges of Medicine, Nursing and Dentistry.

Internal academic review processes ensure existing and new academic programs meet the University of Nebraska's (NU), UNMC's and licensing boards' standards. Courses and curricula undergo periodic self-study assessments during a department's or program's individual internal and external accrediting process. Each college's Curriculum Committee (in links below) routinely reviews current curricula, approving course changes, additions and updates as needed. The Graduate Council reviews all courses for graduate school every five years (Review Documents 1, 2, 3, 4, 5, 6).

- College of Dentistry
- College of Medicine
- College of Nursing
- College of Pharmacy
- College of Public Health
- College of Allied Health-Program Advisory Council

At the state level, through Title 281 of the Nebraska Administrative Code Chapter 4), the Nebraska Coordinating Commission for Postsecondary Education (CCPE), promotes sound policies for Nebraska's state universities and community colleges. New academic programs must be authorized and approved by the BoR and CCPE. Existing academic programs are formally reviewed every 5 years.
UNMC prepares students for professional health care careers through its rigorous and state-of-the-art academic programs. UNMC's students consistently do better than the national average on professional licensing exams (2013, 2014, 2015) and other standardized testing. UNMC and each college have program specific academic standards and graduation requirements for the number and type of courses taken, hours enrolled and competencies that are completed. UNMC's Satisfactory Academic Progress policy is found in the Student Handbook and is provided to all current and prospective students, faculty, and staff.

Interprofessional experiential learning is a core component of UNMC's educational programs and is a major goal of the learning-centered portion of the Strategic Plan. Hands-on learning links the classroom with real-life clinical situations to prepare future health care professionals. One outcome of the strategic plan is for all health professional students to have at least one interprofessional team-based education experience each year in a clinical setting. UNMC offers unique professional training advantages through partnerships with Nebraska Medicine hospitals, Children's Hospital and the local VA Hospital. Students work and learn from experienced faculty at the medical facilities throughout their tenure at UNMC.

Experiential learning committees in several colleges enhance these opportunities by promoting on-campus instruction and managing off-campus clinical experiences. For example:

- The Virtual Environment Radiation Therapy training system allows students hands on opportunities to conduct simulated delivery of radiation and to visualize dosage location and effects. A state-of-the-art ultrasound lab has two ultrasound imaging machines, diagnostic beds, assorted imaging phantoms and teaching audio-visual tools (laptop, projector, smartboards, etc.).
- The College of Pharmacy's Experiential Programs Office oversees the introductory and advanced pharmacy practice experiences required for accreditation. Pharmacy students gain real-life work experience through the ten, four-week-long clerkships where they work side-by-side with health professionals in the community.
- Combining technology and experiential learning, UNMC is currently building the Interprofessional Experiential Center for Enduring Learning. This Center uses cutting edge technology with interprofessional curricula to give students the most advanced educational experience. The technology will allow groups from locations across all UNMC locations in the state and around the globe to work together.


Premier education is a major focus of UNMC's future as outlined in the mission and the Strategic Plan. Building on its reputation, the University embraces and will continue to expand its commitment to learning through technology and experiential health professions education.

Expected student learning outcomes are specifically defined at several levels. At the program level, every college delineates learning outcomes and goals for all degrees. The stated goals, objectives, outcomes and competencies are required for graduates of undergraduate, graduate and professional programs. They reflect criteria set by licensing boards and accreditation councils. The individual learning objectives are listed below.
UNMC is unique in that its undergraduate, graduate and professional degrees, and post-graduate certificates prepare students for careers in the health professions and/or biomedical research. The learning outcomes for its undergraduate programs are appropriate for that level of study. The graduate and professional programs have more rigorous and robust expectations for students.

For example, the College of Nursing provides well defined and differentiated objectives that illustrate the progression through the degree levels. Learning goals for each semester are outlined for the bachelor's, master's and doctoral degree programs as follows:

- Bachelor of Science in Nursing (BSN): step-by-step requirements are outlined for each semester.
- Master of Science in Nursing (MSN): objectives are more challenging than those in the BSN program.
- Doctor of Nursing Practice (DNP): the student takes responsibility for the more demanding learning outcomes.

The College of Nursing's Continuing Nursing Education programs also provide courses designed to acquire new knowledge and skills as well as to maintain competencies.

Academic outcomes such as licensure, certification and board exam scores, are reported to the Director of Institutional Research and annually to the public through the Planning Information and Quality Indicators (PIQI) (2013, 2014, 2015). UNMC tracks and uses these outcomes to ensure that course instruction is successfully educating students toward graduation and successful completion of professional milestones in their advanced degrees. These academic outcomes are also directly linked to our internal and outside assessment and accreditation processes.

3.A.3.

In addition to Omaha, UNMC operates programs at four additional locations across the state and offers distance learning through telecommunications globally. UNMC administration governs the academic, research and administrative aspects of the locations in Lincoln, Kearney, Norfolk and Scottsbluff, Neb. Nursing offers programs in Omaha, Lincoln, Kearney and Scottsbluff. Dentistry offers programs in Lincoln, Omaha and Scottsbluff. Allied Health offers programs in Omaha and Kearney. All colleges offer programs at the Omaha location.

All programs and courses no matter their form of delivery follow the same requirements, outcomes, standards and evaluations set through policies and procedures established by
each college. The McGoogan Library of Medicine provides academic support to UNMC faculty and students in all programs and at all locations across the state. The library is located at the Omaha location and offers print materials, online resources, databases, multimedia tools and anatomical models.

Student Services are available at all UNMC locations. Some services are provided onsite at each location and some are provided solely by the Omaha location. While each location provides onsite advising, admissions, retention and graduation services, these services are overseen centrally. All students can utilize this information via web, phone or email. Emotional and mental health assistance (3A3-5) and student health services are available to all students at all locations.

Innovation in education is a success factor in the strategic plan and an important way UNMC fulfills its mission to provide premier educational programs. A major goal of the Strategic Plan and the 2014 Quality Initiative is to implement new educational models and technologies to enhance interactive learning (see 3A1). The e-learning Steering Committee champions distance and asynchronous learning for degree programs and continuing education. The committee oversees e-learning course design and facilitation, making sure classroom courses can be effectively delivered and completed, where appropriate, via electronic means.

- As in Topic A, Goal 1 of the Strategic Plan, students on two or more campuses can simultaneously participate in the discussion of the same classroom material using simulations, flipped classrooms and technologies.
- Many of the buildings on campus have designated classrooms equipped and reserved for distance learning courses.
- The McGoogan Library of Medicine has an e-Learning Development Laboratory.
- An instructional designer assists faculty with preparing e-learning coursework that offers optimum learning through distance and asynchronous education. To tap into student ingenuity and increase understanding of how to best use e-learning, students can submit ideas and if selected can develop an e-learning module under the guidance of the instruction design team.

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The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.

Argument

3.B.1.

UNMC offers no general education coursework or programs.

UNMC is a post-secondary educational institution offering primarily health-related professional degrees. Students complete general education coursework prior to acceptance into the undergraduate programs. Transfer credits for the general education courses are awarded toward the degree.

3.B.2.

See 3.B.1.

3.B.3.

UNMC strives to be a learning centered university in health professions education. Goals outlined in the Strategic Plan include:

- use cutting edge educational technology opportunities to enhance interactive learning
- assist student learning in the ever changing clinical health environment
- enhance experiential learning throughout the clinical enterprise
• focus on research to teach inquiry methods supported by data collection and analysis
• engage students in leadership, governance and program development

All program curricula provide opportunities for various types of learning. Coursework is designed to ensure a dynamic and complete learning experience. Students master specific skills such as data collection and analysis, verbal and written communication, problem solving techniques, and investigative skills.

Collaborative learning across UNMC departments, colleges and campuses is a strategic focus that mirrors the rising importance of team-based care. Collaborative learning better prepares students to meet the challenges of a rapidly changing health care field by heightening essential communication skills and enhancing multidisciplinary research analysis. Examples include:

• The Interprofessional Education program (IPE) allows students to learn with, from and about each other through two campus-wide events called IPE days. Students attend a large group panel discussion and small group facilitation sessions that illustrate the challenges of team collaboration, group communication, discussions of modern health care and analytics.
• A Massive Open Online Course entitled "Health Literacy and Communication for Health Professionals" contains eight modules that include projects, online discussions and quizzes. This course encourages students from across the spectrum of health care to work together to improve health literacy and communication skills.

Experiential learning is incorporated into all programs to allow students to practice clinical skills and learn how to navigate continuously changing work situations by developing professional attitudes, adaptability, communication skills, research integrity concepts and analytical skill sets. As noted in 3.A, students in UNMC's professional programs learn basic health-related information in the classroom and labs and then transition into clinical or community environments to gain experience in their chosen fields.

Most colleges require preceptorships and/or clerkships. Students gain real-life experience in our many clinics, pharmacies, hospitals and other health care facilities. All preceptors apply to the respective college and accept the responsibility to track student development, grade students, mentor students and report back on student success.

Overall, coursework design meets the goals of bolstering professional communication, analysis, creativity and adaptability. For example:

• Dentistry Course OB 620 acquaints students with the scientific method and the reasons for conducting research.
• Public Health Course PHPR 622 teaches students the principles of biostatistics and clinical epidemiology and how to apply those principles to critically analyze the biomedical literature.
• Allied Health course CLS 426 ensures students can practically apply learned theory behind evaluating basic tests using laboratory, diagnostic and treatment skills and disease knowledge.
• Students at the Munroe-Meyer Institute who have passed all general assessments conduct research, analyze findings and effectively communicate those findings by writing and defending a dissertation.
• The Graduate Studies programs require students to write a thesis or dissertation and accurately communicate the information at multiple public presentations, including seminar courses and their dissertation defense.


A diverse faculty and student body provides a rich learning environment and prepares students for the multicultural and global community they will enter as graduates. Increasing diversity is a major strategic initiative for the NU system. NU's Strategic Dashboard Indicators set goals for the number of female and minority faculty, and international students. While adhering to the Nebraska State Laws regarding diversity and affirmative action, as well as the policies set forth by the Board of Regents (BoR), the effort to build a more diverse human and cultural infrastructure is ongoing. Diversity funds are available to help recruit and retain diverse faculty.

UNMC’s Strategic Plan also calls for the University to “create an exemplary culturally competent organization” and to fulfill its vision that faculty, students and staff “respect individuals for their cultures, contributions and points of view.” (2014, 2015, 2016). The gender, race, ethnicity and age diversity profiles grew from 2011 to 2016 (2014, 2015, 2016).

UNMC facilitates diversity through several agreements, opportunities and programs.

International Agreements

• An agreement between UNMC and the China Scholarship Council (CSC) offers scholarships that encourage cultural diversity and extends UNMC's international outreach. Since 2008, nearly 80 Chinese CSC scholarship recipients were students at UNMC.

Rural Health Pipeline Programs

Students from all backgrounds can participate in targeted programs to jump-start their health career in underserved areas of rural Nebraska.

• The Rural Health Opportunities Program encourages students in rural communities to become health care providers.
• The Rural Health Education Network requires students to spend at least one clinical rotation serving in a rural community.

Health Equity Community Outreach

• The UNMC SHARING clinics provide low cost health care and human services to people in need. Students from every health professional college at UNMC manage and staff
the clinics, which serve and empower patients while teaching students service and compassion.

- The Center for Reducing Health Disparities, a division of the College of Public Health, provides the public with evidence-based and policy-relevant health solutions. The Center works to understand the needs of diverse populations and become a community partner.

**Diversity Opportunities**

- The Virginia-Nebraska Alliance addresses disparities in health outcomes and racial diversity within the health professional community by joining Historically Black Colleges and Universities (HBCU’s) in Virginia with predominately white health science education centers in Virginia and Nebraska.
- Representatives from across the colleges sit on the Chancellor's Diversity Advisory Steering Committee to ensure diversity is a continuously evolving topic at UNMC. Several employee groups support diversity.
- Student groups that promote diversity include the American Medical Women’s Association and the UNMC Pride Alliance. The annual Culture Fest furthers diversity education on campus by reflecting, honoring and celebrating the cultures represented at UNMC. The event features a Diversity Lecture Series, speakers, food and entertainment.
- Urban Health Opportunities Program (UHOP) is a partnership with the University of Nebraska Omaha that identifies and prepares qualified students from underrepresented groups to enter and succeed at UNMC's College of Medicine.

**3.B.5.**

Research is a mainstay of UNMC's cultural identity and an important component of its academic programs. Opportunities to conduct basic, translational and clinical research permeate the university and provide faculty and students with the means to explore, learn, apply and share new ideas and findings. The knowledge produced through scientific research is passed on to university peers through reports and presentations and to the broader public and academic community through peer reviewed publications, presentations at professional meetings and creation of intellectual property.

UNMC fosters an environment that accommodates, encourages and promotes research, inclusivity in research, and scholarly endeavors. Its efforts are in line with its mission to improve the health of Nebraska through innovative research. The Strategic Plan also stresses the need to continue to increase UNMC's "research prominence as a top tier academic health sciences center."

Strong federal and state research funding is one measure of the university's success in these areas. Strategies to further build the research base include:

- promote an environment of collaboration
- recruit successfully funded investigators and leaders,
- expand translational research teams,
• diversify UNMC's research funding portfolio,
• mentor grant writers,
• streamline research technology processes and
• provide world-class research facilities.

UNMC services that support current research endeavors and grow extramural funding include:

• A Research Information Technology Office that works closely with other IT entities on
campus to meet the specialized storage and infrastructure needs of researchers.
• The Clinical Research Center with laboratory space and exam rooms in its 3,300 square
feet of outpatient units.
• An online Research Handbook to guide investigators with grant submissions, regulatory
processes and locating resources.
• The Research Editorial Office, Research Interest Groups and Faculty Mentorship
Development to encourage junior faculty and new investigators to pursue and grow
research funding.

Faculty members conduct research or other scholarly work as part of their professional
advancement and development. Many faculty have robust research programs and publish
scholarly articles. To become tenured, the candidates' publications and/or research must be of
high quality and be publicly recognized in their field. The Research Support Office supports
faculty on issues important to research, including multi-user core facilities, research animals,
grants, equipment, human subjects, regulatory issues, international opportunities and publishing.
The UNMC Interprofessional Academy of Educators was recently established and assists faculty
who wish to pursue research regarding andragogy, the theory and practice of education of adult
learners and faculty, in health profession programs. The Networks of Biomedical Research
Excellence (INBRE) of Nebraska is facilitated through UNMC. This grant-funded research
program provides research opportunities for undergraduate students, as well as mentorship
opportunities for faculty members wishing to oversee this research.

UNMC's strong commitment to research carries into the classroom and enhances its professional
degree programs. As discussed in 3.B.3, students learn and practice research skills in
several professional programs. The students hone skills and learn to effectively communicate
research findings with faculty and peers.

Students have many opportunities to participate in research outside of the classroom. All of these
programs require students to work with a faculty mentor and report their research findings
verbally and in writing at the end of the program or training. Student research opportunities
include:

• The Asia Pacific Rim Development Program (APRDP) is designed to increase research
scope and efficiency, provide meaningful exchange programs for faculty and students and
foster cultural understanding, especially in the Asia Pacific.
• The College of Dentistry's student research program is offered through paid Student
Summer Research Fellowship Program and informal research projects set up with a
faculty mentor. The students can present their findings at local, regional, national and international venues.

- Through the Eppley Institute for Research in Cancer and Allied Diseases, the Cancer Research Graduate Program trains researchers through its PhD and postdoctoral fellows programs associated T32 training grant.
- In Graduate Studies, students research, write and defend a thesis or dissertation to earn a master's or doctoral degree.
- The International Student Research Forum provides a stage for graduate students to collaborate beyond disciplines and nationalities.
- The Graduate Studies Biomedical Research Training Program provided opportunities for laboratory research and multi-disciplinary biomedical research. The program was a common entry program for PhD study in the COM’s five basic science departments and the Cancer Research Graduate Program. This program was replaced in 2016 by the Interdisciplinary Graduate Program in Biomedical Sciences (IGPBS). This program merges UNMC's five basic science PhD programs and the Eppley Cancer Institute's PhD programs to form a single PhD program that contains six interdisciplinary research-focused doctoral programs.
- Medical students in the COM may engage in scientific research. Students in the upper 40% of their class can graduate with honors by preparing an honors thesis with the help of a faculty mentor. The Office of Research and Development approves the proposal based on its scientific merit and evaluates the student’s research and findings. Through the Enhanced Medical Education Track, medical students can enhance the required curriculum by conducting interdisciplinary studies parallel to the normal course of study. Mentors guide the research and students present findings as a poster or conference presentation.
- E-Learning Lab: Opportunities to research, create and study the learning outcomes of e-learning modules.
- Interprofessional Experiential Center for Enduring Learning (iEXCEL): Students will have opportunities to use cutting edge technology for medical health education, develop applications and implement innovative content.

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3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

3.C.1.

UNMC maintains a low student-to-faculty ratio in order to encourage collegial interactions and provide an environment for an open exchange of ideas. The clinical nature of professional education at UNMC demands an adequate number of qualified faculty. Faculty are responsible for student classroom education and for overseeing clinical learning during direct patient care and treatment. The student-to-faculty ratio, generally 2.5 to 1, accounts for the entire student population at all locations and all paid and volunteer faculty. With this low ratio, faculty have the capacity and time to effectively mentor, advise, tutor and evaluate students. As described in the University of Nebraska Strategic Framework, UNMC is committed to “recruit and retain exceptional faculty and staff” and, as described in the Strategic Plan, “increase engagement and mentorship of diverse faculty, staff and students.”

The faculty are responsible for the primary academic review and approval of courses and curriculum for undergraduate, graduate and professional degree programs through curriculum committees and the Graduate Council. As discussed in 3.A and 3.B, the curriculum committees in each college review new courses and approve changes to existing ones. Every college conducts regular program reviews and reports results through self-studies that are developed during programmatic college reviews and outside self-study accreditations and reviewed by the professional program accrediting bodies. The Graduate Council reviews the purpose, objectives,
audience, uniqueness, delivery and reading materials of all existing graduate level coursework every five years.

Faculty modify the curriculums they teach and work closely with college leadership with large-scale curriculum changes when needed, as was the case of a recent College of Medicine curriculum revision. The colleges provide standardized templates for building syllabi and grading systems appropriate to the units. Faculty help determine the expectations for student performance, course goals, and how to best evaluate and assess learning outcomes for their courses. Academic program assessment is an essential campus function and included in the campus-wide strategic plan. Faculty members work with their unit Assessment Coordinators to improve courses and programs and develop action plans to incorporate the advancements. ExamSoft software has been applied widely across UNMC to facilitate appropriate standardization of the assessment process.

3.C.2.

UNMC hires faculty based on rigorous academic standards appropriate to a university that grants professional and graduate degrees in health related fields. Most faculty possess a terminal degree in their chosen field. The majority of disciplines on campus require faculty to have doctoral degrees, while a small number of health disciplines require faculty to hold a professional bachelor's or master's degree. Depending upon the discipline, additional credentials (residency training, board certification, etc.) may also be required. Faculty who serve as preceptors at clinical sites must be licensed in the state in which they practice. Newly hired faculty submit their credentials on a new hire form. UNMC policy requires that curriculum vita, reference letters, evidence of degree, evidence of licensure and background checks are all submitted and finalized prior to the faculty member receiving an official contract. Each college uses a standardized contract with unit and discipline specific duties outlined in an addendum. After credentials are received and verified and a contract is signed, information is uploaded into UNMC's Academic Department Information System (ADIS). ADIS also aids in review of credentials during annual reviews and promotion/tenure activities.

The oversight of dual appointment faculty follows the same guidelines as those above, for each appointment.

3.C.3.

Long-standing policies and guidelines dictate faculty performance standards, the requirements for promotion and tenure, and the procedures for evaluations and feedback. The UNMC Faculty Handbook contains this policy information and is available online to all faculty members. Many of the colleges provide more details of faculty expectations and duties in their discipline-specific handbooks. The UNMC Bylaws of the Faculty establish the organizational structure and rules of procedure to allow faculty to participate in academic governance. A detailed code of conduct and guidelines for corrective and disciplinary action are provided to all faculty and staff of UNMC and are available online.
A comprehensive Promotion and Tenure Policy outlines faculty requirements in research, teaching, scholarship and service. The policy articulates standards for scholarly activity at the different professorial levels, an explanation of teaching portfolio requirements, curriculum vitae format and the required forms and letters for those recommending faculty for promotion or tenure. Many of the college units use the university wide promotion and tenure guidelines, while others maintain versions that include discipline specific requirements. Faculty, as well as academic leaders, undergo required annual evaluations to keep them on track for promotion and tenure goals, to continue to help them meet the requirements of their contract, to follow their efforts to educate and advise students and to determine meritorious salary increases.


The basis for evaluating faculty teaching and professional endeavors are the promotion and tenure guidelines outlined in 3.C.3 and faculty yearly evaluations conducted by each college.

Many practical skill building tools and career enhancing resources are offered through the Office of Faculty Development. The programs promote faculty success by improving teaching and leadership in the classroom, clinical settings, and research settings. Some of these faculty development opportunities include:

- professional development workshops and seminars
- iLEAD program
- new faculty on-boarding training
- new faculty orientation
- new faculty resources
- interactive E-learning initiatives
- faculty interest groups
- Blackboard access for easy flow of communication and training
- leadership development
- other management and leadership programs

A calendar of many of these opportunities is regularly published in the campus newsletter UNMC Today and is available online and in the campus mobile app.

Sabbaticals (faculty improvement leaves) allow established faculty the opportunity to advance research skills and scholarly activity in their disciplines. The UNMC Sabbatical Policy outlines the program’s application and approval process. The program assists faculty with professional development by becoming more current and adept in their professional field and benefits the university through knowledge-sharing with peers when faculty return.

As laid out in the Strategic Plan, UNMC is committed to being a learning-centered health professions institution that values training and developing innovative instructors and learning programs. An example of this commitment is the UNMC Interprofessional Academy of Educators, which is a “campus-wide teaching academy of scholars.” The Academy focuses on faculty development programs, educational scholarship and innovative curricula development.
3.C.5.

UNMC is committed to student success. The University’s culture expects faculty to put students first and be available to assist and support them in and out of the classroom. Faculty understand they need to be accessible to their students as this aspect of student education is required and specified in their contracts and is evaluated in their annual reviews. The low student-to-faculty ratio ensures faculty have the time and opportunity to work one-on-one with students and the availability to assist them at times when student schedules are the busiest.

Student schedules are individualized to meet the needs of their discipline and their clinical education requirements. Because of the clinical aspect of UNMC academics, faculty are not required to maintain fixed office hours, but they are available to students by appointment, phone and through email as needed. An online directory as well as each course syllabus lists faculty contact information. Another form of faculty-student interaction is through the Blackboard course management system as well as multiple less formal means.


Consistent with the hiring requirements for UNMC faculty, all staff who provide student services meet minimum education and experience requirements that are appropriate to the positions. The requirements are determined at the college, department, and division level and reviewed in each instance by Human Resources per accreditation and determined skill requirements needed for the position. When hired, the employees provide proof of their credentials, qualifications and education through primarily background verifications. Departments provide professional development education and training opportunities for ongoing employee growth and development.

Academic advising is conducted within each of the colleges, by faculty or administrators who are degreed and qualified professionals in their disciplines. This is also true for student mentorship.

Staff who work directly with students in the Counseling and Student Development Center provide a range of professional counseling and psychological services. All professional staff members are state licensed mental health providers and the program director is a Nebraska licensed psychologist. The Center offers an Academic Success Program that can prepare an academic assessment and a success plan for students who wish to enhance personal skills or need help with academic difficulties. The assessments and plans are developed and implemented by qualified faculty and/or counselors. Experienced public health professionals in the Office of Career Services are available to assist students in the College of Public Health with career placement services, including resume review, mock interviews and career counseling.

Other student service staff are qualified and trained in their areas of expertise. Financial Aid advisors receive on-going training and the Human Resources Department offers employee workshops in areas such as Sexual Harassment. Many of the professional staff belong to special certifying organizations that assist with ongoing professional development of knowledge and skills.
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3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution’s offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument


A goal of UNMC is to enhance the University's educational programs as a learning-centered university in health professions education. To accomplish this goal, UNMC offers student support services and resources that are innovative and tailored to the personal and academic needs of its diverse student population. Support services are available to all students at all locations.

Various offices and programs administer and provide student services and resources. Some of these include:

- The Counseling and Student Development Center: Provides professional counseling and psychological services and coordinates student development programs and academic support.
  - Academic Success Program: Offers individual assistance and workshops to help students improve their study skills.
  - Students with Disabilities: Services assist with access by preparing an accommodation plan consistent with Americans with Disabilities Act regulations.
  - Student Ombudsperson: A faculty or staff member who helps students resolve problems, concerns and complaints in a neutral and confidential process.
- The Office of Student Services: Assists students in all colleges and programs with financial aid, student accounts, official academic records and other non-academic matters.
o Financial Aid: Assists students and their families to find the best way to finance a UNMC education via scholarships, grants, work-study and/or loans.

o Recruitment and Student Engagement: Matches students with academic, social and financial support programs to assist them in their academic journey.

o Academic Records: Creates and maintains permanent records for current and previous students, processes transcript requests and state licensure forms, coordinates graduation ceremonies.

o Student Life: Assists students regarding non-academic matters, including:
  ▪ Housing
  ▪ Health Insurance
  ▪ Student Organizations/Activities

  • Student Health: Provides students with health care services that support their physical and emotional health. Health and counseling services are appropriately confidential and available at all locations.
  • McGoogan Library of Medicine: Provides a large collection of electronic and print resources targeted toward health care and research. Students meet library staff and learn how to use the resources during the Library Orientation.

Other student services and support UNMC provides include:

  • New Student Orientation: Welcomes and acclimates new students to campus life and academic resources by introducing them to faculty members and fellow classmates; reviewing library, electronic and other resources on campus; and identifying possible stressors and available assistance to deal with them. Additionally each college has its own specific orientation.

  • Admissions coordination: Each college has its own admissions coordinator to assist students with applying for and gathering all necessary requirements to choose and enter a program at UNMC.

  • Student Government: The Student Senate consisting of elected representatives from all colleges provides an opportunity for students to build leadership skills, voice concerns and engage in opportunities to catalyze change on campus.

  • Center for Healthy Living: Provides workout equipment and fitness classes in recently renovated facilities. It also organizes intramural sports.

  • UNMC Mobile App: Allows students current and interactive access to UNMC information, calendars and remote learning platforms from anywhere via a smart phone.

  • Information Technology Services: Assists with use and troubleshooting of course-required technology and software and manages campus email.

International student services and resources include:
• International Student Handbook: Provides information and resources specific to international students.

• International Student Ambassador Program: Current students mentor and assist incoming international students by acclimating them to campus and the community and acting as a resource throughout the international student’s education at UNMC.

• International Health and Medical Education Office: Develops and promotes global health education opportunities for students and provides education/employment services for international participants.
  o International Student Resources: Offers elective communication courses, mentoring and workshops aimed at boosting study skills and habits.
  o International Student Orientation: Mandatory three-day session provides international students with the opportunity to meet their Student Ambassadors and get acquainted with the campus and community prior to classes starting.
  o International Student Visa Sponsorship: Advises about legal compliance with visa/immigration sponsorship issues and manages compliance for the Student and Exchange Visitor Information System (SEVIS) database.


Services and programs enhance student success by providing coursework assistance, peer tutoring, study skills improvement, learning assessments and individual planning. This academic support, as detailed in 3.D.1, helps students gain the skills and confidence they need to successfully learn and apply their knowledge. The services are tailored for the fast-paced and rigorous curriculum inherent in professional health care education.

In all programs and courses, students who may need additional or specialized help are encouraged to contact their course instructors for personalized assistance with their classroom and clinical learning. Additionally, more course-specific assistance is offered by Tutorial Services located in the Student Recruitment and Student Engagement Office. Peer tutors work directly with students to develop personalized learning plans.

Extra assistance with study skills, stress relief and planning is available to students through the Academic Success Program. As part of the Counseling and Student Development Center, the program focuses on formulating individualized learning plans to enhance skills for students who are struggling, overwhelmed and/or stressed with the pace of coursework.

UNMC supports the unique educational, emotional and community needs of international students. Specialized counseling services; mentoring opportunities; elective courses to improve writing, research and presentation skills; and various workshops and seminars are aimed at assisting them to acclimate to a new country and university experience.

During UNMC’s three day, new student orientation, students meet classmates and faculty. Academically, they are introduced to problem-based learning styles used in UNMC courses.
Incoming students also learn to recognize major stresses of professional school, the student health and psychological services available to them, and UNMC computer and library resources.

Admissions coordinators for each of the UNMC colleges guide students with course planning as each has specific admission and program requirements. Each program requires specific pre-requisites to ensure that students are prepared to succeed in their chosen program. Some of these pre-requisites include standardized exams such as the MCAT, DAT, GRE and/or minimum grade point averages, be taken before admission is granted. In addition to these pre-requisites, international students must complete and obtain a passing score on The Official Test of English as a Foreign Language (TOEFL). A passing score means students are proficient in the English language, in order to be successful in the UNMC programs.

3.D.3. Colleges take the lead role in student academic advising. Each college is responsible for advising and assisting the students enrolled in its professional programs. The academic support and information provided by advisors is tailored to the specific requirements of the professional degree offered. During their first semester at UNMC, students are assigned to an academic advisor and have one for the entirety of their degree program. The advisor acts as an advocate and assists with educational matters, such as class selection, coursework and clinical difficulties, career advice and opportunities, and university-wide resource information, such as the Academic Success Program.

Additionally, faculty and college committees continually monitor student performance and intercede when necessary. UNMC faculty are expected to identify, talk to and advise students who are struggling with their courses or clinical work. The College of Medicine’s Student Evaluation Committee evaluates student progress at key checkpoints in their education to determine if they are ready to move on to the next level or if remediation is needed. Likewise, the College of Pharmacy’s Academic Standards and Performance Committee reviews student competencies and makes remediation plans if students are not meeting requirements.

Advising assistance includes:

- The College of Allied Health: Each new student is assigned one or two faculty advisors within their program of study who are the student’s contact(s) for all questions and concerns. They meet at least twice during the first year to review the student’s academic progress. Formal advising is for the first year only, though students may continue to seek the assistance of the advisors through their educational career.
- The College of Dentistry: Students are advised to reach out to deans and faculty members for assistance with academic problems, time management needs and any issues that arise during their programs.
- The College of Medicine: The advisory system matches students with a faculty member. Advisors meet with students after various exams to review progress and develop remediation plans to help students get back on track academically. The advisor serves as a confidant, advocates for the student, informs the student of UNMC opportunities and
resources, assists with advancement guidelines and senior electives that support residency choices.

- The College of Nursing: Each location has a student service office that supports students before and during their educational program. Recent surveys have prompted the addition of student support services. Student services’ personnel assist in resolving any academic or personal issues or needs.

- The College of Pharmacy: Academic advising is provided by course instructors, course coordinators, an assigned faculty advisor and the Associate Dean of Student Affairs. In response to feedback from student surveys, the COP has increased advising efforts by providing additional resources to the advising process and linking students to specialty faculty members who assist students in their specialized areas of expertise (for example, hospital administration, pharmacy management, etc.).

- The College of Public Health: Students are assigned an advisor when admitted to a CPH program. Both sign an advising contract that outlines each party’s roles and expectations.

- Graduate Studies: Students choose a faculty advisor or are assigned one after consulting with the chair of their educational program.


UNMC teaches the next generation of health care workers by incorporating various pedagogy models within a learning-centered environment that includes classrooms, teaching laboratories, clinical training opportunities, in-class electronic tools, a central library and campus-wide information technology support. Instructors use lecture-based learning and electronic tools, such as simulation, virtual and immersive technologies, as part of a blended learning strategy that facilitates and enhances student interactive learning. These electronic learning opportunities have grown and will continue to do so as UNMC has invested many resources in building an E-Learning Team to lead the university in these efforts. UNMC has established an E-Learning Advisory Board comprised of some of most renowned experts in the field of e-learning. Faculty are encouraged to utilize the e-learning resources to build e-learning modules. Student's e-learning concepts are also encouraged via various scholarships and programs that invite students to build e-learning modules/courses.

Facility Resources

UNMC’s 50 buildings have a total of 3,409,655 square feet of space, including 376 research laboratories comprising 418,623 square feet. Additional new construction of a Cancer Center, a recently opened Pharmacy Sciences Center and a Student Life Center addition will add research laboratory, classroom and study space for further specialized care learning opportunities.

Research Laboratories

Durham Research Centers are dedicated to classrooms, conference rooms and laboratories all focused on interdisciplinary biomedical research efforts. The two buildings provide 528,500 square feet of space.

Teaching Classrooms and Laboratories
• The Michael F. Sorrell Center for Health Science Education houses a variety of classroom, teaching and laboratory spaces.
  o The Clinical Simulation Laboratory has virtual technology so students can practice clinical skills and decision making. Resources include 16 mock clinical examination rooms, two hi-fidelity simulation rooms, a hospital bed pre-op/post-op area, a surgical operating room, and high fidelity human manikins and anatomical models.
  o Two technology rooms for whole class activities have individual computers the instructors use for educational purposes, including computer-based exams, virtual microscopy classes and various medical training courses.
  o Interactive areas provide 22 rooms intended for small groups of faculty and students to work, study and hold small classes.
  o iEXCEL Visualization Hub containing a CAD Wall and other technologies as part of the iEXCEL initiative.
• The Virtual Environment Radiotherapy Training (VERT) system in the library allows students to simulate and practice clinical skills and serves as an opportunity for ongoing competency training and assessments.
• The gross anatomy laboratory in Wittson Hall contains networked dissection tables and video projector system for innovative teaching of human gross anatomy and neuroanatomy.
• The 'Lightly Embalmed Cadaver Program' provides lightly embalmed cadavers to help better prepare surgeons. These cadavers more realistically mimic a live patient and allow for repetitious skill training.
• The College of Nursing resources includes space for student interaction and access to a hospital lab, a skills lab, a computer lab and a simulation center to promote classroom learning and clinical decision making. Similar facilities are available at each of the locations.
• Students in the College of Allied Health Professions and the College of Nursing share classrooms and laboratory space in the Health Science Education Complex at the Kearney location. A fully functional X-ray suite, physical therapy lab, gross anatomy lab, an anatomy table and other resources aid teaching and learning.
• The UNMC Interprofessional Experiential Center for Enduring Learning (iEXCEL) is being planned with groundbreaking in late 2016. This Center will house a 3-dimensional and virtual immersive reality learning studio; an electronic media development studio designed to deliver e-learning and distance learning modules; realistically simulated clinical and community health care spaces with operable systems for experiential, individual and team learning; and surgical skills simulation space, classroom spaces and other technologies.
  o A classroom in the Sorrell building houses a multi-taction wall and a CAD wall (virtual reality wall) and other technology as a demonstration facility.

Information Services

The McGoogan Library of Medicine supports the academic, research and patient care programs at UNMC and provides comprehensive information resources and services. The library on the Omaha campus is a 57,820 square foot facility with 366 study seats, 16 group study rooms, 2
computer labs and 69 public work stations. It houses over 16,534 e-journals, 13,280 e-books, 585 media sources (audiovisual and anatomical models), 80,337 print books, 110,275 print serials, and 38,266 items in the special collections. The health science library serves the faculty, students, staff, licensed health professionals and state residents. Resources provided include education and research services, classes and consults to improve information research skills, interlibrary loans, course reserves, plagiarism software, writing and citation help, and numerous library guides.

Information Technology Services (ITS) provides UNMC's voice, video and data infrastructure. ITS oversees 27,000 active network ports; 2,500 wireless access points; 196 classroom technology spaces including distance learning and video conferencing technology, secured remote access services, and cloud-based services; and assists in utilizing the simulation and virtual reality technology on campus. The UNMC Mobile App provides students with up-to-date news, events, phone directory, Blackboard course and grade information, and student safety information. In 2014, ITS delivered over 1,740 telehealth consultations and was a hub site for connecting the Nebraska Telehealth Network of 160 area hospitals and public health departments. Students use the Nebraska Telehealth Network on campus during their Grand Rounds, where they are responsible for presenting patient problem and treatment information to audiences of doctors, residents and fellow medical students. It is also utilized in the College of Allied Health for some of its credit courses.

Clinical Opportunities

A large part of teaching health care professionals involves students learning, practicing and becoming competent in clinical skills. Clinical practice in non acute and acute care is available for all UNMC students at clinics, hospitals and other care facilities. Practice environments were enhanced in 2014, when The Nebraska Medical Center, UNMC Physicians and Bellevue Medical Center partnered and formed Nebraska Medicine. In addition, students continue to learn at University facilities, including the Lied Transplant Center, Munroe-Meyer Institute, the Stanley M. Truhlsen Eye Institute and the Fred & Pamela Buffett Cancer Institute. The Lauritzen Outpatient Center and Fritch Surgery Center both have education and clinical research space. The five community Sharing Clinics, staffed and run by UNMC students, provide high-quality and low-cost care and provide clinical practice experience. There are many preceptorships across the state where students receive supervised clinical experiences. The Colleges of Nursing and Pharmacy list their many clinical experience opportunities in their Student Handbooks.

Instructional Training

The Interprofessional Academy of Educators provides pedagogy training and learning resources to ensure instructors are successful in teaching and educational research. Other faculty developmental and support resources include:

- Faculty development
- Sabbaticals
- Leadership development
• Professional development
• iLEAD Program
• New faculty member on-boarding, orientation and resources
• Faculty Interest Groups
• Blackboard training
• E-Learning resources/training


Research is a key component of the UNMC Mission to “Lead the world in transforming lives.” Students have opportunities through the six colleges to conduct basic and clinical research in seven main areas: cancer, transplantation and stem cell therapy, cardiovascular disease, neuroscience, genetics, biomedical technology and bioterrorism preparedness. Research faculty who mentor and/or employ students in a research capacity bear the primary responsibility for teaching and training students in proper laboratory techniques and practices. New student orientation programs introduce incoming professional and graduate students to research opportunities, professional conduct requirements and career planning. The Student Handbook contains the UNMC Code of Conduct, which explains the professional and ethical expectations and compliance requirements for research conduct responsibilities, and the Academic and Research Misconduct policies. These resources guide students in understanding expectations and responsibilities prior to beginning their research projects.

The McGoogan Library’s resources and services (See 3.D.4) are available to students on the main campus, other locations and to distance learners. Librarians assist students with finding, documenting, citing and utilizing the information during their degree programs. Online instructions, classes and personal consultations with library staff help students with their research needs. Students have a variety of opportunities to seek assistance in using these resources, including:

• An online orientation course that explains how to access and use available library research services.
• Education and research services are available for search requests, reference questions and other issues surrounding information resources.
  o Library staff conduct free literature searches in the databases MEDLINE, CINAHL, IPA, PsycINFO and Cochrane.
  o Personal consultations with library staff assist students with developing literature search strategies.
  o Library liaisons offer personal assistance from a library staff member who works directly with the student’s program and/or college.
• Online guides, tutorials and classes assist students with information retrieval and management, and demonstrate options for searching the library’s resources.
• Interlibrary loan services secure items not available through UNMC’s library system.
• A seven step process to assist in research, composition and citation of course papers and assignments is available.
Transferable skills program, offered by Graduate Studies, offers workshops in grant writing, interviewing, public speaking and other soft skills. This program is specifically developed for graduate students.

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• Why iEXCEL
3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students’ educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

3.E.1.

A variety of co-curricular opportunities supplement UNMC’s academic curriculum. The student organizations, on-campus activities and outreach opportunities enhance the student educational experience in ways that align with the University’s mission to “lead the world in transforming lives to create a healthy future for all individuals and communities through premier educational programs, innovative research and extraordinary patient care.”

- New Student Orientation: The event helps acclimate new students and their families to the university and the available resources and opportunities.
- Student organizations: A variety of organizations engage the needs and interests of the diverse student population.
- Student groups: The informal gatherings groups offer places to interact with others in groups focused upon diversity.
- Student Senate: UNMC’s student government offers leadership and professional development opportunities.
- E-Learning competitions: Students develop e-learning modules with the assistance of the e-learning professionals.
- Diversity events: Students can participate in various events organized throughout the year to celebrate the various cultures represented at UNMC.
- Community outreach: Students are encouraged to participate in community outreach, individually or through campus-organized events.
- Graduate Student Association: The student group advocates for graduate student interest across campus and hosts events, speakers, seminars and workshops to aid students in professional development.

Students can also augment their educational programs with research, including:

- Graduate student research
- College of Medicine’s optional Honor’s Thesis
- Global Health Fellowships
- International Student Research Forum
• Student research projects in the College of Dentistry

Many co-curricular opportunities involve providing patient care in communities. Some of the programs are:

• Dental Day: Dental students provide free dental care to underprivileged children in the community.
• North Omaha Community Care Council: The Council works to bring healthcare opportunities to the North Omaha community.
• Omaha Health Fair: Students provide free screenings for blood pressure, glucose and cholesterol, and offer prostate and breast exams.
• Sharing Clinics: Free clinics staffed and run by students provide health care to the underserved surrounding community.
• Service Learning Academy: The students in the College of Public Health work to inform and educate the surrounding community on a variety of health topics.

3.E.2.

Faculty awards and recognitions received from the NU's Central Administration and UNMC's Faculty Senate demonstrate UNMC's dedication to teaching, research and scholarly activity. These include:

UNMC Faculty Senate Awards

• Outstanding Faculty Mentor of Graduate Students: Given to faculty who show exemplary mentoring for at least 5 years.
• Outstanding Teaching Award: Given to faculty who show excellence in teaching.
• Spirit of Community Service Award: Given to faculty who show commitment to service for underserved or isolated communities.

University-wide Awards repeatedly received by faculty:

• Outstanding Research and Creativity Award: Given to faculty who have conducted research of national/international significance.
• Outstanding Teaching and Creativity Award: Given to faculty who show a sustained record of teaching and creativity in teaching.
• University-wide Departmental Teaching Award: Given to faculty in each unit who demonstrate outstanding dedication to students.
• Engagement Award (IDEA): Given to faculty who have extended their academic expertise beyond the university in order to enrich the community.

Other Awards:

• Community Service Spirit Award
• Mentoring Awards
• College of Allied Health Awards
• College of Dentistry Awards
• College of Medicine Awards
• College of Nursing Awards
• College of Pharmacy Awards
• College of Public Health Awards
• Education Awards

The Service Learning Academy is evidence that UNMC is committed to its mission to create a healthy future for all individuals and communities. The Academy facilitates inter-professional and interdisciplinary public health learning experiences in local, regional, national and international communities. Activities developed through the Academy address community-identified priorities, advance community health, enhance learning and foster civic engagement among community members, students, staff and faculty. The Academy also supports UNMC’s educational programming by offering students numerous community-based clinical learning opportunities in Sharing Clinics, Dental Days, health fairs and other activities that promote student community service, as discussed in 3.E.1.

The Interprofessional Academy of Educators is an inclusive interprofessional community that engages faculty and staff from all UNMC colleges and institutes. The Academy works to mentor early career faculty and to provide workshop and collaboration opportunities for all faculty wishing to develop or enhance their teaching skill sets.

UNMC’s Community Engagement Classification awarded to the university in January 2015 by the Carnegie Foundation for the Advancement of Teaching is an external recognition of UNMC’s commitment to community outreach and economic development. UNMC is the only academic health science center in the United States awarded this designation. Partnerships developed over the past 65 years make it possible for UNMC to better serve all constituents, including underserved and isolated communities. The Carnegie Foundation application provides details of the collaborative partnerships and community outreach programs that provide students with educational and service learning opportunities that improve community health.

UNMC uses a variety of metrics to ensure that its mission driven values are being met and/or exceeded in academics, research and clinical outreach. Certification and board testing exam scores show UNMC’s commitment to strong academic programs that provide students with the knowledge and skills necessary to be successful in their fields. Monitoring exam scores ensures academic programs are current and meet student needs and societal expectations for educating a health professions workforce. The university harvests a substantial amount of data, reviews it at least annually, and uses it to identify opportunities and form strategic plans to fulfill its mission. These data are reviewed by campus leadership and provided to the UNMC campus, UNMC stakeholders and to the public in the Planning Information and Quality Indicators report (2014, 2015, 2016).

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3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

UNMC’s mission, vision and values statements reflect the University’s commitment to educate a qualified health care workforce and train future biomedical research scientists. Integration of classroom and experiential learning is central to the University’s learning-centered approach outlined in the Strategic Plan. Undergraduate, graduate and professional degree programs rely on a combination of classroom, laboratory, community based and clinical opportunities to prepare students for a professional medical field or research position. The University embraces technology throughout its academic programs and will grow and expand e-learning, distance learning and experiential learning methods for students on its main campus in Omaha and at its four additional statewide locations. Graduate student and faculty research continues to enhance students’ experiences and the depth of the professional and research degree programs. 

All programs and courses no matter their form of delivery follow the same requirements, outcomes, standards, assessments and evaluations set through policies and procedures established by each college and guided by national and state accrediting requirements. External and internal academic review processes ensure programs meet the University of Nebraska’s, UNMC’s and licensing boards’ standards. 

UNMC faculty meet minimum education and experience requirements and reach designated performance standards in research, teaching, scholarship and service. Faculty teach and mentor the next generation of health care professionals by incorporating various education models and methods, including lecture-based learning, blended learning, collaborative learning, interactive learning and interprofessional education. While a diverse faculty and student body prepares students for the multicultural and global community in which they will work, UNMC continues to strive toward a more diverse human and cultural infrastructure that mirrors the global community while adhering to Nebraska state laws and the Board of Regents policies.

Sources

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4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument


UNMC maintains high academic standards through regular reviews of its degree-granting programs. The Nebraska state administrative code, Board of Regents (BoR) policy and UNMC policy govern the timing, extent and approval of the reviews for new programs, new organizational units and existing programs as well as course additions, deletions, updates,
delivery modes and faculty changes. Several academic processes ensure sustained program quality and consistency.

**Program Accreditation and Reviews**

All colleges undergo regular program reviews during external professional program accreditation. Self-study reports are generated at that time by each college and the accrediting body's external site visit team (see 3.A.1 for accreditation list and self-study documents).

Graduate Studies also conducts regular comprehensive reviews of UNMC's graduate programs.

At the state level, Nebraska's Coordinating Commission for Postsecondary Education (CCPE) governs the consistent review and approval processes for all new and existing instructional programs at public colleges and universities in Nebraska. Constitutional provisions through Title 281, Nebraska Administrative Code, gives the CCPE this review authority. Chapter 4 gives the authority to review and approve or disapprove new program proposals. Chapter 6 gives the authority to review existing programs primarily to provide evidence of ongoing need and demand of the programs in their current form. The CCPE review process ensures the programs meet educational needs and demand, operate efficiently, do not unnecessarily duplicate similar programs offered by other postsecondary institutions in Nebraska, and are consistent with the institutional role and mission. Further guidelines dictate actions when the CCPE recommends discontinuing or initiating an in-depth review of an educational program(s).

**Course and Curriculum Review and Approval**

UNMC's curriculum committees and the Graduate Council are the institution's primary method of academic review within UNMC for courses and curriculum in undergraduate, graduate and professional degree programs. Each curriculum committee review is valid for five years.

The colleges of Medicine and Nursing conduct additional detailed faculty course reviews, which provide periodic peer reviews and recommendations for each course at periodic intervals.

UNMC's Interprofessional Education program (IPE) provides students with the necessary skills to work in a rapidly changing team based health care environment. The campus-wide IPE Curriculum Committee reviews, designs and implements the spring and fall campus IPE Days, which introduce health care concepts to first-year students from all colleges through panel discussions and case studies. The committee also develops new IPE initiatives, reviews current initiatives and is responsible for the IPE program's overall direction. At least two faculty members from each college and a student representative sit on the committee, which meets twice monthly and receives input from the IPE Evaluation and IPE Student subcommittees.

**4.A.2.**

UNMC awards credits for all certificates and undergraduate, graduate and professional degree granting programs. All forms of credits that will appear on UNMC transcripts are carefully
evaluated for accuracy and integrity. The colleges offering credits for other forms of prior learning have documented and consistent policies regarding evaluation and award of those credits (discussed in section 4.A.3).

To obtain credits for UNMC courses, students enroll, attend classes throughout the semester and complete the course evaluation requirements. Course instructors evaluate student performance based on exams, projects, participation, clinical skills, professional conduct, and other graded and academic measures required by each course. The academic policies guiding the grading systems, performance standards and student responsibilities are outlined in each college's handbook or bulletin. At the end of the course, grades are assigned and posted using the Student Portal. Credit is awarded to students earning a passing grade per the requirements of their college.

UNMC is unique because it grants undergraduate, professional and advanced degrees only in the health sciences. Students accepted into any UNMC program must provide transcripts of prior coursework earned at other institutions. Many UNMC programs use third party primary source services to process the applications and evaluate the transcript records, confirming the institutions' accreditation and academic credit compliance with the college's course date requirements and course pre-requisites. Some programs conduct the entire review of transcripts.


UNMC's policies and processes ensure the quality and integrity of transfer credits accepted during the application process. The university accepts transfer credits from other accredited higher learning institutions, experiential learning and prior learning programs. Each college determines the type and number of credits accepted.

Because of its unique role training health care professionals and scientists, UNMC does not offer general education courses. Students apply to academic programs with undergraduate school experience and/or a degree. The bachelor degree programs in the colleges of Nursing and Allied Health Professions and in the Dental Hygiene program, have requirements for pre-requisites and the number of credits that can be transferred toward the degrees. Requirements for professional and advanced degree programs require pre-requisites, however, some programs do not accept transfer credits for these degrees due to the specialized nature of a specific health care education program.

To determine the quality and integrity of the transcripts submitted for transfer credits, UNMC has a transcript policy that details the requirements for all submitted transcripts.


The institution maintains and exercises authority over course prerequisites, rigor and student learning expectations through its admission requirements, course requirements. Policies and procedures pertaining to these areas are documented and reviewed within the institution and according to institutional culture, codes of conduct and profession-specific accreditation requirements. UNMC offers no dual credit courses for high school students.
UNMC educates health care workers through its programs that grant bachelor's degrees, professional master's and doctoral degrees, and graduate master's and PhD degrees. Most of the educational degrees are at the professional and graduate level. UNMC does not offer general education courses. Undergraduate and professional programs require students to fulfill pre-requisite coursework requirements taken at/received at accredited institutions before applying. The admissions process ensures students have taken the pre-requisite undergraduate courses and met other criteria required of each college or program. The requirements prepare incoming students with the knowledge and skills necessary to succeed at UNMC.

The faculty of each academic unit are responsible for the development and continuous review of their educational programs. The curriculum in the programs is organized so students continually build upon previously learned competencies. The accrediting bodies for each of the professional programs prescribe the curricula. Students take courses in a prescribed order and must complete and demonstrate competency in each pre-requisite level of knowledge and skills before they can move on to higher level coursework and experiential learning.

Each program's curriculum committee periodically reviews all existing courses and programs as outlined in 4.A.1. All coursework and programs of study must meet or exceed accreditation standards per each of the programmatic accrediting bodies.

Along with ensuring curriculum integrity, the colleges set and maintain expectations for student learning through review of learning outcomes, objectives and competencies (See 4.B). Specific outcomes/objectives guide program and course content and assist with assessing student achievement. As with the curriculum, periodic reviews and updates ensure the learning outcomes/objectives support the educational needs of the students and are in line with the program/unit's mission.

UNMC plans, develops and maintains a rich infrastructure of learning resources to support its key missions of education, research and patient care. Students, faculty and staff access the supportive resources through the McGoogan Library of Medicine, faculty development services (explained below), and an abundance of student learning resources for classroom and clinical education. The library provides access to health information resources through its extensive print and multimedia collections; its anatomical models; and its electronic information resources accessible through its website from computers, tablets and mobile devices. The library also has medical history and rare book collections. Librarians assist with the appropriate use of the library and its collections.

Advanced simulation teaching laboratories exist in many capacities on campus. The Virtual Environmental Radiotherapy (VERT) (discussed in 3.A.1) immersive simulation program has an abundance of simulation learning opportunities for students. Also, the Interprofessional Experiential Center for Enduring Learning (iEXCEL) initiative (discussed in 3.A.1) is being developed to expand simulation resources on campus and in interprofessional learning situations. The Sorrell Center for Health Science Education building houses a lab with a virtual clinic and virtual patients, as well as a new iEXCEL Visualization Hub (part of the iEXCEL initiative). Student performance is enhanced through hands-on clinical learning experiences, an IT infrastructure, tutoring services and learning laboratories that support academic objectives.
UNMC assesses faculty qualifications during the hiring process and through annual reviews and professional advancement opportunities. As stated in the Academic Personnel Records Policy: “Consistent with being a world-renowned academic health center, the University of Nebraska Medical Center assures the professional competence of its faculty by verifying faculty credentials before or upon employment and by regularly updating faculty personnel files to document current professional qualifications.”

To ensure a new faculty member has the credentials required to teach the level of coursework they were hired for, UNMC obtains and verifies the following:

- Curriculum Vitae,
- Letters of reference,
- Evidence of Degrees,
- Evidence of Licensures and Board Certifications,
- Background check.

Annual reviews for faculty and staff provide opportunities for all employees to perform self-reviews based on set criteria and give examples of accomplishments and future professional goals. Leadership provide faculty reviews based upon these same criteria and any difference between the reviews are discussed and if necessary, plans are made to enhance employee performance. Faculty qualifications are also examined during professional accreditations. The external, independent reviews confirm that faculty education, experience and skill sets match teaching, coursework and clinical requirements.

Promotion and tenure guidelines offer another way to ensure the quality and integrity of faculty. Advancement decisions are made at three successive levels: the department, the college and the Chancellor's Office. Recommendations are then submitted to the University of Nebraska President and the Board of Regents.

In order to advance and eventually seek tenure at UNMC, faculty members undergo peer reviews by a peer review committee and standard yearly merit reviews with the department chairperson. Confidential external letters of evaluation are required for those seeking tenure and the ranks of Associate Professor and Professor. At least three experts from the candidate's discipline must submit letters acknowledging the candidate's skill set, competency and achievements. Letters are solicited from experts nominated by the candidate as well as other experts identified by the committees.

Continuous professional improvement is a major standard for promotion and tenure. UNMC requires a sustained record of accomplishment in two areas of academic endeavor (teaching, scholarly activity, professional service) relative to the candidate’s rank and discipline. Documentation of these accomplishments must be provided at the time of the review.

The talent and quality of the faculty grows and improves by recruiting and retaining successful and diverse faculty members. The Faculty Senate's Faculty Recruitment and Retention Committee serves to develop criteria, tools and rules to monitor faculty recruitment and
retention; use these to evaluate the ongoing turnover of UNMC faculty; and report findings to the senate and chancellor each fall.

UNMC provides faculty resources to ensure professional and personal growth. E-learning development courses and an e-learning lab assist with building online courses. The Faculty Mentoring Program (5.A.4) develops mentoring activities for junior faculty to enhance professional development, retention, outreach and work-life balance. Mentors are available for faculty questions and concerns.

In addition, UNMC's Office of Faculty Development offers leadership courses, e-learning courses, professionalism coursework, new faculty assistance and other professional development opportunities for our faculty at all levels.


UNMC is accredited by the Higher Learning Commission (HLC). Additionally, 21 programs within the university have earned and maintained individual professional accreditations from a national accrediting organization.


UNMC's commitment to its students does not stop at graduation. Success in the workplace, graduate programs or other pursuits is an important measure of the quality of UNMC's health care education.

UNMC educates health care professionals and research scientists who succeed in the field of their choice. Students leave the university prepared with relevant training, skills and knowledge. UNMC measures and tracks post graduate success of its undergraduate, professional and graduate programs through employment rates; certification/license exam pass rates; and entry into health professional residency, intern and fellowship programs (2014, 2015, 2016).

UNMC's curriculum is designed and developed to provide students with the information and skills necessary to pass the professional exams that allow them to practice in their chosen health care career. Graduates' pass rates and mean scores for licensure, certification and board exams are higher in most disciplines than national averages (2014, 2015, 2016). Pass rates fall in the upper 15% for the following (from 2016 link):

- MD Step 1 (93%)
- MD Step 2 (99%)
- Pharm D (97.5%)
- DDS Part 2 (100%)
- BSN (87%)

As part of the mission to assist underserved populations, the Rural Health Opportunities Program (RHOP) gives students guaranteed admission to UNMC programs. Upon graduation, it provides them the opportunity to practice their chosen field in less populated and rural areas of
Nebraska where health care is less accessible. Since 1990, 420 students have graduated from the RHOP program and currently 65% of those graduates still practice in Nebraska. Of those still practicing in Nebraska, 73% continue to practice in a rural setting.

Various college units also track data on employment rates and certification test rates. However, this information is difficult to gather long term and in a consistent manner.

- The College of Pharmacy has a graduating student profile web page that details the graduating class size by year, the certification exam pass rates, graduating pharmacist career plans and practice locations.
- The College of Public Health's Career Services Department monitors and collects data on graduate employment rates and alumni surveys.
- The College of Allied Health Professions surveys graduates to document results on certifications and licensure exams and gather opinions about the programs they attended. The survey solicits feedback on program effectiveness in terms of critical thinking, effective time management, leadership and other life long learning skills. The College also surveys employers of its graduates asking similar questions about program effectiveness.
- Graduate Studies: All doctoral recipients are required to complete the Survey of Earned Doctorates (SED) as they graduate. The SED data assess how well the overall goals of the Graduate College and its programs are met. All graduate students are now required to participate in an Individual Development Plan (IDP) to help guide their programs of study and track progress toward meeting their goals. Students utilize their IDP when meeting for career counseling assistance. "Seguidor" is a new electronic resource available to students to manage their progress through their programs of study, supervisory committees, graduate profiles, comprehensive exams, candidacy for degree, etc.

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• Why iEXCEL

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

As discussed in the Introduction, during the 2006 Higher Learning Commission's (HLC) site visit, the North Central Accreditation (NCA) Committee encouraged UNMC to consider ways to more effectively assess students and programs and requested UNMC to submit a progress report. In response, UNMC established a Committee on Assessment and Evaluation to develop a uniform approach to assess students, faculty and programs. The committee created a campus-wide implementation and reporting strategy. The NCA accepted UNMC's implementation report in 2009. As required, each college developed a list of Assessment Techniques for student and program assessments and Outcomes Assessment Processes.

While specific programs have made much progress, standardization of a cohesive assessment infrastructure and reporting mechanism at the campus level is an area for continued focus and improvement. All of the colleges are committed to a strong culture of assessment and have successfully addressed most of the issues noted in 2006. At the institution level, a proposal recommending a permanent, central Office of Accreditation and Assessment was submitted to the Vice Chancellor for Academic Affairs and was approved in January 2016. As part of the plan, permanent positions were established for a full-time Accreditation and Assessment Coordinator and a part-time faculty level Director of Accreditation and Assessment. Campus-wide program assessment was added to the UNMC Strategic Plan, as University leadership is committed to providing the resources and guidance necessary to enhance the robust culture of program assessment in all colleges.

UNMC's commitment includes offering opportunities to learn more about assessment practices. The staff of the Office of Accreditation and Assessment attended a Higher Learning Commission Assessment Workshop in February 2016. This workshop helped determine the best process to use to create cohesive and efficient assessment practices at UNMC. The process has included the establishment of a campus-wide Assessment Committee with representatives from each of the colleges. In addition, two members of the Assessment Committee and the Accreditation and Assessment Coordinator attended the Assessment Institute in Indianapolis in October 2016 to
establish networks regarding outcomes assessment at all educational levels and to glean fundamental knowledge in the field of assessment.

The Office of Accreditation and Assessment created a timeline of campus-wide items to accomplish throughout the summer of 2016, and all of the items were completed. In addition to establishing the Assessment Committee, UNMC acquired and implemented ExamSoft assessment software across campus to assist to provide a platform for a cohesive system of analytics to facilitate the assessment life-cycle and continuous quality improvement. The Assessment Committee implemented a timeline for ExamSoft implementation and generated comprehensive assessment goals for the next 5-10 years. In addition, the committee submitted measurable learning objectives for each college.

The Assessment Committee is responsible for continuing to enhance the assessment infrastructure for all colleges to use for all levels of assessment, including co-curricular, faculty and student services. This ensures that all academic units are not only gathering appropriate and timely outcome data but are also closing the loop by utilizing outcomes for continuous quality improvement and are also reporting key information in a standardized format to the Office of Accreditation and Assessment.

Following approval from the Education Council, the Office of Interprofessional Education is producing a list of suggested interprofessional student learning objectives for use by all colleges at UNMC. These objectives will include competencies and skills all students will be expected to possess upon graduation. These institutional-level objectives add a unique interprofessional layer to UNMC’s culture of assessment. The Assistant Dean for Interprofessional Education will review the outcome data and work with the Office of Accreditation and Assessment to ensure the appropriate colleges share best practices and address any areas of opportunity.

4.B.1.

UNMC’s mission to offer premier educational programs hinges on educating students to be well prepared to step into their chosen professions. Measuring student performance at enrollment, throughout the degree program, following graduation and while in the professional workforce allows UNMC to accurately assess student learning and program achievement based on identified outcomes and goals.

The colleges measure all students against over-arching competencies (or learning outcomes). These competencies are available either in student handbooks or online.

- College of Allied Health Professions
- College of Dentistry
- Graduate College
- College of Medicine
- College of Nursing
- College of Pharmacy
- College of Public Health
Students are evaluated on the requirements listed in the competencies and on other course and discipline specific requirements that are outlined on individual syllabi. Integral to assessing student learning are test scores, peer evaluations, instructor evaluations, and often, professional mentors via clerkships and preceptorships. In addition to the required competencies and expected outcomes, students are required to complete licensure or board exams after graduating in order to practice in their field. UNMC tracks these exam scores (2014, 2015, 2016) to ensure students are obtaining the skills and knowledge required to be successfully licensed.

Assessment plans have been outlined in each college to ensure learning goals are being met. As explained in the links below, the process for conducting student assessments rests largely with the individual instructors. Each college has its own centralized process to evaluate the data, determine if program changes are necessary and to ensure changes are completed. The Office of Accreditation and Assessment monitors, oversees and facilitates the standardization and effectiveness of these processes.

- College of Allied Health Professions
- College of Dentistry
- College of Medicine
- College of Nursing
- College of Pharmacy
- College of Public Health

4.B.2.

The primary method of assessment for UNMC is utilizing the scores from standardized intermediate and post-graduate knowledge and skills exams taken to fulfill various licensures or professional requirements. These scores are monitored to ensure the professional curriculums provide the students with the knowledge and skills necessary for success in their chosen career and are benchmarked to national or regional performance outcomes. The professional test scores offer the most comprehensive measure to determine if students are meeting established learning goals and if programmatic learning activities are successful.

UNMC's colleges are individually accredited by organizations that are unique to their disciplines (See 3.A.1. for list and self-study information). Each accrediting body has its own requirements for curricula, learning outcomes and assessments. Each college submits frequent self-study reports and goes through evaluative site visits. Assessment practices are reviewed to determine if programs meet or exceed learning outcomes. UNMC's programs continually improve to meet ever-changing student needs and accreditation requirements.

Student learning at UNMC is measured at the program level. Each college has specific methods for evaluating the assessed items, which include exams, competencies, surveys, evaluations, etc. The colleges of Dentistry and Nursing have very specific assessment methods outlined, which are being utilized by the Office of Accreditation and Assessment to develop consistent practices across the colleges.
Instructors administer the assessment instruments and use college-specific rubrics to grade the students' performance. The instructors enter the students’ scores into the UNMC MyRecords Student Portal. Students can access their scores through the portal, and instructors can track and analyze class outcomes.

Some colleges survey graduates at the time of graduation and/or the others after they start working in their disciplines. The information helps UNMC assess student satisfaction with and overall quality of the professional education programs. In addition, some colleges also survey employers to assess the UNMC graduate as a quality employee with the knowledge and skills necessary to succeed in the workplace. All colleges give student course and/or exit surveys (examples below) to gather real time data and information for course assessment purposes.

- College of Allied Health Professions
- College of Dentistry
- College of Medicine
- College of Nursing
- College of Pharmacy
- College of Public Health

As a professional health career university, UNMC does not have sports teams or on-campus housing opportunities. Many of the clubs available to enhance student experiences and develop a sense of community are sponsored by national organizations and are not assessed by UNMC.

In early 2015, the Graduate Studies office hosted a retreat for Graduate faculty and students. After this co-curricular event a survey was sent to all attendees to assess their satisfaction, assess their interest in other activities and to measure attendance. An outcome of the retreat and the survey assessment was that the Graduate Studies office needed to offer a transferable skills program. These programs began in 2016 and will be assessed as co-curricular activities, after the first cycle is complete.

The Student Alliance for Global Health (SAGH) offers travel abroad experiences to students each year. These are voluntary and co-curricular, though no formal assessment has been conducted. Moving forward, assessment practices will be developed so that data regarding the activities can be gathered and reviewed as increasing numbers of students participate in these international programs.

The Office of Accreditation and Assessment has determined that additional opportunities exist in developing co-curricular assessment practices at UNMC and assessing student satisfaction regarding student services and engagement opportunities. Individual professional program accrediting bodies extensively monitor these student services. To further enhance student satisfaction, the Accreditation and Assessment Coordinator and the Assistant Vice Chancellor for Academic/Student Affairs attended a webinar by Ruffalo Noel Levitz entitled "How to Assess Student Satisfaction and Priorities" on March 9, 2016. The webinar helped determine what data to collect and how to analyze it to assess student satisfaction.

4.B.3.
Colleges use assessment action plans to determine if programs meet the stated learning goals/outcomes, which outline minimum expected achievement levels. These levels are developed from rubrics specific to each course, program, or college or are based upon averages on standardized testing. Course instructors assess whether target levels were met and generally submit the data as a yearly report to administrators. The administrators of the particular college analyze the data and the trends to determine if student achievement meets stated learning goals. If achievement levels are too low or if a course or curriculum needs a substantial review and revision, the recommendations are presented to college Deans. Formal proposals to change items are prepared and submitted to the curriculum committees and/or professional accrediting bodies.

Examples of review processes at UNMC include the following:

- **The College of Dentistry** generates a comprehensive outcomes report that looks at many facets of assessment information. The college recommends improvements based upon the assessment data and reviews the changes to ensure the desired results are met. The Office of Accreditation and Assessment will use this outcomes report as a best practice when developing assessment practices for the other colleges. Additionally, in its programmatic self study, the College of Dentistry outlines several improvements in educational programs, courses, and clinical experiences that were made based upon the assessment data.

- **In the College of Medicine**, data included in an annual review of assessment outcomes shows trends that periodically suggest opportunities for course and program changes. The Office of Medical Education, the Senior Associate Dean for Academic Affairs and the Curriculum Committee for the College of Medicine together determined the need for a full self-study review of each clerkship and core course. (A core course approach integrates traditional medical topics and tends to focus on one or more organ systems.) One of the courses reviewed was the Cardiology, Pulmonary, Endocrine, and Ear, Nose and Throat (CPEE) Core. The self-study used student assessment data and student course evaluations to examine if CPEE's goals were well identified and assessed, whether the course goals fulfilled the College of Medicine's goals, and what challenges the course faced in the future. Course changes were implemented based on the study's results.

- **The Biomedical Research Training Program (BRTP)** had student surveys and feedback from teaching assistants and program coordinators that indicated areas where BRTP's curriculum could be improved for better student satisfaction. At a program review retreat, faculty examined student assessment information and proposed innovative solutions. After the retreat, the faculty proposed and implemented a parallel BRTP first-year curriculum that included the current class outline, evaluations and outcomes of student surveys, intended future desires for the class, and how the new plan strengthened the course.

- **The College of Public Health** generates a detailed outcomes assessment plan and utilizes the data to generate goals, measures and targets based upon annual assessment data. The goals are assigned to committees and units to oversee and are reported yearly to ensure improvement. Charts in the college's 2016 self-study demonstrate the collection of outcomes information and plans for continuous improvement.
• The College of Pharmacy's Curriculum Committee generates an annual report that reviews many sets of assessment data, reviews its own success measures (goals) and assigns responsibility for areas of improvement.
• The College of Allied Health reviewed in its professional self-study various outcomes/modifications identified through self-assessment and keeps an ongoing log of the changes.
• The College of Medicine is currently undergoing a full revision of its curriculum based upon recommendations from assessments and its professional accrediting body. The new curriculum will be implemented with the entering class in 2017.
• The College of Nursing consistently collects and reviews its certification exam scores (NCLEX exam scores). In 2015, the aggregate NCLEX scores of their graduates from 2012-2015 did not reflect the college's goals for first time pass rates. Based on the data, plans to improve scores were put in place at the respective locations, which resulted in a notable improvement in scores.

In 2015, a student survey was completed to determine which technology devices students used and the direction the students wanted for future UNMC learning technology. The students heavily used Apple products and wanted them available for educational uses on campus. Therefore, UNMC offered Apple training to faculty and staff to assist them in best use of the technologies to serve and educate students.

As the 2006 HLC self-study process recommended, consistent and accountable practices for assessment, review and action planning have been implemented. The UNMC Education Council was developed for campus-wide leadership to review assessment outcomes, address needed program changes and to assist in providing resources for colleges to make enhancements to student learning per the specific assessment data based recommendations.

The Office of Accreditation and Assessment has begun the process of coordinating these activities, keeping records and yearly reports, and ensuring the changes made to enhance student learning are consistently based upon quality assessment data.


The faculty administer and interpret the majority of student assessments. They also analyze data and design action plans in conjunction with recommendations from their college leadership. All of the colleges utilize ExamSoft assessment software. The repository allows faculty and program administrators to view individual test questions and overall test scores in a cohesive and cumulative manner to determine trends for further review and program improvement.

In all colleges, the Curriculum Committee, comprised of faculty and college administration, reviews identified areas of opportunity found through assessments and develops action plans to address the needs. As discussed in 4.A.3, once an opportunity for improvement is identified, a committee completes a thorough course or program self-study to determine the best areas for revision. The curriculum committee monitors any instituted course and/or program changes for effectiveness outcomes after changes are made.
The College of Allied Health uses Program Advisory Committees comprised of college leadership and employers of graduates from the disciplines taught in Allied Health. The employers assist campus leadership in understanding what skill sets they require of graduates and make recommendations for curriculum/program changes accordingly. Graduate Studies conducts 5-year reviews for each of their programs. From 2014-2016, full reviews of all programs were conducted in order to develop a more cohesive review structure. (Review Documents 1, 2, 3, 4, 5, 6,)

UNMC continues to develop and refine uniform processes for assessment and data evaluation across a myriad of diverse health professions programs. The Office of Accreditation and Assessment is establishing innovative processes for each college and will review and file annual assessment reports. The primary goal is to create and maintain uniform methodologies that accomplish the following:

- Accurately document learning goals for each college,
- Ensure annual assessments are completed for each course and program,
- Confirm data collected are reviewed,
- Verify that action plans are proposed and acted upon.

Currently, each college does many of these in a college/program specific manner. Future campus-wide improvements will focus on implementing standardized practices.

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4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

4.C.1.

The University of Nebraska's (NU) Central Administration sets an 80% student retention goal for all NU campuses. It also establishes accountability measures, which include targets to increase each campus' undergraduate six-year graduation rate with a goal of exceeding the average of its peer institutions. No defined goals are set for professional and graduate level degrees, which have more variable lengths and requirements than typical undergraduate programs. Since most of UNMC's degrees are granted at these levels, UNMC defines its own program specific retention goals.

UNMC has excellent retention rates that meet and exceed its peer institutions. A rate at or above 90% is maintained in the vast majority of its professional and graduate programs, while peer institutions typically have goals of 80% retention for similar level programs. Opportunities to improve retention will always be pursued until 100% retention/graduation rates are achieved in all programs. For example, when the Clinical Perfusion program was introduced in the early 1990's, enrollment numbers were low and the retention rates for a couple of years were lower than 70%. Improvements were continuously made as the program grew, and from 2008-2012 the program achieved retention rates of 90% or better. The retention rate for the Master's Program in Nursing is approximately 80%, which is consistent with peer institutions. To reach its goal of a higher rate, the College of Nursing assesses student advising practices, tutoring, surveys and other tools.
Each UNMC college undergoes a separate professional accreditation conducted by an outside accrediting body with its own specific retention, persistence or graduation goals. Some accrediting bodies ask for specific rates while others require reporting any decreases along with remediation plans. At UNMC, the individual accreditation requirements set minimum standards for each college and ensure the colleges meet annual goals and/or complete reviews and remediation plans if necessary. The guidelines for each college as set by the accrediting bodies follow:

- **College of Allied Health Professions:**
  - American Society of Cytopathology, Cytotechnology Programs Review Committee (CPRC)
  - National Accrediting Agency for Clinical Laboratory Science (NAACLS)
  - American Dietetic Association (ADA)
  - Accreditation Committee-Perfusion Education (AC-PE)
  - Commission on Accreditation in Physical Therapy Education (CAPTE)
  - Accreditation Review Committee on Education for Physician Assistant (ARC-PA)
  - Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS)
  - Joint Review Committee on Education in Nuclear Medicine Technology (JRC-NMT)
  - Joint Review Committee on Education in Radiologic Technology (JRC-ERT)
- **College of Dentistry:**
  - Commission on Dental Accreditation (CODA)
- **College of Public Health:**
  - Council on Education for Public Health
- **College of Medicine:**
  - Liaison Committee on Medical Education (LCME)
  - Accreditation Council for Graduate Medical Education (ACGME)
  - Accreditation Council for Continuing Medical Education (ACCME)
- **College of Nursing:**
  - Commission on Collegiate Nursing Education (CCNE)
- **College of Pharmacy:**
  - American Council on Pharmacy Education (ACPE)

**4.C.2.**

UNMC regularly collects student retention, persistence and graduation information. The Vice Chancellor of Academic Affairs reports graduation rates for UNMC’s professional and graduate programs and explains retention and graduation strategies to the Board of Regents’ (BoR) Academic Affairs Committee. The Office of Institutional Research collects and reports graduation information to the publicly available Integrated Postsecondary Education Data System (IPEDS).
As discussed in 4.B.2, student surveys administered in each college gather anonymous student evaluations of instructors, courses and programs. The colleges' leadership monitors the data to identify opportunities and make adjustments for improvement.

4.C.3.

UNMC has a long history of consistently high retention (see retention rates in 4.C.1) and on-time graduation rates. Graduation rates for 4-year programs are significantly higher than the 80% overall NU goal. The 2.5- to 3-year programs maintain over 90% graduation rates, the 2-year programs are between 90 and 100%, and the 1-year undergraduate programs are over 80%. UNMC's colleges have continuously surpassed the retention and graduation rate requirements of their individual professional accreditation bodies.

The individual colleges and UNMC as an institution provide student success services and strategies to continually enhance student success and raise graduation rates. Some of these strategies, as outlined in the presentation made to the BoR in May 2015, follow:

- Office of Student Counseling,
- Office of Student Engagement (study skills and tutoring assessments),
- Simulation technology (for hands-on learners),
- Faculty and peer advisors,
- Early detection (instructors and coordinators identify struggling students mid-semester and assist with remediation plans (information provided below)),
- Academic Performance Committees/Student Evaluation Committees (review student competencies and assist with remediation plans (information provided below), and
- Student orientations.

Examples of retention measures taken by UNMC's colleges and institutes are listed below:

- The College of Medicine Student Evaluation Committee evaluates student progress and passes them to the next study level. If the standing committee finds a student is not fully prepared, a remediation plan is developed so the student can gain the necessary skills.
- The College of Pharmacy's Academic and Standards Committee reviews students' competency and performance and determines if they possess the required skills. If they do not meet requirements, remediation plans are made.
- The Graduate College's Supervisory Committee reviews graduate students' examinations, dissertations or thesis work. A Supervisor (mentor) is appointed to each graduate student. The supervisor and the supervisory committee work together to ensure requirement and timelines are met. Remedial plans are enacted if students fail to make the expected progress. Supervisors use the student's Individual Development Plan (IDP) to ensure the students professional aspirations.
- The Munroe-Meyer Institute evaluates UNMC graduate students on their practicums to identify if additional training is needed and required. Advisors also meet with graduate students to review their portfolios. Students receive copies of the meeting minutes, which outline areas and timelines for improvements.
• In the other colleges, various student performance or scholastic evaluation committees act in a similar manner to determine readiness and provide individual academic support plans.

Overall, these early detection methodologies ensure that students are given every opportunity to successfully complete their program, and that no student “slips through the cracks” and fails without a distinct effort on the part of college faculty and administration to offer help and advisement, counseling and mentoring.

Student surveys assist administrators with identifying and making improvements. The anonymous responses provide benchmarked information regarding the learning environment atmosphere and identify where opportunities for improvement exist.


Outside professional accreditation bodies review and accredit the professional programs at UNMC. These organizations have specific requirements and methodologies for collecting retention, persistence, graduation and other programmatic information. (Information is in accreditor links in 4.C.1.) UNMC adheres to these requirements. For all programs, UNMC also reports graduation data to NU Central Administration. UNMC utilizes the same formulas set forth by IPEDS using IPEDS specific calculations for measuring completion rates. In return, IPEDS develops an annual Feedback Report. UNMC uses this report to evaluate its performance on key measures of student success.

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4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

UNMC grants undergraduate, professional and advanced degrees only in the health sciences and is accredited by the Higher Learning Commission. UNMC's educational programs educate health care professionals and scientists, preparing them to meet the medical, societal and cultural challenges and requirements of evolving health care systems and the global community. Regular external and internal academic review processes, including graduate studies reviews, curriculum committee reviews and 21 individual program accreditations, ensure quality and consistency of educational programs, courses and curriculum. The health care programs are measured in many ways, including the students’ successful completion of degrees; passing of professional certification and licensure exams; and performance in the workplace, graduate programs or other post-graduation pursuits. State and institutional laws and policies govern the timing, extent and approval of new programs and changes to existing programs.

UNMC currently has and is continually creating a more cohesive and efficient assessment processes for centralized assessment and data analysis to best evaluate learning and achievement of students currently enrolled and recently graduated from degree programs. Evaluations are based on identified outcomes and goals for areas including classroom learning, clinical training, co-curricular programs and student services. The Office of Accreditation and Assessment is establishing and coordinating uniform assessment processes and methodologies across colleges and developing action plans to track, review, report and act on student learning and experiential outcomes. Faculty play a major role in continuous program improvement as they are responsible for administering the student assessments, analyzing data and designing action plans in conjunction with college and UNMC leadership. Overall, assessment of programs and student learning is an important UNMC-wide focus and remains a key area for exploring new opportunities that will enhance student success.

Sources

There are no sources.
5 - Resources, Planning, and Institutional Effectiveness

The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

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

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution’s resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources, and opportunities.
4. The institution’s staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument


5.A.1.

UNMC operates on its main campus in Omaha and at four additional locations in Lincoln, Norfolk, Kearney and Scottsbluff, Neb. Programs are delivered in classrooms and laboratories, through Web-based courses and in clinical settings. Current fiscal, human and facilities resources support its educational programs while institutional planning maintains and expands resources to meet projected needs. UNMC is state-assisted – not state-funded – and relies on a diversified funding model for its revenue. State appropriations, tuition, external research funding, patient care revenues, endowments and gifts comprise the budget. UNMC evaluates resources to fulfill its mission and improve quality despite fluctuations in state appropriations and University of Nebraska (NU) budget allocations.

Fiscal Resources
The Fiscal Year FY2014 budget was $666,627,266 and FY2015 budget was $689,486,000 and FY2016 budget was $697,845,000. These budgets met the operational and infrastructure needs of the university and enabled it to carry out its mission in Nebraska, the region and the world. Four main revenue sources fund the budget in specific ways. The areas and their 2014, 2015 and 2016 breakdowns (respectively) are:

- Grants, Contracts and Gifts: $311,000,000 - $346,000,000 - $346,000,000
- Tuition, Auxiliaries and Other Income: $185,525,000 - $168,866,000 - $169,814,000
- State General Funds (allocated state tax revenue): $134,976,544 - $139,415,000 - $145,765,000
- Patient and Professional Services Revenue - $35,126,000 - $35,205,000 - $36,266,000

Non-state funding through federal research monies, contract work, private gifts and other sources is the bulk of the budget. A main contributor is the NU Foundation (2014, 2015, 2016), an independent corporation that encourages private financial support for the NU system from individuals, corporations and other foundations. The NU Foundation manages the gifts and the investment returns that are earned. The monies fund specific projects and do not replace or supplement state funding for operational costs.

Several financial indicators (2014, 2015, 2016) listed below demonstrate UNMC's fiscal strength.

1. The ratio of non-state fund revenues to total revenue is 79.146
2. The ratio of current assets to current liabilities at the beginning of each year is a key indicator of liquidity. The ratio rose to 3.6 in FY2016 from 2.9 in FY 2012. A ratio greater than 2.0 is considered liquid, and the higher the value, the larger the margin of safety to cover short-term debts.
3. Net assets grew to 13.7% in FY2014 from 7.8% in FY2012.
4. UNMC consistently attains very high credit ratings from both Moody’s (Aa1) and Standard and Poor’s (AA).

The annual operating budget (FY2014 and FY2015 and FY2016) is apportioned to reflect UNMC's mission to provide premier educational programs, innovative research and widespread outreach to patients and populations. The budget is reviewed during the annual planning process and reallocated when necessary to reflect funding fluctuations and fund new initiatives. 5.A.5 has more details. Funds are dispersed to the units, and unit leaders allocate them based on programming needs.

In addition, in 2012-13, the NU Foundation disbursed $47.5 million to UNMC, in 2013-14, $54.8 million was disbursed, and in 2014-15, $13.5 million was disbursed. Those funds were used for academic support, campus and building improvements, student and faculty assistance, research, and enhancing fine arts education.

Human Resources
UNMC maintains appropriate human resources (2014, 2015, 2016) to support its operations and its mission. Growth in the number of faculty, non-faculty and student workers is one measure of human resource strength. Between 2002 and 2015, UNMC experienced a 24% increase in regular full and part-time employees and an increase of 26.3% (to 4,914 from 3,890) in total overall employees (regular, temporary, graduate assistants and student workers).

Retention (2014, 2015, 2016) is also an important measure. Faculty turnover was less than 6.7% between 2014-2015. In order to glean information regarding faculty turnover or why possible candidates do not select UNMC as their employer of choice, a yearly engagement survey is sent to faculty who have resigned within the fiscal year and to candidates who declined job offers. The UNMC administration and the Board of Regents (BoR) reviews the collected information. Corrective actions and changes are made when opportunities for improvement are identified.

In its commitment to create a culture that builds employee retention, engagement and promotes wellness, UNMC offers benefits, training and activities (2014, 2015, 2016) for personal and professional development. During 2013-2016:

- Forty-five employees graduated from a series of management courses for aspiring or current managers looking to hone skills needed to become effective leaders.
- A job enhancement and career potential course called Foundations for Success graduated 56.
- UNMC Appreciation week was held in 2016, to celebrate employees, students and faculty. Approximately 1500 individuals participated
- At least 628 UNMC employees attended voluntary "Lunch and Learn" training sessions regarding Financial Wellness and Title IX.

Competitive compensation packages provide benefits such as medical, dental, vision, tuition assistance, and retirement plans to attract and retain quality faculty and staff.

Faculty/employees and student/employee OmbudsTeam members respond to faculty, staff and student equity issues and concerns.

**Physical Facilities**

UNMC's main Omaha campus (2014, 2015, 2016) comprises 52 buildings and 3,409,655 square feet of land, totaling over 117 acres. There are 376 research labs totaling 418,623 square feet of lab space. UNMC locations at Omaha, Lincoln, Norfolk, Kearney and Scottsbluff have 14 buildings and 323,244 gross square feet, containing seven research labs with 7,993 square feet of lab space.

New construction projects will add 1,076,572 overall square feet, 113 research labs and 109,934 square feet of lab space. Current construction projects include

- The Fred & Pamela Buffet Cancer Center research and hospital buildings,
Renovations and energy utilization reduction initiatives continue to support sustainability efforts at UNMC. Strategic Energy Initiatives (2014, 2015, 2016) achieved more than a 25% reduction in energy consumption and demand by 2015 compared to 2010, and an additional 10% reduction by 2023. Funds allocated from Qualified Energy Conservation Bonds via the Nebraska Energy Office has allowed UNMC to continue to renovate utility systems across campus to increase efficiency and reduce energy consumption. A 6,500 square foot addition to the east Utility Plant was completed in 2016. The project added new generators and feeder circuits that will help meet the campus's increasing utility needs.

**Information Technology**

Information Technology Services (ITS) provides comprehensive information infrastructure, support services and systems that support UNMC's current educational and operational needs for classrooms, research, e-learning ventures, healthcare outreach, security and business functions. ITS serves the campuses and healthcare partners with infrastructure support services that include: network design and deployment; telecommunications; data center opportunities; video services; information security compliance and planning; help desk support; and internet/intranet hosting services.

The ITS Data Center (2014, 2015, 2016) includes 3,700 monitored devices, 670 virtual servers and 1,200 physical servers. The primary data center has diverse fiber entrances, FEMA hardened walls, multiple campus and emergency power feeds, and redundant UPS systems. To keep up with campus expansion, a major electrical and mechanical update is underway. Specific ITS highlights include:

- The campus wide wireless connection supports guest, secure and medical device access.
- Statewide telehealth distribution through a variety of video conferencing systems and support services, including as a hub site for the Nebraska Statewide Telehealth Network, a system that connects 106 area hospitals, public health departments and mental health clinics.
- Overall infrastructure with secure remote access, email and instant messaging to mobile devices.
- Connectivity with the Holland Supercomputer facility supports multiple UNMC research programs.
- Equipping classrooms with technology, including 110 weekly classroom recordings available online to both on-campus and distance learning students and 1,000 blackboard courses.
- Developing computer applications, including 14 research apps, 13 academic apps, 11 administrative apps and 11 infrastructure apps.

ITS is a critical partner in advancing UNMC’s e-learning initiatives. ITS designs and supports technology rich classrooms; participates in the annual e-learning module Request for Assistance.
(RFA) review and selection process; designed and implemented the e-learning development laboratory; offers learning opportunities for faculty (Blackboard, Echo360 and Educause); provides consulting and design services for multimedia classroom technologies; and provides educational and instructional design and faculty development services.

ITS provides application development to increase efficiency and meet increasing compliance requirements. The research, academic and business functions developed include: core lab scheduling and billing; comparative medicine management; research administration for the Institutional Review Board (IRB), Institutional Animal Care and Use Committee (IACUC) and Institutional Biosafety Committee (IBC); Academic Department Information System (ADIS) for faculty records and publications; interfaces to national application services for various programs/colleges; financial metrics for administrators; and accounts receivable.

5.A.2.

Resource allocation is tightly controlled through state and institutional processes that focus budgets and fiscal allocation first and foremost to educational endeavors. UNMC raises funds from foundations, grants and other sources to pay for specific elective projects and non-core strategic programs and projects. This ensures that growth and the related expenditures do not impede budget allocations that would impact UNMC's mission to offer premier educational programs.

The Nebraska Constitution, legislative enactments and the Board of Regents (BoR) guide resource allocation at UNMC. The institution follows state mandated “fund accounting” principles to plan, manage and audit appropriate use of funds according to relevant policy. UNMC classifies assets, liabilities, revenues and expenditures into separate funds according to various activities or targeted objectives.

UNMC operates on a biennial budget. The state legislature provides policy and forecasting information to NU's Central Administration. Central Administration works with the BoR to establish parameters for each NU campus as institutional budgets are developed. That information is integrated with campus forecasts about tuition and other revenue sources and provided to UNMC’s Administrative Council where budgets are set and monitored.

At UNMC, educational programming and purposes are prioritized in every element of the budget planning process through the Program Classification Structure (PCS) generated by the Office of Finance. PCS is a set of categories and related definitions developed to assist in classifying priorities in order of stated importance, that is, in accordance with the institution's mission, vision and goals.

Top priorities are instruction-related expenses affiliated with degree and non-degree instruction, followed by research, public service, academic support, student services, administration, physical plant, student financial support and others. The PCS is a logical framework for arraying information in a hierarchical disaggregation of programs and activities. This structure allows users to scan all financial information and quickly determine if the objectives of the institution are being met based upon the spending allocations throughout the structure.
Space resources for classrooms, offices and research support UNMC's educational and research missions. The constant growth of the UNMC campus promoted the development of a policy to assign research space based on a merit-system. This policy ensures that the most integral functions are given priority and that all granting of research space is transparent and done in a strategic and methodological manner.

UNMC achieves its mission to offer professional health education programs by prioritizing academics in every facet of operations, especially funding allocation. As a comprehensive academic health science center, UNMC partners with clinical facilities to enhance the professional education of its students. An Academic Program Funding Agreement for the fiscal year ending June 2015 allows the clinical entity, Nebraska Medicine, to transfer funds to the educational entity, UNMC, and vice versa. UNMC provides much support for Nebraska Medicine and in return, Nebraska Medicine provides fiscal support to UNMC. The monies are fully allocated only to academic programs, including graduate medical education and the Dean's Development Fund. The funding transfer aligns with UNMC's mission to offer premier health care education programs.

UNMC consistently looks for opportunities to offer new clinical services to the community and to expand learning opportunities for students. As it grows, UNMC is conscientious, ensuring that funding for building and other growth projects does not impede budget allocations for education. The NU Foundation, State of Nebraska, grants and private donations largely pay for new infrastructure projects, buildings and other physical growth on campus so that base budget dollars can remain focused on educational programming.

5.A.3.

UNMC's goals are achievable given its organization, resources and opportunities. The strategic planning process develops the concrete goals with initiatives to fulfill UNMC's mission. The overarching strategic planning is directed by the NU Strategic Framework, which provides system-wide initiatives, priorities and goals.

As part of this larger university system, UNMC actively develops its own strategic plan (2014-17, 2015-18) given its resources and its unique mission, vision and values. The rolling, three-year plan is based on eight critical success factors and includes specific goals each with annual initiatives written to achieve specified outcomes.

A senior leader is accountable for each goal and the accomplishment of its associated initiatives. The leaders and their teams, who are aware of the campus needs, opportunities and resources, develop the initiatives and outcome metrics to achieve the goal. The process assures the outcomes are achievable within UNMC's scope. Projects are created and prioritized based on the impact for the campus and availability of fiscal and human resources. Education is the priority for strategic planning as it is for budget resource allocation outlined in 5.A.1.

If projected budgets cannot fund initiatives to achieve the growth-related, long-range outcomes, alternative funding opportunities, such as private donations, grants and the Nebraska Foundation, frequently participate to help pay for the projects and programs.
Faculty, staff, students, administrators, NU Foundation officers and other key advisors review and revise the future path in light of upcoming budgets, prior accomplishments and new opportunities.

The annual UNMC Planning Information and Quality Indicators (PIQI) report is developed to assist leaders in assessing accomplishments and future planning. All college units and departments assist the Office of Budget and Fiscal Analysis with its preparation. The PIQI contains facts and figures of the prior year's program information and strategic accomplishments and the upcoming year's major strategic initiatives.

UNMC utilizes the UNePlan (formerly called Prism Strategic Planning system). This system allows various departments (business and finance, academic affairs, research, facilities, international activities, etc.), as well as the institution as a whole, to input goals, assign responsible parties and monitor the progress as those goals and their initiatives come to fruition.

5.A.4

Faculty and staff who teach, mentor and support students in and out of the classroom are integral to UNMC's mission to offer premier education programs, research activities, patient care and outreach. The university values and is committed to hiring, training and developing its human resources.

The human resources portion of 5.A.1 describes UNMC’s efforts to recruit a diverse and qualified employee population. Recruitment centers on attracting the best applicants from diverse backgrounds. Successful candidates are screened for a fit to a particular position based on credentials and experience. UNMC offers competitive salaries and benefits, in an effort to retain its talented workforce.

Once hired, employee training opportunities include:

- Orientation programs introduce new employees to UNMC’s culture, policies and procedures to acclimate them to the workplace. Each department has a training system for new hires.
- Safety, privacy and other training programs are required to remain in compliance with federal, state and local laws and regulations. A Compliance Training Coordinator monitors training of employees in each unit and department.
- Mentors orient new faculty and assist with professional development, academic success and personal goals.
- Leadership development programs are available for all faculty and UNMC staff to enhance their leadership skills.

5.A.5

The state of Nebraska operates on a biennial budget cycle, and UNMC prepares both a biennial budget request and an annual operating budget. Planning for the biennial budget request begins 12 months prior to submission and focuses on major UNMC needs. Budget request
categories include salaries; utilities; library acquisitions; operating expenses; and initiatives such as diversity, Programs of Excellence, need-based student financial aid and building/renewal/renovation.

The annual operating budget (FY2014, FY2015, FY2016) includes four major sections: state aid (state appropriations, tuition, investment income and indirect cost reimbursements), patient revenues (UNMC Physicians, dental clinic and hospital income), restricted (grants, contracts, gifts and endowment income), and revolving and auxiliary (internal and external sales and services such as the print shop and book store).

UNMC’s budgetary approach for the state-aided portion, which supports its educational mission and its core administrative and support function, is best described as academic unit based continuation budgeting that includes periodic reallocation. Although the units generally receive equal percentage increases to the prior year's budgets, the Chancellor occasionally reallocates funds from all units to fund new priorities. (In practice, campus-wide reallocations/budget reductions have occurred about every 5 years.) At the unit/college level, dean and directors are expected to examine their priorities annually and, if appropriate, reprioritize their budgets each year.

Individuals with management responsibility for a particular budget monitor activity through desk-top clients of SAP, the University’s financial accounting software. Training is offered periodically, along with tutorials as needed, to ensure all appropriate staff understand how to operate and manage budgets. SAP users can see their budgets, commitments and expenditures in real time for current and past budget periods. Any transfers between budgets require approval from the relevant dean or director to makes sure such transfers are appropriate and consistent with university interests.

UNMC’s finance office employs accountants and support personnel to monitor transactions for compliance with university, state and granting agency policies as appropriate. Internal audits are completed annually. Comprehensive Financial Reports are completed by the auditor and are provided to Central Administration and campus management for review. Annual audits under Federal OMB Circular A-133 provide external review for compliance and best practices.

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5.B - Core Component 5.B

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

1. The governing board is knowledgeable about the institution; it provides oversight of the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

5.B.1.

UNMC is one of four higher learning institutions in the University of Nebraska (NU) system. As a state-controlled, public university, UNMC operates under state statutes, the system’s elected Board of Regents (BoR) and the NU Central Administration. State law dictates the BoR is UNMC’s governing authority.

The Coordinating Committee for Postsecondary Education (CCPE) also influences UNMC as it is responsible for promoting policies and implementing plans that guide Nebraska’s higher education system. The CCPE is an independent agency established by the state constitution. Annual progress reports from the CCPE, regular meetings with UNMC administrators and strategic updates keep the BoR well informed about UNMC’s financial and academic operations.

The CCPE’s planning document, Comprehensive Statewide Plan for Postsecondary Education, defines the roles and missions for each state university. As part of its oversight, the CCPE reviews, monitors, approves and disapproves new and existing instructional programs and all higher education appropriation requests, tuition levels, admissions requirements and capital construction projects. Comparative data from the higher education institutions the CCPE oversees are compiled into the Higher Education Progress Report. The report outlines a multitude of information about UNMC, including enrollment, demographics, budgets, retention, graduation rates; highlights key points; and recommends areas of opportunity. The CCPE submits the report annually to the Nebraska Legislature and the BoR.

Monthly meetings inform the BoR of UNMC’s activities and progress. Four BoR committees provide information regarding academic affairs, audits and business affairs directly from UNMC to the BoR. The BoR monitors performance indicators in education, teaching, scholarly activity, economic, outreach, and value that stem from the NU system’s Strategic
Planning Framework and align with UNMC's mission. Accountability measures established in the Strategic Framework outline the areas, frequency and reporting channels that provide a system for the BoR to monitor UNMC.

Progress or decline in the measures over time are tracked and published as the University of Nebraska Strategic Dashboard Indicators. The dashboard provides an “at a glance” view of where the Nebraska universities fall above or below target goals and may need improvement.

The BoR, via its fiduciary legal governance responsibilities, review and approve/disapprove authority for academic programs, financial management and business affairs, meets its legal and fiduciary responsibilities for UNMC governance.

5.B.2.

The BoR, the NU Central Administration and UNMC have defined avenues to engage internal constituents in UNMC's governance. Policies and bylaws shape these interactions.

Nebraska's statutes define the BoR powers as NU's governing authority and publicly available bylaws and policies outline its structure and management. The BoR is involved in UNMC governance, from approving strategic direction to developing budgets and approving all campus changes and additions. Members of UNMC's administration participate in regular meetings and briefings for the BoR. The UNMC Student Body President serves on the BoR.

BoR policies include all constituents in the governing role. Specific policies in the bylaws define the ways constituents in the NU system can participate in the BoR governance. Some policies include:

- The Right of Student Members to Indicate Positions. Nonvoting student members of the BoR have the opportunity to formally state their positions on various matters.
- The Right to a Public Hearing. Any individual or group of individuals of the University are granted, upon petition, a public hearing where the matters of the petition are discussed.
- Presidential Search Advisory Committee(s). The BoR will consider university administration, faculty, students, the NU Foundation and the general public as possible members of the search committee when the institution is seeking a new president.

The NU's Central Administration also guides UNMC's decision making and governance through shared information, policies and resources to improve operations, educational programs and student retention. UNMC’s chancellor is part of the Central Administration’s President’s Council and also serves as a NU System Vice President. UNMC’s Vice Chancellor for Academic Affairs is part of the Central Administration’s Council of Academic Officers. UNMC’s Vice Chancellor for Business and Finance is part of the Central Administration’s Council of Business Officers.

UNMC embraces a shared governance model, as the BoR provides that “the immediate government of each college shall be by its own faculty.” The UNMC Faculty Senate and UNMC
Student Senate are elected to represent the entire constituency of UNMC. The senates provide forums to develop ideas, address concerns and communicate to campus leadership. The faculty and staff who sit on the Chancellor’s Council represent all units of UNMC and approve strategic plans, mission statements and other guiding principles.

Governance policies can be found in the Faculty Handbook, an online resource for faculty policies and procedures that provides information about:

- The Board of Regents
- NU's Central Administration
- UNMC's Administration
- UNMC's History and Mission
- UNMC's Strategic Planning
- UNMC's Faculty Bylaws
- UNMC's Faculty Senate Standing Committees, which oversee the function of colleges and units
- Faculty rights and responsibilities as outlined in the BoR Bylaws

5.B.3.

Administration, faculty, staff and students contribute to the development and maintenance of academic requirements, policies and processes. Collaborations across departments, specializations and management levels advance standards and coursework to sustain and grow education programs.

UNMC's administration and each department's faculty are responsible for the curriculum and instruction. Using student course evaluations, completed each semester for each course, academic program reviews from departmental curriculum committees, and learning outcomes and assessments, administration and faculty determine curricula changes and updates. Faculty review policies and processes during periodic programmatic accreditation. Faculty committees produce accreditation self studies and oversee site visits, that together, provide for continuous self-reflection. Departments use the feedback and insight from the accrediting bodies to confirm the curricula meets academic standards, to avoid complacency and to ensure sustained program evolution.

At the campus level, committees oversee and guide the academic processes. In order to ensure full contribution and collaboration, committee members represent all areas of campus.

Members of the Faculty Senate are elected from each major academic unit. As a governing body representing UNMC faculty, it has several standing committees:

- The Academic Freedom and Tenure Committee (AF&TC) resolves filed complaints to ensure UNMC’s tenure standards are upheld.
- The Grievance Committee assists in settling grievances filed by faculty.
- The Professional Conduct Committee aids in resolving complaints of unprofessional behavior by the professional staff.
• The Executive Committee coordinates the activities of the standing and ad hoc committees and may make decisions in the name of the Senate under specific conditions.

• The Faculty Recruitment and Retention Committee develops criteria, tools and rules of procedures for monitoring faculty recruitment and retention.

The Education Council consists of senior educational representatives from UNMC, Nebraska Medicine and the Student Senate. The committee discusses academic-related curricular matters and advises the Vice Chancellor for Academic Affairs. This group develops, revises and posts to a wiki page UNMC policies pertaining to education and students after receiving feedback from the Student Senate Executive Committee and approval from the Vice Chancellor for Academic Affairs. The group also provides a forum to discuss policies affecting the educational units and students as well as campus services that affect faculty and students.

The interprofessional education (IPE) structure consists of the IPE Curriculum Committee and its evaluation and student society subcommittees. The IPE Curriculum Committee develops relationships between colleges and departments and collaborates to build interprofessional curriculum to enhance student-learning opportunities. Membership includes at least two members from each college and a student representative. The IPE Student Society represents all UNMC health care training programs and provides input and feedback regarding IPE curriculum at UNMC.

The Office of Academic Affairs at UNMC is responsible for wide-ranging aspects of student and faculty academic life. Utilizing the talents and input of the faculty and staff from each area of responsibility, policies and processes evolve to best meet the students' and the colleges' needs. The Office's responsibilities include: coordination and control in new program development; review of established programs; faculty development and mentoring; interprofessional education; regulatory affairs; compliance; academic affiliation agreements; and oversight of the McGoogan Library of Medicine.

The Compliance Committee, part of Academic Affairs, ensures activities supporting UNMC's mission are conducted with integrity and in accordance with the law. Due to the clinical and research aspects of learning at UNMC, the Committee represents a broad spectrum of administration, faculty and students from all colleges, Nebraska Medicine, business and finance, sponsored programs, and more. The committee ensures compliance in the areas of Family Education Rights and Privacy Act (FERPA); employment (equal opportunity, non-discrimination, etc.); conflicts of interest; occupational health and safety; and various areas of research, clinical treatment and billing.

The UNMC Interprofessional Experiential Center for Enduring Learning (iExcel) is an academic and clinical program that provides state-of-the-art technological opportunities and interprofessional learning endeavors. A Guiding Coalition Committee and seven subcommittees include representatives from Nebraska Medicine, all six colleges, staff from other academic units and student representatives. These subcommittees guide assessment, interprofessional development, public relations, faculty development and curriculum building for the new experiential center.
The four NU institutions collaborate as one system-wide Graduate College. At UNMC, the Graduate Council of the Office of Graduate Studies directs the policies and processes for the graduate programs. Council membership includes students and representatives from each college. The Executive Associate Dean for Graduate Studies is the Chair. The Council develops processes and policies, oversees consistent program reviews for Graduate Studies and approves new program/course options.

Through administrative offices, committees, centers, graduate studies, and departmental coordination and activities, administration, faculty, staff and students across the academic spectrum at UNMC contribute and collaborate in setting academic requirements, policy and processes.

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

5.C.1.

The Nebraska Constitution, legislative enactments and the BoR guide fiscal resource allocation within the NU System. These state and institutional processes tightly control higher education budget and monetary allocations and focus them first and foremost to educational endeavors. UNMC apports its annual operating budget to reflect its mission to "lead the world in transforming lives to create a healthy future for individuals and communities through premier educational programs, innovative research and extraordinary patient care." Funds raised through foundations, grants and other sources pay for non-core programs and projects which are frequently non-operating capital in nature. This ensures growth and related expenditures do not impede budgeted allocations that would impact UNMC’s core mission.

NU and UNMC operates on a biennial budget. The state legislature provides policy and forecasting information to NU’s Central Administration. The Central Administration works with the BoR to establish parameters for each NU campus as they develop their institutional budgets. The parameters are integrated with campus forecasts to determine tuition and other revenue sources and are given to UNMC’s Administrative Council. The Chancellor’s Council uses this information along with the UNMC Strategic Plan to review priorities and develop the final budget. Items in the Strategic Plan impact UNMC’s campus in areas such as: implementing new educational models; developing more interprofessional learning opportunities; increasing research; advancing community and global partnerships for health; strengthening international efforts in education, research and patient care; expanding fundraising opportunities; advancing biomedical technologies; increasing faculty and staff diversity; and developing the technological resources and pedagogy methods for learning.

Educational programming and purposes are prioritized in the planning process through the Program Classification Structure (PCS) generated by the Office of Finance. PCS is a set of
categories with related definitions. PCS assists the Administrative Council by classifying and prioritizing items in order of importance that are also in accordance with the mission, vision and goals of UNMC. Top priorities are instruction-related expenses affiliated with degree and non-degree instruction followed by research, public service, academic support, student services, administration, physical plant, student financial support and others. The PCS is a logical framework for arraying information in a hierarchical disaggregation of programs and activities. This structure allows planners and users to scan financial information and determine through spending allocations if objectives are being met.

Quarterly budget reviews identify when UNMC reallocations are needed to reflect funding fluctuations and to fund new initiatives. Funds are dispersed to UNMC’s eight units, and the unit leaders allocate them based upon programming needs. About one-third of the operating budgets (2014, 2015, 2016) are allocated to the colleges/units to fund expenses associated with providing and updating academic programs, student resources and student services. Outreach services have received over $7M, which funds opportunities to offer new public health and medical services to the community and to expand hands-on learning for students. NU’s colleges also receive money from the NU Foundation’s fundraising efforts to use for academic support, campus and building improvements, student and faculty assistance, research and fine arts education.

Since FY2003, NU has invested $20M of sustained funding for over 140 Programs of Excellence (POE) on all four campuses. POE funds support campus priorities by leveraging good programs in order to attain a higher level of distinction and enhance UNMC’s national reputation. These funds have been used to hire tenure and non-tenure track-faculty and support graduate students. Adding needed faculty ensures the growth and development of UNMC’s premier educational programs, which assists in fulfilling the mission.

5.C.2.

Student learning is tracked at the college level by each program’s individual assessment needs and requirements. The administration uses the assessment data, along with student survey data, to review the students’ needs and to grow and refine the curriculum, programs and student services. These data are analyzed with educational trend information to identify opportunities to enhance and improve student-learning experiences and outcomes. Some examples of the link between student assessment data and operations, planning and budgeting include:

- **Apple training camps enhance college-wide teaching technology.** A 2015 Educational Technology Student Survey found that students desire more technology in the classroom and believe faculty need additional training to learn how to use the technology efficiently and effectively. Most students said they depend on technology; use one or more devices while on campus; and feel more connected to the campus, the classroom and information when technology plays a part in their educational experience. Campus administration used the survey results to identify this campus-wide opportunity and as a basis for its decision to enhance faculty training and classroom technology using iPad tablets and Apple Inc. training camps. During the 2015-2016 academic year, 80 UNMC faculty and staff received training by Apple computer professionals in how to use iPads to test...
students, enter grades, give presentations, develop online or e-learning opportunities, etc. After the initial training, UNMC’s IT department has provided on-going support for continued learning and program maintenance. A campus goal is to have iPads available for all faculty and students.

- **The Interprofessional Experiential Center for Enduring Learning (i-EXCEL).** Changes in technology-based training standards and projected health care clinical needs point to a growing demand for UNMC to offer more technology-enhanced learning as part of a competency-based learning model. UNMC student surveys and assessments indicate repetition and the ability to practice competencies and clinical skills 24-hours-a-day are vital for student success. The i-EXCEL initiative will meet these demands for students and continuing education learners by offering modeling, simulation, holographic and gaming technologies to enhance learning opportunities and give a professional advantage. The virtual reality technology allows students to repeatedly practice hands-on clinical and patient skill sets without a live patient.

- **Student Services resources.** Student Services receives resources to grow and develop the programs needed to ensure student success. The Academic Success Program assists students who find their programs overwhelming and challenging with learning study skills, reducing stress and handling other academic difficulties. Assessment plans identify a student’s strengths, weaknesses and academic goals.

- **Interprofessional Academy of Educators.** Student test scores and survey feedback suggest that faculty development and innovative classroom techniques factor into student success. UNMC believes faculty development is inherently critical to its mission of providing premier educational opportunities. The BoR in 2015 approved the Interprofessional Academy of Educators to assist in faculty training. The UNMC-wide teaching academy of scholars responds to campus, learners and community's need for interactive, experiential and competency-based programs and curriculums delivered by consistently trained and prepared faculty.

NU’s Central Administration and the BoR continuously assess UNMC’s operations. UNMC, as all campuses in the NU system, report operating indicators to the BoR through a dashboard system. The BoR tracks the campus’ performance and reports and discusses challenges and opportunities at each meeting. Budget managers monitor activity of their respective budgets, commitments and expenditures in real time for current and past periods through the SAP financial accounting software. Transfers between budgets require approval from the relevant managers to ensure the changes and transfers meet UNMC’s interests.

Trained accountants and support personnel employed in the Finance Office monitor transactions for compliance with policies and agencies rules and regulations. Central Administration and campus management review information from annual internal, BoR and state audits, as discussed in 5.A.1.

UNMC’s Strategic Planning process (outlined in 5.C.3) reviews the university’s strategic goals and their supporting milestones and outcome metrics during a year long process during an annual
retreat. Strategic Plan updates are based upon assessment needs, urgent needs and progress toward current goals. The process can lead to altered budget decisions, new initiatives and revised indicators of desired outcomes.

5.C.3.
Each university in the NU system develops its own campus specific strategic plan based upon NU’s Strategic Planning Framework developed by the BoR and Central Administration. Plans are revised annually based on changing needs and input from various constituents.

As described in 5.B., UNMC’s strategic planning process includes input from all levels of the university and seeks input from community representatives and business partners. Internal consideration of UNMC’s planning are based upon an annual calendar year and include:

- UNMC’s campus leaders participate in several Strategic Planning Retreats where the chancellor discusses areas of opportunity, outlines the future vision, and receives feedback from leadership and community representatives. Participants discuss strategic goals, provide input to determine the most relevant issues to be addressed and identify action plans for various items.
- All academic units develop their own strategic plan that reflects the academic unit's specific goals of the agreed upon strategic plan.
- Student Senate procedures outline the ways students bring ideas and concerns to the Senate and address how they are shared with the appropriate administration. During Student Senate meetings, guest speakers representing various campus offices talk about topics of interest to students and field their questions. The chancellor or other members of the Chancellor’s Council often attend these meetings. This direct feedback helps them to understand and address student needs and concerns during strategic planning.
- Members of the Chancellor’s Council represents each college, institute and business unit; the clinical enterprise; and business and finance offices. The Council meets monthly to discuss UNMC’s needs, concerns, success and progress, and address the affects on current and future planning.
- The Chancellor meets with the UNMC Vice Chancellors and the UNMC College Deans and Directors on a regular basis to address opportunities and plan new programs.
- Each academic, business and auxiliary unit develops, tracks and aligns its strategic direction using a strategic planning portal called UNePlan/PRISM. UNePlan supplements formal planning. Units input their immediate and short-term objectives and goals into the portal, track their progress and assess their outcomes during and after implementation. UNMC’s administration can then compare data from one model to find trends and opportunities across campus. Insights from UNePlan support decisions for the Strategic Plan’s overall direction.

Groups representing external viewpoints also contribute to UNMC’s planning process. The UNMC Board of Counselors is a group of more than 60 community and business leaders from across Nebraska. The group advises the chancellor and other UNMC leaders of important health care issues. This input shapes strategic planning and ensures that clinical and classroom
education addresses the issues highlighted by those who use and rely on UNMC’s professional education, research and clinical care programs.

5.C.4.

UNMC considers a myriad of internal and external factors when creating budgets and strategic plans. The Strategic Plan, as discussed in 5.C.3, is updated annually. Campus goals are reassessed and aligned with current budgetary realities. Plans are altered as needed to ensure campus priorities are met. UNMC acknowledges the need for broad funding sources and consistently pursues strategic revenue options.

The administration reviews admissions statistics to identify enrollment trends, anticipate concerns and react accordingly to tuition fluctuations. For over 5 years, UNMC has enrolled less than 30% of applicants to its programs (2014, 2015, 2016). UNMC conducts outreach to maintain a high level of interest and remain at full capacity. High school programs educate students about possible careers in health professions, while science fairs and other community events encourage the public to visit campus where they see the facilities and become aware of possible educational opportunities. UNMC’s Board of Counselors and current preceptors help identify changes in the health profession that may impact career requirements. UNMC uses that information to adjust academic offerings and recognize areas of opportunity and concern in terms of enrollment and revenue sources. By modifying plans and budgets to accommodate professional needs, UNMC remains nimble and able to pursue alternative funding and offer new programs that bring additional revenue streams to campus.

Education is the highest priority for planning and budgeting. Other interests are expressed based on campus impact and the availability of fiscal and human resources. State annual budgets in addition to tuition fund the university’s core services. Alternative funds are used when projected budgets cannot cover the milestones needed to achieve growth-related and long-range outcomes. These funding sources include private donations, grants, the NU Foundation and business endeavors through UneMED, our technology transfer organization.

Research is an important component of UNMC’s mission and strategic plans and also contributes to its budget. Research attracts talented faculty and researchers to the university, brings students opportunities and provides revenue. At the state level, the Nebraska Research Initiative (NRI) allocates funds to enhance research throughout the NU system. This initiative positioned NU to build partnerships with the private sector and government to advance research and development, secure external and private funding for research, and create new knowledge and jobs.

Another source of research revenue for UNMC is the Nebraska Tobacco Settlement Biomedical Research Development Funds. The money is used to recruit and retain scientists, maintain research infrastructure and program development, and fund research focused on improving health or reducing health disparities. This research very frequently provides laboratory opportunities for graduate and professional students.

5.C.5.
UNMC anticipates change when planning. Critical considerations for the university include technological advances in education and professional health care settings; developing trends in health care practice and policy; and international outreach and collaborations. Research and discussions about these factors inform the administration and lead to flexible and focused planning. For instance, speakers at the 2015 Strategic Planning retreat highlighted emerging issues such as the future of health care education and technology, patient centered medical care, regional economies, and a new world of healthcare. Within these larger frameworks, the administration considers the colleges, the students, employees, technology, educational methodologies and professional health care advances when planning individual projects and goals.

Technology

Technology use in conjunction with innovative learning models is a current and ever-increasing demand in every facet of education at UNMC. Several initiatives are underway to meet that need.

- **The Interprofessional Experiential Center for Enduring Learning (iEXCEL).** The vision for iEXCEL’s is to ensure UNMC becomes a global leader in transforming human performance and effectiveness in healthcare. The project encompasses current trends in healthcare training:
  - state-of-the-art technological training tools
  - interprofessional and interdisciplinary training
  - interactive and experiential training
  - Virtual and augmented reality
  - team-based experiential learning
  - competency-based educational models
  - bioterrorism training and expertise
  - outcomes-oriented training and research
  - improvement in the outcomes of healthcare; and
  - medical product testing and development.

- **The Apple/Advanced Technology Project.** Beginning in the fall of 2015, Apple representatives trained faculty to use advanced technology in the classroom with continued campus IT support to enhance educational experience and efficiency for students.

Educational Learning Advancements

The health care field continues to grow in needed services and interest as a professional career. UNMC continues to expand physical campuses, incorporate e-learning and use other innovative learning models to meet the demand for health-related education and the needs of the medical professional workforce.

- **The Interprofessional Education (IPE) program** offers opportunities for collaboration across departments, colleges and campuses. Interprofessional education is a necessity in
professional health care education as hospitals and clinics evolve into more team-oriented health care systems. In the classroom, UNMC educates students to work in a team environment and understand the roles and benefits of collaboration. Activities offered through the Office of IPE brings learners from various disciplines together for training opportunities.

- The College of Nursing has expanded during the past decade with campuses now in Omaha, Lincoln, Norfolk, Kearney and Scottsbluff. Online learning options are being developed and offered for some of the nursing programs.

- The College of Allied Health Professions now offers six programs at the University of Nebraska at Kearney campus in an effort to meet growing demands, specifically in rural communities, for workers in the allied health professions.

**Global Outreach**

UNMC embraces a global vision when building educational and research infrastructure. Examples include:

- Redeveloped and focused student orientations better assist our growing international student population.
- Students in various colleges participate in international health care experiences.
- Educational programs assist in the training of medical professionals who live abroad.
- Forums and new projects focus on global health issues.
- Participation in and/or host numerous internal research symposia and meetings addressing global outreach issues.
- Responses to global health-care concerns and possible bioterrorism threats include:
  - Assistance in education and treatment of infectious diseases, such as Ebola.
  - Prioritizing development of health security and biocontainment education training and courses for medical professionals around the world.
  - Expanding capacity of the Nebraska biocontainment unit, the country’s largest and only biocontainment unit available for the public.

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5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

5.D.1.

UNMC’s strategic planning and operations are guided, in part, by two documents: the CCPE's Statewide Plan for Higher Education and NU’s Strategic Planning Framework.

The CCPE’s statewide plan directs Nebraska’s postsecondary educational institutions on matters such as: meeting students’ needs, meeting the state’s needs, developing and funding exemplary institutions, utilizing partnerships and collaboration, planning facilities, and identifying the role and mission of each institution. The extensive guide assists UNMC with developing a annual strategic plan that is focused and aligned with the needs and requirements of the state.

NU's Strategic Planning Framework outlines specific operational goals for the four University of Nebraska campuses, including access and affordability of education, quality academic programs, workforce and economic development, research growth, engagement with the state, and accountability. Each goal has related objectives, strategies and accountability measures developed for BoR and university-wide monitoring.

Information regarding operational goals is reported to NU's Central Administration at least annually, and with most items updated quarterly, as determined by the BoR. The data are simplified into Strategic Dashboard Indicators that provide performance snapshots for each campus in areas such as funding changes, tuition changes, student retention, need-based aid, enrollment, distance education, graduation rates, international student numbers and more. UNMC campus leaders monitor the information to ensure campus goals align and the operational benchmarks meet/exceed set targets. If not, ways to improve are determined and implemented.

UNMC leaders use a strategic planning portal called UNePlan (formerly called PRISM) to develop, track and align the strategic directions of the UNMC's academic, business and auxiliary units. The strategic goals and initiatives that are added into the UNePlan/PRISM instrument are established during UNMC’s formal annual strategic planning process and are reviewed and updated quarterly. The system characterizes the short term and intermediate term operational strategic initiatives and over-arching goals of each unit, which, in turn, eases implementation and assessment of the strategic plan’s outcome metrics of all goals.
UNMC publishes a Planning Information and Quality Indicators (PIQI) report each year (2014, 2015, 2016) for the Breakthrough Thinking Conference (previously referred to as the Strategic Planning Retreat), initiated by the Chancellor. The comprehensive report documents the university’s annual operational and academic performance. The PIQI details outcomes in areas such as certifications and licensure exam performance, research funding, minority recruitment and retention, economic growth, and financial strength. The public document lists the quality status and campus performance rating for each area (2014, 2015, 2016). The report also includes admissions statistics, number of degrees awarded, board pass rates, employee retention rates, diversity data; economic indicators, financial strength, compliance data, research information and major UNMC initiatives. At the yearly Breakthrough Thinking Conference, campus leadership from academics, and business and finance, as well as members from Nebraska Medicine and the community, review these indicators. The information, along with the data in UNePlan (PRISM), is used to develop strategic plans for subsequent years and identify areas of opportunity and remediation plans.

5.D.2.

Performance indicators, such as those discussed below, help UNMC leaders identify successes, monitor change and recognize opportunities for improvement. These opportunities indicate the need for leadership to reconsider strategies and objectives that can warrant the necessary changes to make improvements within departments, colleges and across the university.

A variety of indicators are used to determine areas of opportunity. A few of these are yearly faculty performance reviews, surveys of various constituencies (community partners, students, medical professionals, etc.), information from the PIQI report, data from PRISM system updates, and assessment data from academic measures. Analyzing indicators allows UNMC to remain nimble in an ever changing educational environment and react through updates to strategic goals and plans in a timely manner.

Examples include:

UNMC has a LiveGreen Master Plan, which includes a Sustainability Master Plan (PIQI), Waste Reduction Plan, Flip the Switch Campaign and other environmentally sound initiatives that assist in making UNMC a sustainable and sound institution. One specific initiative is the TravelSmart Program, which incentivizes active transportation, including biking, carpooling, taking the bus and walking.

UNMC also has an energy savings plan PIQI with a goal to reduce energy consumption by 25% in five years. This plan has the opportunity to save UNMC millions of dollars annually, which assists in ensuring the financial sustainability of the campus.

The McGoogan Library of Medicine uses Counter systems data and student and satisfaction surveys to monitor its performance. Systems data can track the frequency of resources used to help determine where resources are most needed and which areas are underutilized. Information is sent to faculty addressing underutilized resources, to determine if these are integral to coursework and student success, or if these items could be eliminated. The library leaders can
shift resources to address these needs. Satisfaction surveys periodically distributed to a variety of library constituents provide feedback that leadership can use to alter library operations and improve efficiency and customer satisfaction.

The Information Technology Services Department (ITS) must stay ahead of the ever-changing technology needs of classrooms, business offices and students. Surveys are done ensure the ITS department is meeting those needs. Results of a student survey sent in 2015 assisted the Simulation and ITS departments in identifying the most used campus technology resources and the resources that could be redirected so ITS infrastructure would remain current with technological needs and trends. Some of the results helped shape new ITS strategic goals.

An internal audit of Student Services was conducted in 2016. The feedback was given to leadership and current and suggested resulting actions have been submitted to the Chancellor with approval given for necessary resources. UNMC consistently strives to ensure services and staffing are more than adequate to ensure students needs are being met.

UNMC desires to remain innovative and be a leader using interprofessional, interdisciplinary and innovative simulation technology for its learners. These goals (Educational Programs, Goal 1) led the Information Management Governance Council to the development of the strategic plan for the Interprofessional Experiential Center for Enduring Learning (iEXCEL). The iEXCEL project will assist in creating an efficient and effective campus-wide learning system. Project sustainability relies on realistic budget and technological projections and the ability to have evolving goals.

Ongoing academic assessments ensure that UNMC programs meet student needs and that timely changes are made when necessary. Criterion 4.B. discusses UNMC’s continual review and improvement process. The College of Medicine provides an example of changes that resulted from an annual review of assessment outcomes. Clear trends suggested that course and program changes were needed. Academic leadership worked together and conducted a full self-study of each clerkship and core course. The self-study used assessment data and student evaluations to determine if the course goals were clearly identified and fulfilled. Course changes (discussed in 4B3) were made as a result of this review and in an effort for continuous improvement.

Student surveys and feedback from teaching assistants and program coordinators indicated areas where the curriculum for the Biomedical Research Training Program is strong and areas that could be improved to assist in student retention. Program faculty reviewed the information, developed a proposal and implemented the program.

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5.S - Criterion 5 - Summary

The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

UNMC achieves its mission to educate and prepare the next generation of health professionals through planning, oversight and interaction of financial and academic operations at the state, central administration, institution and college levels. Programs and infrastructure continue to change and improve through planning in response to individual and community needs that represent local, regional and global perspectives.

Current fiscal, human, facilities and information technology resources support UNMCs educational programs. UNMC relies on performance indicators and accountability measures in education, teaching, scholarly, economic and outreach to track alignment of its educational achievements with the mission. Administrations, committees, faculty, staff, students and external constituent groups contribute and collaborate in the planning process and their input is considered when setting academic requirements, policy and processes.

The University uses a sophisticated planning and implementation tool (UNePlan) to keep all strategic initiatives current, well communicated and highly accountable. Multiple widely available graphic dashboards help keep the strategic plan vibrant and ensure timely implementation of planned initiatives.

State and institutional processes guide compliance and allocation of the University’s fiscal resources. Institutional planning through a biennial budgeting model coordinated with the state legislature and the NU system's strategic planning framework maintains, alters and expands UNMC’s current resources to meet projected needs. The revenue collected from diversified sources is used to meet identified priorities, strategic goals and planning milestones with top priority to academic programming and purposes, which fulfills UNMC’s mission to offer premier educational programs and supports its overall vision.

UNMC is aware of its challenges to balance future growth and quality. The institution continues to rely on a rigorous strategic planning process with wide constituent involvement to meet these challenges into the future.

Sources

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