# Table of Contents

**Introduction** ................................................................................................................... 4  
  Major Findings .................................................................................................................... 5  
  Context and Organization ................................................................................................. 6  

**Section 1: Primary Indicators** ............................................................................................. 10  
  *Undergraduate Student Learning and Achievement* ......................................................... 11  
    Six-Year Graduation Rate ................................................................................................. 12  
    Nationally-Competitive Awards Won by Undergraduate Students ..................................... 14  
    Percent of Graduating Students Who Had a Meaningful Research or Creative Activity Experience ..... 16  
  *Graduate, Professional, and Post-doctoral Education* ......................................................... 17  
    Nationally-Competitive Awards Won by Graduate and Professional Students .................... 18  
    Index of Graduates’ Success on Professional Licensure Examinations .................................. 20  
    National Publications and Presentations by Current Graduate and Professional Students .......... 21  
  *Research, Scholarship, and Creative Activity* ..................................................................... 23  
    Federal Research Dollars Expended ................................................................................. 24  
    Index of Nationally Significant Scholarly or Creative Works by Faculty Members ............... 26  
    Nationally-Competitive Awards, Honors, and Memberships Won by Faculty Members .......... 28  
  *Outreach and Engagement* ............................................................................................... 30  
    Number of Participants in Non-residential Educational Programs ....................................... 31  
  *Other Contributors to a Profile of Excellence* .................................................................... 33  
    Students of Color as Percent of Total ............................................................................... 34  
    Index of Faculty Diversity .............................................................................................. 36
Section 2: Additional Indicators

Undergraduate Student Learning and Achievement
- Freshman-to-Sophomore Retention Rate
- Percent of Graduating Students Who Participated in an International Experience
- Percent of Graduating Students Who Participated in an Internship, Co-op or Service-Learning Experience

Average GRE Scores of UNL Undergraduates
Average LSAT Scores of UNL Undergraduates
Average GMAT Scores of UNL Undergraduates
Average MCAT Scores of UNL Undergraduates

Graduate, Professional, and Post-doctoral Education
- Number of Doctorates Granted
- Number of Post-Doctoral Appointees in Science, Engineering, and Health Fields
- Number of Masters Degrees Granted

Research, Scholarship, and Creative Activity
- Total Number of Citations
- Total Sponsored Dollars Awarded
- Number of Grant Proposals Submitted for More Than $1M

Outreach and Engagement
- Total Sponsored Outreach Dollars Awarded
- Index of Commercial Impact of Faculty Research
- Index of Library Services and Resources Shared with Nebraskans

Other Contributors to a Profile of Excellence
- NRC Ratings of Faculty Quality
- Percent of Top 10% Students in State Who Matriculate at UNL
- Average ACT Composite of Incoming First-Year Students
- Annual Giving to UNL
- Alumni Association Membership

Additional Indicators with Data Not Yet Available

Data Sources and Methodology – Primary Indicators

Data Sources and Methodology – Additional Indicators
Indicators of Institutional Quality: Annual Report 2004

INTRODUCTION

The 2004 Quality Indicators report is the third “report card” measuring UNL’s progress toward the goals and aspirations of the campus’s *A 2020 Vision*. We in the campus community can take great encouragement from the clear evidence of growing achievement. The record shows that UNL faculty members are reaching the goals of our *A 2020 Vision* and continue to pursue excellence at all levels. As you read these pages, we wish to highlight specific areas of achievement and opportunities for new growth.

In March 2001, Chancellor Perlman presented the UNL Strategic Enrollment Plan to the Board of Regents. This plan identified a number of goals associated with elevating the academic profile of the student body. Two enrollment goals are tracked as institutional quality indicators, both of which have been achieved ahead of schedule. Specifically, the university desired to increase the percent of non-majority students to 7.5% by Fall 2005. By Fall 2003, the percentage of undergraduate students of color reached 7.6%. Our goal to have the average ACT score of incoming freshmen reach 24.7 by Fall 2005 was realized in Fall 2004; incoming freshmen have an average ACT score of 24.8.

More students are completing their degrees within six years than ever before. UNL’s six-year graduation rate – the standard measure nationally – increased by more than 5% between Fall 2002 and Fall 2003. The populations of undergraduate students and tenure-line faculty both have become more diverse. Our undergraduates continue to win high-prestige, nationally-competitive awards. And more individuals are taking advantage of our non-residential (distance) educational programs.

Thanks to the excellent work of our faculty, federal research expenditures grew by 17% in fiscal year 2001-02 (the latest data available). Faculty also excelled in getting new awards of sponsored dollars for research and other activities. A total of $151.7 million in sponsored dollars were awarded to UNL faculty in fiscal year 2003-04 for all activities from all sources. This total represents an increase of 9% over the previous year and an accumulative increase of 65% since FY00.

In addition to the institutional improvements highlighted in this report, UNL faculty realized a number of individual achievements. Two of the most prominent are Jim Van Etten’s election to the National Academy of Science and Ted Kooser’s appointment as United States Poet Laureate.

This document is the third annual report on institutional indicators of quality. We believe UNL is a premier research institution that is getting better year by year. The quality indicators, while they show there is much work still to do, document this progress. We invite comment, criticism, questions, and even praise.

Barbara Couture
Senior Vice Chancellor for Academic Affairs
Fall 2004

INTRODUCTION

Report prepared by Rebecca Carr, National Coordinator, AAU Data Exchange*

MAJOR FINDINGS

1. Undergraduate Student Learning and Achievement

The quality indicators for undergraduate learning and achievement reflect continuing improvement. The six-year graduation rate increased by more than 5% in 2003-04, the largest annual increase documented since 1996. In fall 1998, the gap between UNL and the average graduation rate of our peers was 14.7%; by fall 2003 this gap was reduced to 5.6%. The freshman-to-sophomore retention rate at UNL slipped slightly but remains over 80% (see “Additional Indicators”).

We have quadrupled the number of students receiving nationally-competitive awards, a gain that may be attributed in part to the appointment of a Fellowship Advisor in the Office of Undergraduate Studies. The Advisor has centralized efforts to help students apply for prestigious, nationally competitive awards, worked directly with students on their applications, and established closer connections with awarding agencies.

About one-third of all students indicate that they have participated in a “meaningful” research or creative activity in conjunction with a faculty member. This substantial proportion reflects the frequency of participation by undergraduates in professors’ research and creative projects and underscores the importance of such programs as Undergraduate Creative Activity and Research Experiences (UCARE).

2. Graduate, Professional, and Post-doctoral Education

UNL graduates of professional programs are well prepared for their chosen field. The percent of UNL graduates who pass their professional licensure examinations was collected for the first time this year. Eighteen programs reported their students’ pass rate on 29 examinations; the national pass rate was available for 24 of them. UNL students outperformed the national average on 20 of those 24 exams by between 6 and 49%.

A gap persists between UNL and our peers in total Fulbright Scholarships and National Science Foundation Fellowships won by UNL graduate and professional students.

Fewer international students are applying to and enrolling in graduate programs in the United States; declines at doctoral and research institutions have been “particularly acute.” This trend is affecting enrollment at UNL and will have an impact on the number of degrees granted in the future. The number of doctorates granted (see “Additional Indicators”) appears to be generally stable, and the number of master’s degrees granted continues its upward trend.

3. Research, Scholarship, and Creative Activities

UNL’s research, scholarship and creative activities are aimed at increasing the knowledge of humankind; expanding people’s opportunities; studying and resolving serious social, health, economic, agricultural and other issues; developing new technologies that contribute to our economic well-being; and enriching our cultural and intellectual life. The outcomes of these activities may not be immediately quantifiable.

One method used to identify the scientific and scholarly impact of an institution’s faculty is by tracking the number of times other scholars in high impact, peer-reviewed journals cite its work. The number of citations of articles authored by UNL faculty grew from 17,082 in the five-year period ending in 1996-97 to 20,020 in the five-year period ending in 2001-02, a 17% increase.

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* Many thanks to Jennifer Muller for all her help in gathering information for this report and helping keep it organized.
Nationally, the quality indicator probably most watched for comparison among research universities is federal research expenditures. At UNL, federal research expenditures grew by 57% between FY00 through FY03 (latest data available). UNL has also been successful in expanding the total amount of sponsored dollars awarded (considering all sources). Total sponsored dollars awarded (see “Additional Indicators”) shows a substantial increase of 65% between FY00 and FY04. In FY04, UNL was awarded $151.7 million in grants and contracts.

A key strategy for increasing external research support is competing for and winning a greater number of large awards. Of the $151.7 million that UNL faculty received in FY04, 24 were projects of over $1M; eight of which were more than $5M. In addition, one project in the arts and humanities, where fewer opportunities for external funding exist, was awarded over $200,000 and eight received over $10,000 each.

4. Outreach

The quality and impact of public service activities depend heavily on the satisfaction of those served and whether their interaction with the University causes and supports change in desirable ways. The constituencies served by UNL include such diverse groups as farmers, educators, K-12 students, arts communities, governmental agencies, non-profit organizations and local businesses.

Participation in non-residential educational programs – both credit and non-credit – has increased substantially in just a few years. The number of participants in credit distance courses more than doubled from 712 in 1998-99 to 1477 in 2000-01 and more than tripled to 2,268 in 2001-02. This year we continued the upward trend as the number of participants increased to 3,138.

The library services and resources shared with Nebraskans remain at a high level of accessibility. In 2003-04, the University Libraries circulated more than 17,500 books and periodicals to Nebraskans, guided over 200 instructional tours, offered 5 programs, and participated in more than 3,500 interlibrary loans. These activities provide resources to the State of Nebraska that would be difficult to obtain through other means.

5. Other Indicators of Excellence

As the land grant university and the state’s largest university, the University of Nebraska-Lincoln has a special responsibility to advance other state objectives and to assist in enhancing the quality of life in Nebraska through monitoring diversity and connecting with potential students and alumni.

UNL made consistent progress in attracting and retaining a more diverse faculty to tenured and tenure-track positions. The percentage of faculty who are not white males has grown from 29.7% in Fall 1996 to 35.4% in Fall 2003, which reflects increases in both female faculty (23.1% to 26.0%) and faculty of color (8.6% to 14.0%). Since fall 1996, UNL has steadily increased the number of students of color on our campus; in 2003-04, 7.6% of UNL undergraduates self-identified as students of color.

UNL continues to draw more than 30% of students from the top 10% of Nebraska high school classes. The percent of UNL alumni who are members of the Alumni Association continues to increase, whereas the percent that give to the university decreased slightly.

REPORT CONTEXT AND ORGANIZATION

The Quality Indicators report is a work in progress. Data have been collected for a number of indicators this year that were not available for the previous reports. This year we collected data from colleges and departments on three departmentally-defined indicators; (1) success on licensure exams, (2) nationally significant publications and presentations by graduate students, and (3) index of scholarly and creative work by
The following guidelines were used for choosing the quality indicators reported here:

- The set of indicators, taken together, must present a picture that accords with our vision of what we want the university to be; the indicators are not the vision, but they must be consistent with it.
- The indicators should be measures of outputs, not inputs.
- The indicators should rely on data already collected to the maximum extent possible.
- The required data collection should not impose a large new administrative or record-keeping burden.
- Indicators must permit measurement consistently across UNL and peer universities or for UNL over time or both.

The quality indicators are divided into “primary” and “additional” indicators. The distinction allows the institution to identify a short list of the most important measures while not limiting the variety of indicators tracked.

Section 1 presents the primary indicators; Section 2 covers the additional indicators. Each section is organized by and covers each of five areas:

1. Undergraduate Student Learning and Achievement
2. Graduate, Professional, and Post-doctoral Education
3. Research, Scholarship and Creative Activity
4. Outreach and Engagement
5. Other Contributors to a Profile of Excellence.

For most indicators, the information is presented to answer three questions:

- **How are we doing?** We collected several years of data to obtain an historical trend for UNL, which information is then presented in a line graph.

- **How do we compare to the average of our peers?** We next show the trend line described above in a graph that also contains the trend line of the average of our peer institutions. For some indicators, peer data are not available.

- **How do we compare to our peers?** Finally, we show UNL’s trend line compared to the trend lines for the individual peer institutions. Many of these graphs have been adjusted for institution size. (Again, some peer data are not available.)

The peer institutions established by the Board of Regents for UNL are:

- University of Colorado-Boulder
- Colorado State University
- University of Illinois at Urbana-Champaign
- University of Iowa
- Iowa State University
- University of Kansas-Lawrence
- University of Minnesota-Twin Cities
- University of Missouri-Columbia
- Ohio State University
- Purdue University

Readers should remember that the measures in this report are only indicators of quality and of progress towards institutional goals. They are not an exhaustive list of accomplishments by UNL’s faculty and students, nor are they able to fully capture the complexity, diversity, and richness of the university’s achievements.
Other reports of interest that have shaped or been informed by the Institutional Indicators of Quality are listed below. We invite you to review these documents.

*A 2020 Vision: The Future of Research and Graduate Education at UNL*
http://www.unl.edu/svcaa/priorities/future/index.shtml

*University of Nebraska-Lincoln Summary: National Survey of Student Engagement 2002*
http://www.unl.edu/ous/faculty_resources/assessment/nsse02.pdf

*Intellectual Engagement and Achievement: A Report from the Blue Sky Committee*
http://www.unl.edu/svcaa/pdfs/bluesky.pdf

*Everyone a Learner, Everyone a Teacher: A Report from the Transition to University Task Force*
http://www.unl.edu/ous/faculty_resources/reports/tutf.pdf
Section 1: Primary Indicators
Background

UNL is committed to assisting all our students to become well-informed, active, and rigorous thinkers capable of effective problem-solving and critical thinking. We believe that all students should develop intellectual curiosity and habits of the mind that will sustain them as lifelong learners. And we want to help our students develop a set of values, an ethical core, that will guide them in their personal lives and help them be effective community leaders.

We are committed to the academic success of all of our students. With the imposition of admissions standards in 1997 (by which the university certifies that admitted students are prepared to do college-level work), this commitment has moved from mere rhetoric to practical significance. We are committed to offering rigorous programs that challenge the most academically talented students. And we are committed to building a campus culture that encourages all undergraduates to see their intellectual development as the core of their undergraduate experiences.

Finally, we believe that the most compelling reason why a student should choose to attend UNL over other institutions is the opportunity to work with faculty who actively engage in research and creative work, and that one UNL undergraduate experience should include meaningful research or creative activity under the guidance of a faculty member.

Additional indicators in this category can be found starting on page 40.

Key Findings on Primary Indicators

Six-Year Graduation Rate

- The six-year graduation rate continues a steady path of improvement. In the last four years, the graduation rate has climbed from 47% to 59%. The gap between UNL and peer universities also continues to narrow.

- The range of six-year graduation rates among our peer institutions, though still wide, has narrowed and now ranges from 54% to 80%.

Nationally-Competitive Awards Won by Undergraduate Students:

- The number of nationally competitive general awards for undergraduate students has increased and the gap between UNL and our peers has narrowed.

Percent of Students Who Had a Meaningful Research or Creative Activity Experience:

- Over the last three years, one-third of graduating students have reported having had a meaningful research or creative activity experience while at UNL.
SIX-YEAR GRADUATION RATE*

How are we doing?

How do we compare to the average of our peers?

* Percentage of first-time, full-time freshmen who graduate within six years, see page 76.
How do we compare to our peers?

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NATIONALLY-COMPETITIVE AWARDS WON BY UNDERGRADUATE STUDENTS*
(GENERAL AWARDS OF HIGH RECOGNITION)

How are we doing?

How do we compare to the average of our peers?

* Count of nationally competitive general undergraduate awards of distinction received by UNL students. The awards included in this count, as well as the names and majors of UNL award-winners, are shown starting on page 76.
How do we compare to our peers?

Running three-year total: adjusted for undergraduate enrollment

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Note: Awards won per 1000 students
PERCENT OF GRADUATING STUDENTS WHO HAD A MEANINGFUL RESEARCH OR CREATIVE ACTIVITY EXPERIENCE

How are we doing?

* Percent of graduating students who indicated they had a significant research or creative activity experience while at UNL, see page 78. Peer data are not available for this indicator.
Background
UNL provides a select set of high-quality doctoral/professional degree programs and other research and creative activity opportunities. Graduates of these programs are highly sought after for positions in colleges and universities, industrial research and development, government, and the professions.

Additional indicators in this category can be found starting on page 50.

Key Findings on Primary Indicators
Nationally-Competitive Awards Won by Graduate and Professional Students
• We continue to lag behind our peers in the number of NSF Graduate Fellowships and Fulbright Awards won by our graduate and professional students.

Index of Graduates’ Success on Professional Licensure Exams
• Our pass rate is higher than the national pass rate for nearly all administrations of all exams. For many exams, our pass rate is 30% or higher than the national pass rate.

National Publications and Presentations by Current Graduate and Professional Students
• This was the first year that we tracked the number of national publications and presentations by graduate and professional students. Departments were asked to develop their own criteria for this indicator. Forty-two departments submitted information about their students. In total, they reported 824 national publications and presentations.
NATIONALLY-COMPETITIVE AWARDS WON BY GRADUATE AND PROFESSIONAL STUDENTS*  
(GENERAL AWARDS OF HIGH RECOGNITION)

How are we doing?

How do we compare to the average of our peers?

* Count of nationally competitive awards of distinction (i.e., Fulbright, NSF Graduate Fellowship) received by UNL graduate and professional students. The awards included in this count, as well as the names of UNL award-winners, are shown starting on page 78.
How do we compare to our peers?

Rolling three-year total; adjusted for graduate/professional enrollment

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<td>2.69</td>
<td>3.30</td>
<td>2.41</td>
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</tbody>
</table>

Note: Awards won per 1000 students
# INDEX OF GRADUATES’ SUCCESS ON PROFESSIONAL LICENSURE EXAMINATIONS

<table>
<thead>
<tr>
<th>Name of Exam</th>
<th>Program</th>
<th>Exam Date</th>
<th>UNL Pass Rate</th>
<th>National Pass Rate</th>
<th>Pass Rate Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certified Professional Constructors, Level I</td>
<td>Construction Management</td>
<td>11/1/02</td>
<td>82%</td>
<td>54%</td>
<td>28%</td>
</tr>
<tr>
<td></td>
<td>Construction Management</td>
<td>4/1/03</td>
<td>77%</td>
<td>49%</td>
<td>28%</td>
</tr>
<tr>
<td>Dietetic Internship Placement</td>
<td>Nutrition &amp; Health Sciences</td>
<td>4/1/04</td>
<td>91%</td>
<td>72%</td>
<td>19%</td>
</tr>
<tr>
<td>Examination for Professional Practice of Psychology</td>
<td>Clinical Psychology</td>
<td>7/1/03</td>
<td>100%</td>
<td>na(^)</td>
<td>-</td>
</tr>
<tr>
<td>Fundamentals of Engineering Examination</td>
<td>Agricultural Engineering</td>
<td>7/1/03</td>
<td>100%</td>
<td>84%</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>Architectural Engineering</td>
<td>7/1/03</td>
<td>33%</td>
<td>50%</td>
<td>-17%</td>
</tr>
<tr>
<td></td>
<td>Biological Systems Engineering</td>
<td>7/1/03</td>
<td>100%</td>
<td>83%</td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td>Chemical Engineering</td>
<td>7/1/03</td>
<td>100%</td>
<td>83%</td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td>Civil Engineering</td>
<td>7/1/03</td>
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<td>81%</td>
<td>13%</td>
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<tr>
<td></td>
<td>Computer Engineering</td>
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<td>80%</td>
<td>20%</td>
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<tr>
<td></td>
<td>Electrical Engineering</td>
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<td>73%</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Industrial Engineering</td>
<td>7/1/03</td>
<td>100%</td>
<td>68%</td>
<td>32%</td>
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<tr>
<td></td>
<td>Materials Engineering</td>
<td>10/1/03</td>
<td>100%</td>
<td>71%</td>
<td>29%</td>
</tr>
<tr>
<td></td>
<td>Materials Engineering</td>
<td>4/1/03</td>
<td>100%</td>
<td>90%</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Mechanical Engineering</td>
<td>10/1/03</td>
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<td>85%</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>Mechanical Engineering</td>
<td>10/1/03</td>
<td>100%</td>
<td>na(^)</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Praxis Specialty Exam for Audiology</td>
<td>1/1/03</td>
<td>100%</td>
<td>na(^)</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Praxis Specialty Exam for Speech-Language Pathology</td>
<td>3/8/03</td>
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<td>-</td>
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<tr>
<td></td>
<td>Communication Disorders</td>
<td>3/8/03</td>
<td>70%</td>
<td>na(^)</td>
<td>-</td>
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<tr>
<td></td>
<td>Communication Disorders</td>
<td>4/26/03</td>
<td>100%</td>
<td>na(^)</td>
<td>-</td>
</tr>
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<td>Registered Dietitian Exam</td>
<td>Nutrition &amp; Health Sciences</td>
<td>11/1/04</td>
<td>91%</td>
<td>79%</td>
<td>12%</td>
</tr>
<tr>
<td>SOA Course 1 Exam</td>
<td>Actuarial Science</td>
<td>5/1/04</td>
<td>33%</td>
<td>38%</td>
<td>-5%</td>
</tr>
<tr>
<td></td>
<td>Actuarial Science</td>
<td>11/1/04</td>
<td>28%</td>
<td>41%</td>
<td>-13%</td>
</tr>
<tr>
<td>SOA Course 2 Exam</td>
<td>Actuarial Science</td>
<td>5/1/04</td>
<td>45%</td>
<td>36%</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Actuarial Science</td>
<td>11/1/04</td>
<td>21%</td>
<td>39%</td>
<td>-18%</td>
</tr>
<tr>
<td>SOA Course 3 Exam</td>
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<td>40%</td>
<td>34%</td>
<td>6%</td>
</tr>
<tr>
<td>SOA Course 4 Exam</td>
<td>Actuarial Science</td>
<td>5/1/04</td>
<td>100%</td>
<td>51%</td>
<td>49%</td>
</tr>
<tr>
<td>State Bar Examination</td>
<td>Law</td>
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<td>93%</td>
<td>81%</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td>Law</td>
<td>2/1/04</td>
<td>80%</td>
<td>33%</td>
<td>47%</td>
</tr>
</tbody>
</table>

\(^\) National pass rates are not available for these exams.

* Percentage of UNL students who pass the licensure exam in their field, see page 79.
NATIONAL PUBLICATIONS AND PRESENTATIONS BY CURRENT GRADUATE AND PROFESSIONAL STUDENTS*

Information for this indicator was collected in Spring 2004. The results will be included in the 2005 Annual Report when more than one year of information is available.

* Number of national publications and presentations (as defined by each department) by current graduate and professional students. See page 79 for the list of departments who participated in Spring 2004.
Background

Through research, scholarship, and creative activity, UNL aims to increase knowledge, expand human opportunities, study and resolve serious social, health, economic, agricultural and other issues; and enrich our cultural and intellectual life. The outcomes of these activities may not be immediately quantifiable.

UNL seeks to place itself as clearly among the leading public research universities in the nation. To establish a frame of reference, we may operationalize the term “leading public research university,” as the top 30 institutions or, nearly equivalently, the 36 AAU public universities.

Additional indicators in this category can be found starting on page 56.

Key Findings on Primary Indicators

Federal Research Expenditures

- The gap between UNL and our peer institutions on the measure of federal research expenditures remains substantial, even when adjusted for size. However, UNL’s expenditures have consistently been on the rise since FY00.

Index of Nationally-Significant Scholarly and Creative Works by Faculty Members

- This was the first year that we tracked the nationally significant scholarly and creative work by faculty members.
  - Departments developed their own criteria for this indicator.
  - They were also given the option to weight activities differently; four departments chose to submit an index rather than a count.
  - Fifty-three departments submitted information about their faculty members. Campus-wide, a total of 1502 were reported as a count and 352 as weighted index.

Nationally-Competitive Awards, Honors, and Memberships Won by Faculty Members

- The number of nationally-competitive faculty awards received by faculty members at UNL falls at the midpoint of peer institutions when adjusted for institution size, and has remained there for the last few years.

- James Van Etten was named to the National Academy of Sciences during 2003-04.
FEDERAL RESEARCH DOLLARS EXPENDED*

How are we doing?

How do we compare to the average of our peers?

* Total R&D expenditures from federal funding sources, see page 81.
How do we compare to our peers?

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
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</tr>
</thead>
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<td>$39.0</td>
<td>$40.1</td>
<td>$35.8</td>
<td>$37.0</td>
<td>$43.4</td>
<td>$51.5</td>
<td>$60.4</td>
</tr>
<tr>
<td>Colorado</td>
<td>$99.7</td>
<td>$127.5</td>
<td>$136.2</td>
<td>$179.9</td>
<td>$179.3</td>
<td>$190.6</td>
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</tr>
<tr>
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<td>$95.6</td>
<td>$107.0</td>
<td>$105.0</td>
<td>$114.8</td>
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<td>$99.8</td>
<td>$105.4</td>
<td>$104.3</td>
<td>$112.2</td>
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<tr>
<td>Iowa</td>
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<td>$109.8</td>
<td>$127.9</td>
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<td>$42.6</td>
<td>$44.9</td>
<td>$49.4</td>
<td>$51.6</td>
<td>$59.9</td>
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<tr>
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<td>$26.7</td>
<td>$29.3</td>
<td>$33.9</td>
<td>$41.2</td>
<td>$46.4</td>
<td>$52.4</td>
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</tr>
<tr>
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<td>$100.2</td>
<td>$99.2</td>
<td>$107.3</td>
<td>$117.1</td>
<td>$124.7</td>
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</tr>
<tr>
<td>Missouri</td>
<td>$36.3</td>
<td>$38.2</td>
<td>$45.4</td>
<td>$55.4</td>
<td>$58.2</td>
<td>$66.5</td>
<td></td>
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<tr>
<td>Ohio St</td>
<td>$49.4</td>
<td>$48.9</td>
<td>$52.7</td>
<td>$50.9</td>
<td>$62.0</td>
<td>$68.4</td>
<td></td>
</tr>
<tr>
<td>Purdue</td>
<td>$56.6</td>
<td>$57.8</td>
<td>$59.9</td>
<td>$57.8</td>
<td>$62.0</td>
<td>$68.2</td>
<td></td>
</tr>
</tbody>
</table>

Note: Thousands of dollars per faculty member
INDEX OF NATIONALLY SIGNIFICANT SCHOLARLY OR CREATIVE WORKS BY FACULTY MEMBERS

Information for this indicator was collected in Spring 2004. The results will be included in the 2005 Annual Report when more than one year of information is available.

* Number (or index) of nationally significant scholarly or creative works (as defined by each department) by faculty members. See page 81 for the list of departments included in this count.
(This page left intentionally blank)
NATIONALLY-COMPETITIVE AWARDS, HONORS, AND MEMBERSHIPS WON BY FACULTY MEMBERS*
(GENERAL AWARDS OF HIGH RECOGNITION)

How are we doing?

Awards and honors; rolling three-year total

How do we compare to the average of our peers?

Awards and honors; rolling three-year total

* Count of nationally competitive general awards of distinction received by UNL faculty members. The awards included in this count, as well as the names and departments of UNL award-winners, are shown starting on page 83.
How do we compare to our peers?

Rolling three-year total; adjusted for size of tenured tenure-track faculty

<table>
<thead>
<tr>
<th></th>
<th>1999-00</th>
<th>2000-01</th>
<th>2001-02</th>
<th>2002-03</th>
<th>2003-04</th>
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</thead>
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<td>Colorado</td>
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<td>37.1</td>
<td>45.2</td>
<td></td>
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<tr>
<td>Colorado St</td>
<td>12.4</td>
<td>20.4</td>
<td>21.2</td>
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<tr>
<td>Illinois</td>
<td>30.4</td>
<td>40.3</td>
<td>40.9</td>
<td>40.9</td>
<td></td>
</tr>
<tr>
<td>low a</td>
<td>17.7</td>
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<td>20.5</td>
<td>16.2</td>
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</tr>
<tr>
<td>low a St</td>
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<tr>
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<td>27.1</td>
<td>36.5</td>
<td>37.2</td>
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<tr>
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<td>17.3</td>
<td>17.4</td>
<td>16.6</td>
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</tr>
<tr>
<td>Missouri</td>
<td>11.1</td>
<td>17.1</td>
<td>20.2</td>
<td>23.6</td>
<td></td>
</tr>
<tr>
<td>Ohio St</td>
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<td>22.3</td>
<td>21.3</td>
<td>21.4</td>
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<tr>
<td>Purdue</td>
<td>17.7</td>
<td>26.7</td>
<td>23.7</td>
<td>23.2</td>
<td></td>
</tr>
</tbody>
</table>

Note: Awards won per 1000 faculty

National Academy (NAS, NAE) Members

UNL 3
Colorado 27
Colorado St 7
Illinois 52
low a 6
low a St 10
Kansas 5
Minnesota 30
Missouri 3
Ohio St 16
Purdue 13


**Background**

UNL—as a land-grant institution and a central contributor to the state’s development—is committed to mobilizing its resources to address the social and economic needs of Nebraska. Outreach, rooted in scholarship, is the University’s conscious and systematic effort to bring its expertise to the state and its people. It is accomplished in a variety of ways including, but not limited to, off-campus credit instruction, non-credit instruction, applied research, youth programming, technology transfer, demonstration projects, performances, exhibitions, evaluation studies, policy analysis and technical assistance. To assess the quality of our outreach and engagement, various forms of documentation are required, our primary indicator is the number of participants in non-residential educational programs.

Additional indicators in this category can be found starting on page 60.

**Key Findings on Primary Indicator**

*Number of Participants in Non-Residential Educational Programs*

- The number of participants in non-residential credit courses continues to increase substantially. Participation in non-credit distance programs is more than twice the size it was a year ago.
NUMBER OF PARTICIPANTS IN NON-RESIDENTIAL EDUCATIONAL PROGRAMS*

How are we doing?

* Number of students who participated in distance education credit courses and non-credit distance courses, see page 85. Peer data are not available for this indicator.
Background
As the land grant university and the state’s largest institution, UNL also has a special obligation to advance other state objectives and assist in enhancing the quality of life in Nebraska. UNL leadership and faculty are dedicated to an intensive effort to recruit and retain academically talented and gifted students and to build challenging programs to educate them. So too, UNL is committed to ensuring that all components of Nebraska society, including populations that historically have been underserved, enjoy full access to the university.

Additional indicators in this category can be found starting on page 66.

Key Findings on Primary Indicators

Students of Color as Percent of Total
- The proportion of students of color among our undergraduate population continues to increase, but we remain behind our peers.

Index of Faculty Diversity
- The percentage of tenure/tenure-track faculty members who are female or people of color continues to increase, but we have yet to close the gap with our peers.
STUDENTS OF COLOR AS PERCENT OF TOTAL*

How are we doing?

How do we compare to the average of our peers?

* Proportion of students of color in the entire undergraduate student population (full- and part-time), see page 85.
How do we compare to our peers?

<table>
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<tr>
<th></th>
<th></th>
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<td>0.54</td>
<td>0.56</td>
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<td>0.57</td>
<td>0.58</td>
<td>0.58</td>
</tr>
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<td>1.20</td>
<td>1.19</td>
<td>1.18</td>
<td>1.21</td>
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<td>1.01</td>
<td>1.03</td>
<td>1.04</td>
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<td>0.62</td>
<td>0.60</td>
<td>0.58</td>
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<td>0.71</td>
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<td>1.30</td>
<td>1.32</td>
<td>1.34</td>
<td>1.34</td>
<td>1.36</td>
<td>1.43</td>
</tr>
<tr>
<td>Missouri</td>
<td>0.66</td>
<td>0.71</td>
<td>0.73</td>
<td>0.66</td>
<td>0.67</td>
<td>0.65</td>
<td>0.66</td>
<td>0.68</td>
</tr>
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<td>1.01</td>
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<td>1.06</td>
<td>1.08</td>
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<tr>
<td>Purdue</td>
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<td>0.72</td>
<td>0.69</td>
<td>0.67</td>
<td>0.66</td>
<td>0.69</td>
<td>0.75</td>
<td>0.80</td>
</tr>
</tbody>
</table>

Note: A score of 1.0 would mean that the proportion of students of color among all students is identical to the proportion of people of color among all of the state’s population.
INDEX OF FACULTY DIVERSITY

How are we doing?

How do we compare to the average of our peers?

* Proportion of tenured and tenure-track faculty members who are either female or a person of color, see page 86. As described in the Appendix, two different sources of information are used for this indicator, which account for the slightly different numbers in these graphs.
How do we compare to our peers?

<table>
<thead>
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<th></th>
<th>1997-98</th>
<th>1999-00</th>
<th>2001-02</th>
<th>2003-04</th>
</tr>
</thead>
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<tr>
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<td>30.1%</td>
<td>31.5%</td>
<td>33.8%</td>
<td>34.5%</td>
</tr>
<tr>
<td>Colorado</td>
<td>37.3%</td>
<td>36.1%</td>
<td>35.7%</td>
<td>38.1%</td>
</tr>
<tr>
<td>Colorado St</td>
<td>28.6%</td>
<td>30.1%</td>
<td>33.5%</td>
<td>33.8%</td>
</tr>
<tr>
<td>Illinois</td>
<td>32.7%</td>
<td>34.3%</td>
<td>37.2%</td>
<td>40.2%</td>
</tr>
<tr>
<td>Iowa</td>
<td>33.2%</td>
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<td>36.0%</td>
<td>37.1%</td>
</tr>
<tr>
<td>Iowa St</td>
<td>32.1%</td>
<td>34.7%</td>
<td>37.3%</td>
<td>38.8%</td>
</tr>
<tr>
<td>Kansas</td>
<td>33.9%</td>
<td>35.7%</td>
<td>33.8%</td>
<td>38.4%</td>
</tr>
<tr>
<td>Minnesota</td>
<td>31.2%</td>
<td>34.6%</td>
<td>36.7%</td>
<td>37.8%</td>
</tr>
<tr>
<td>Missouri</td>
<td>30.5%</td>
<td>32.7%</td>
<td>37.1%</td>
<td>39.4%</td>
</tr>
<tr>
<td>Ohio St</td>
<td>36.3%</td>
<td>36.7%</td>
<td>38.3%</td>
<td>39.1%</td>
</tr>
<tr>
<td>Purdue</td>
<td>25.5%</td>
<td>30.5%</td>
<td>32.4%</td>
<td>34.8%</td>
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</table>
Section 2: Additional Indicators
UNDERGRADUATE STUDENT LEARNING AND ACHIEVEMENT

FRESHMAN-TO-SOPHOMORE RETENTION RATE*

How are we doing?

How do we compare to the average of our peers?

* Percentage of first-time, full-time freshmen who enroll for their second year, see page 88.
How do we compare to our peers?

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<tbody>
<tr>
<td>UNL</td>
<td>74.1%</td>
<td>74.3%</td>
<td>79.5%</td>
<td>79.0%</td>
<td>81.3%</td>
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<td>81.7%</td>
<td>80.3%</td>
</tr>
<tr>
<td>Colorado</td>
<td>82.7%</td>
<td>83.6%</td>
<td>84.3%</td>
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<td>83.4%</td>
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</tr>
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<td>91.9%</td>
<td>91.9%</td>
<td>92.0%</td>
<td>92.0%</td>
<td>91.2%</td>
<td>91.6%</td>
</tr>
<tr>
<td>Iowa</td>
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<td>80.2%</td>
<td>81.6%</td>
<td>81.5%</td>
<td>83.2%</td>
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<td>83.7%</td>
<td>83.4%</td>
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<tr>
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<tr>
<td>Minnesota</td>
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<td>82.2%</td>
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<tr>
<td>Missouri</td>
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</tr>
<tr>
<td>Purdue</td>
<td>85.0%</td>
<td>85.0%</td>
<td>86.5%</td>
<td>84.7%</td>
<td>86.3%</td>
<td>87.5%</td>
<td>86.8%</td>
<td>87.1%</td>
</tr>
</tbody>
</table>
PERCENT OF GRADUATING STUDENTS WHO PARTICIPATED IN AN INTERNATIONAL EXPERIENCE*

How are we doing?

* Proportion of graduating students who indicated they had participated in an international experience, see page 88. Peer data are not available for this indicator.
PERCENT OF GRADUATING STUDENTS WHO PARTICIPATED IN AN INTERNSHIP, CO-OP OR SERVICE-LEARNING EXPERIENCE*

How are we doing?

* Proportion of graduating students who indicated they had participated in an internship, co-op, or service-learning experience, see page 88. Peer data are not available for this indicator.
AVERAGE GRE SCORES OF UNL UNDERGRADUATES*

How are we doing?

How do we compare to the national average?

* Average GRE General Test score achieved by UNL undergraduate students. The national average is based on scores of all individuals who took the exam, see page 89.
How are we doing?

How do we compare to the national average?

* Average LSAT score achieved by UNL seniors. The national average is based on scores of all individuals who took the exam, see page 89.
AVERAGE GMAT SCORES OF UNL UNDERGRADUATES*

How are we doing?

---

How do we compare to the national average?

---

* Average GMAT total score achieved by UNL undergraduate students. The national average is based on scores of all individuals who took the exam, see page 89.
AVERAGE MCAT SCORES OF UNL UNDERGRADUATES

How are we doing?

How do we compare to the national average?

* Average MCAT composite scores achieved by UNL undergraduate students. The national average is based on scores of all individuals who took the exam, see page 90.
NUMBER OF DOCTORATES GRANTED*

How are we doing?

How do we compare to the average of our peers?

* Number of doctorates granted in all program areas during an academic year, see page 90.
How do we compare to our peers?

Adjusted for size of tenured tenure-track faculty

<table>
<thead>
<tr>
<th>Year</th>
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<th>Colorado</th>
<th>Colorado St</th>
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<th>Iowa</th>
<th>Iowa St</th>
<th>Kansas</th>
<th>Minnesota</th>
<th>Missouri</th>
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</tbody>
</table>

Note: Degrees granted per 100 faculty.
NUMBER OF POST-DOCTORAL APPOINTEES IN SCIENCE, ENGINEERING, AND HEALTH FIELDS*

How are we doing?

How do we compare to the average of our peers?

* Number of postdoctoral fellows employed at UNL, see page 90.
### How do we compare to our peers?

*Adjusted for size of tenured/tenure-track faculty*

<table>
<thead>
<tr>
<th></th>
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<td>12.8</td>
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<td>15.4</td>
<td>15.7</td>
<td>14.8</td>
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</table>

*Note: Postdocs per 100 faculty.*
NUMBER OF MASTERS DEGREES GRANTED*

How are we doing?

![Graph showing the number of masters degrees granted from 1996-97 to 2003-04, with data points for each academic year.]

How do we compare to the average of our peers?

![Graph comparing UNL's masters degrees granted to the average of peer institutions, with data points for each academic year.]

* Number of masters degrees granted in all program areas during an academic year, see page 91.
How do we compare to our peers?

Adjusted for size of tenured/tenure-track faculty

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<td>82.9</td>
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<td>80.8</td>
<td>81.1</td>
<td>85.1</td>
<td>86.7</td>
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</tr>
</tbody>
</table>

Note: Degrees granted per 100 faculty.
TOTAL NUMBER OF CITATIONS*

How are we doing?

Five-year rolling totals

How do we compare to the average of our peers?

Five-year rolling totals

* Total number of citations received in journals indexed by Institute of Scientific Information (ISI) in a five-year period, see page 91.
TOTAL SPONSORED DOLLARS AWARDED* 

How are we doing? 

In millions

<table>
<thead>
<tr>
<th>Year</th>
<th>Dollars Awarded</th>
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<td>2001-02</td>
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<tr>
<td>2002-03</td>
<td>$142.5</td>
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<tr>
<td>2003-04</td>
<td>$151.7</td>
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</tbody>
</table>

* Total dollars awarded to the university from all grants and contracts from all funding sources, see page 92. Peer data are not available for this indicator.
NUMBER OF GRANT PROPOSALS SUBMITTED FOR MORE THAN $1M*

How are we doing?

* Number of grant proposals submitted during the fiscal year requesting over $1M from any funding agency, see page 93. Peer data are not available for this indicator.
TOTAL SPONSORED OUTREACH DOLLARS AWARDED*

How are we doing?

* Total dollars awarded to the university from public service grants and contracts from all funding sources, see page 93. Peer data are not available for this indicator.
INDEX OF COMMERCIAL IMPACT OF FACULTY RESEARCH*

How are we doing?

**Licenses or Options Executed**

<table>
<thead>
<tr>
<th></th>
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<td>8</td>
<td>11</td>
<td>6</td>
<td>6</td>
<td>5</td>
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**Start-up Companies (rolling three-year total)**

<table>
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<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
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<td>Count</td>
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**License Income Received; In thousands**

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<tr>
<td>Income</td>
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<td>$766</td>
<td>$797</td>
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<td>$772</td>
<td>$658</td>
<td>$578</td>
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</tbody>
</table>

* This indicator has three pieces: number of licenses or options executed; number of start-up companies, and license income received, see page 92.
How do we compare to the average of our peers?

Note: Number of licenses/options executed, start-up companies, and license income received (in thousands) per 1000 faculty.
INDEX OF LIBRARY SERVICES AND RESOURCES SHARED WITH NEBRASKANS*

How are we doing?

Number of books and periodicals circulated to Nebraskans

Instructional tours given

* This indicator has four pieces: number of books and periodicals circulated to Nebraskans, number of instructional tours given of library facilities, number of programs offered by library faculty, and number of interlibrary loans to Nebraskans, see page 93. Peer data are not available for this indicator.
**NRC RATINGS OF FACULTY QUALITY**

*How are we doing?*

![Bar chart showing NRC ratings of faculty quality for 1982 and 1993. The bars for 1982 are 2.23 and 2.23, and for 1993 are 2.44 and 2.44.]*

*How do we compare to the average of our peers?*

![Bar chart showing comparison of UNL and peer average for 1982 and 1993. The bars for 1982 are 2.23 and 2.23, and for 1993 are 2.44 and 2.44.]

---

*Average rating of faculty quality for all rated programs on campus, see page 93. The next NRC ranking is scheduled to begin in Fall 2005.*
How do we compare to our peers?

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<th>University</th>
<th>1982</th>
<th>1993</th>
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<td>Purdue</td>
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PERCENT OF TOP 10% STUDENTS IN STATE WHO MATRICULATE AT UNL*

How are we doing?

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>1999-00</td>
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<td>28.6%</td>
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<tr>
<td>2001-02</td>
<td>29.2%</td>
</tr>
<tr>
<td>2002-03</td>
<td>30.7%</td>
</tr>
<tr>
<td>2003-04</td>
<td>30.4%</td>
</tr>
</tbody>
</table>

* Percentage of Nebraska high school graduates in the top 10% of their class who matriculate at UNL, see page 94. Peer data are not available for this indicator.
AVERAGE ACT COMPOSITE OF INCOMING FIRST-YEAR STUDENTS*

How are we doing?

How do we compare to the average of our peers?

* Average ACT Composite score from all incoming first-year students, see page 94.
ANNUAL GIVING TO UNL*

How are we doing?

How do we compare to the average of our peers?

* Percentage of alumni who gave to their school during the previous academic year, see page 94.
**How do we compare to our peers?**

![Graph comparing UNL and other universities over time]

<table>
<thead>
<tr>
<th>Year</th>
<th>UNL</th>
<th>Colorado</th>
<th>Colorado St</th>
<th>Illinois</th>
<th>Iowa</th>
<th>Iowa St</th>
<th>Kansas</th>
<th>Minnesota</th>
<th>Missouri</th>
<th>Ohio St</th>
<th>Purdue</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996-97</td>
<td>14.0%</td>
<td>12%</td>
<td>11%</td>
<td>23%</td>
<td>12%</td>
<td>17%</td>
<td>16%</td>
<td>8%</td>
<td>16%</td>
<td>14%</td>
<td>16%</td>
</tr>
<tr>
<td>1997-98</td>
<td>19.0%</td>
<td>13%</td>
<td>10%</td>
<td>14%</td>
<td>13%</td>
<td>17%</td>
<td>15%</td>
<td>9%</td>
<td>13%</td>
<td>17%</td>
<td>17%</td>
</tr>
<tr>
<td>1998-99</td>
<td>22.3%</td>
<td>18%</td>
<td>9%</td>
<td>14%</td>
<td>13%</td>
<td>17%</td>
<td>14%</td>
<td>9%</td>
<td>14%</td>
<td>17%</td>
<td>17%</td>
</tr>
<tr>
<td>1999-00</td>
<td>24.5%</td>
<td>13%</td>
<td>10%</td>
<td>13%</td>
<td>12%</td>
<td>17%</td>
<td>14%</td>
<td>11%</td>
<td>14%</td>
<td>17%</td>
<td>17%</td>
</tr>
<tr>
<td>2000-01</td>
<td>26.6%</td>
<td>12%</td>
<td>10%</td>
<td>12%</td>
<td>15%</td>
<td>17%</td>
<td>14%</td>
<td>11%</td>
<td>14%</td>
<td>17%</td>
<td>17%</td>
</tr>
<tr>
<td>2001-02</td>
<td>24.2%</td>
<td>11%</td>
<td>10%</td>
<td>12%</td>
<td>15%</td>
<td>17%</td>
<td>14%</td>
<td>11%</td>
<td>14%</td>
<td>17%</td>
<td>17%</td>
</tr>
<tr>
<td>2002-03</td>
<td>23.6%</td>
<td>10%</td>
<td>10%</td>
<td>12%</td>
<td>15%</td>
<td>17%</td>
<td>14%</td>
<td>11%</td>
<td>14%</td>
<td>17%</td>
<td>17%</td>
</tr>
</tbody>
</table>
ALUMNI ASSOCIATION MEMBERSHIP*

How are we doing?

How do we compare to the average of our peers?

* Percent of living alumni who are paid members of the Alumni Association, see page 94.
The following list shows those indicators for which data are not yet available centrally. These indicators require additional data collection and/or the establishment of criteria by departments and colleges.

**Undergraduate Student Learning and Achievement**
- Nationally-competitive awards won by undergraduate students (Discipline or group-specific awards)
- Alumni Satisfaction Measures

**Graduate, Professional, and Post-doctoral Education**
- Nationally-competitive awards won by graduate and professional students (Discipline or group-specific awards)
- Nationally-competitive postdoctoral appointments won by graduate and professional students

**Research, Scholarship, and Creative Activity**
- Nationally-competitive awards, honors, and memberships won by faculty members (Discipline or group-specific awards)
- Leadership positions in leading national academic or professional societies held by faculty members

**Engagement and Outreach**
- Participation in and/or attendance at outreach activities
Data Sources and Methodology – Primary Indicators
**Six-Year Graduation Rate**

**Source:**
Consortium of Student Retention Data Exchange

**Description:**
Six-year graduation rate is a national standard that is defined as follows: percentage of first-time, full-time freshmen who graduate within six years, excluding those who were deceased, permanently disabled, serving with the armed forces, foreign aid service of the federal government, or official church missions.

**Nationally-Competitive Awards Won by Undergraduate Students**

**Source:**
Websites of awarding agencies, listed below.
*IPEDS Enrollment Survey* (for size of full-time undergraduate student population)

**Description:**
Count of nationally competitive general undergraduate awards of distinction received by UNL students. The three-year totals reflect the number of awards received in the academic year listed and the two previous years.

**Data Issues**
Only those awards for which peer information is available have been included in the peer charts and tables, thus the numbers for UNL in the UNL-only and peer charts will not match. The following tables list the awards included in this indicator for which peer information is available and the recipients at UNL. These sources were last checked July 1, 2003.

<table>
<thead>
<tr>
<th>Awards With Peer Information</th>
<th>External Source for Awardee Lists</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barry M. Goldwater Scholars</td>
<td><a href="http://www.act.org/goldwater">http://www.act.org/goldwater</a></td>
</tr>
<tr>
<td>Fulbright Fellows</td>
<td><a href="http://www.iie.org/fulbright">http://www.iie.org/fulbright</a></td>
</tr>
<tr>
<td>Mellon Fellowships</td>
<td><a href="http://www.woodrow.org/mellon">http://www.woodrow.org/mellon</a></td>
</tr>
<tr>
<td>Morris K. Udall Scholars</td>
<td><a href="http://www.udall.gov/p_scholarship.htm">http://www.udall.gov/p_scholarship.htm</a></td>
</tr>
<tr>
<td>NSF Fellowship</td>
<td><a href="http://www.ehr.nsf.gov/dge/programs/grf/">http://www.ehr.nsf.gov/dge/programs/grf/</a></td>
</tr>
<tr>
<td>Rhodes Scholars</td>
<td><a href="http://www.rhodesscholar.org">http://www.rhodesscholar.org</a></td>
</tr>
<tr>
<td>Truman Scholars</td>
<td><a href="http://www.truman.gov">http://www.truman.gov</a></td>
</tr>
</tbody>
</table>
### Detailed Data:

#### Names and Majors of UNL Students who won Nationally Competitive General Undergraduate Awards

<table>
<thead>
<tr>
<th>Year</th>
<th>Award</th>
<th>Name</th>
<th>Major(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996-97</td>
<td>Goldwater Scholar</td>
<td>Whalen, Stephen</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td>NSF Graduate Fellowship</td>
<td>Vetter, Jeremy</td>
<td>Physics</td>
</tr>
<tr>
<td></td>
<td>Rhodes Scholar</td>
<td>Vetter, Jeremy</td>
<td>Physics</td>
</tr>
<tr>
<td>1997-98</td>
<td>Goldwater Scholar</td>
<td>Macklin, Paul Thomas</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td>NSF Graduate Fellowship</td>
<td>O’Brien, Carolyn Marie</td>
<td>Biochemistry</td>
</tr>
<tr>
<td></td>
<td>Truman Scholar</td>
<td>Slaughter, Kara</td>
<td>International Affairs</td>
</tr>
<tr>
<td>1998-99</td>
<td>Fulbright</td>
<td>Pipher, Sara W.</td>
<td>Anthropology</td>
</tr>
<tr>
<td></td>
<td>NSF Graduate Fellowship</td>
<td>Bielenberg, James R</td>
<td>Chemical Engineering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fisher, Travis Wilson</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Macklin, Paul Thomas</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Whalen, Stephen</td>
<td>Math</td>
</tr>
<tr>
<td>1999-00</td>
<td>Fulbright</td>
<td>Popp, Corbin K.</td>
<td>Biochemistry</td>
</tr>
<tr>
<td></td>
<td>Goldwater Scholar</td>
<td>Wild, Angela</td>
<td>Ag. &amp; Biological Systems Engineering</td>
</tr>
<tr>
<td></td>
<td>NSF Graduate Fellowship</td>
<td>Loeb, Anne Marie</td>
<td>Biological Sciences, Journalism</td>
</tr>
<tr>
<td>2000-01</td>
<td>Fulbright</td>
<td>Brown, Jill R.</td>
<td>Psychology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rhea, James P.</td>
<td>Agribusiness</td>
</tr>
<tr>
<td></td>
<td>Goldwater Scholar</td>
<td>Claassen, Dorea</td>
<td>Music, Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sabalka, Lucas</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Veomett, Ellen</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td>NSF Graduate Fellowship</td>
<td>Wild, Angela</td>
<td>Ag. &amp; Biological Systems Engineering</td>
</tr>
<tr>
<td></td>
<td>Truman Scholar</td>
<td>Clements, Angela M.</td>
<td>Political Science</td>
</tr>
<tr>
<td>2001-02</td>
<td>Fulbright</td>
<td>Kraftka, Gregory</td>
<td>Economics</td>
</tr>
<tr>
<td></td>
<td>Goldwater Scholar</td>
<td>Beer, Elizabeth</td>
<td>Classics, Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hain, Seth</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td>NSF Graduate Fellowship</td>
<td>Brown, Christopher D.</td>
<td>Biochemistry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sabalka, Lucas</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Veomett, Ellen</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wlaschin, Katie Fraass</td>
<td>Chemical Engineering</td>
</tr>
<tr>
<td>2002-03</td>
<td>Fulbright Fellow</td>
<td>Kruse, Melissa</td>
<td>Anthropology</td>
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<tr>
<td></td>
<td></td>
<td>Pulczinski, Janelle</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>Goldwater Scholar</td>
<td>Green, Elizabeth</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td>NSF Graduate Fellowship</td>
<td>Bosley, Jocelyn</td>
<td>Math</td>
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<tr>
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<td></td>
<td>Kuzara, Jennifer</td>
<td>Anthropology</td>
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<tr>
<td></td>
<td></td>
<td>Wagner, Jennifer</td>
<td>Industrial Management Systems Eng.</td>
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<td></td>
<td>Truman Scholar</td>
<td>Spilinek, Megan N.</td>
<td>Business Administration</td>
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<td>2003-04</td>
<td>Fulbright Fellow</td>
<td>Garcia, Michael</td>
<td>English, Spanish</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gustafson, Christopher</td>
<td>Agricultural Economics</td>
</tr>
<tr>
<td></td>
<td>NSF Graduate Fellowship</td>
<td>Durham, Tessa</td>
<td>Biochemistry</td>
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<tr>
<td></td>
<td></td>
<td>Echtenkamp, Patricia L.</td>
<td>Biochemistry, Bio. Systems Engineering</td>
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<tr>
<td></td>
<td></td>
<td>Gill, Gennette D.</td>
<td>Computer Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Simpson, Lori A.</td>
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<tr>
<td></td>
<td></td>
<td>Verner, Lawton N.</td>
<td>Biological Systems Engineering</td>
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<tr>
<td></td>
<td>Truman Scholar</td>
<td>Jones, Jonathon W.</td>
<td>Political Science, English</td>
</tr>
</tbody>
</table>
Percent of Graduating Students Who Had a Meaningful Research or Creative Activity Experience

Source:
Questions for Undergraduates Survey

Description:
At the time of their application for degree, the percent of graduating students who indicated they had participated in a meaningful research or creative activity experience. The question reads as follows:

During your time at UNL, did you participate in a major research project or creative activity in which you worked closely with or under the direct supervision of a faculty member?

Activities that would not qualify include routine classroom assignments such as term papers, creative writing exercises, or research methods assignments.

Activities that would qualify include a UCARE project, an undergraduate thesis, working as a research or studio assistant, a class project that requires original research, or other similar activity whether in the context of a course, participation in a field school, independent study, or directly at the request of a faculty member.

Data Issues:
This survey was implemented during spring semester 2002. The number of students responding in 2001-02 was 214. Since then, there have been more than 2700 responses per academic year. Thus, the numbers in the first year of 2001-02 are not completely comparable to the others.

Nationally-Competitive Awards Won by Graduate and Professional Students

Source:
Websites of awarding agencies, listed below.
IPEDS Enrollment Survey (for size of full-time graduate/professional student population)

Description:
Count of nationally competitive general awards of distinction for graduate and professional students received by UNL students. The three-year totals reflect the number of awards received in the academic year listed and the two previous years.

Data Issues:
Only those awards for which peer information is available have been included in the peer charts and tables, thus the numbers for UNL in the UNL-only and peer charts will not match. The following tables list the awards included in this indicator for which peer information is available and the recipients at UNL. These sources were last checked July 1, 2003.

<table>
<thead>
<tr>
<th>Awards</th>
<th>External Source for Awardee Lists</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fulbright Fellowship</td>
<td><a href="http://www.iie.org/fulbright">http://www.iie.org/fulbright</a></td>
</tr>
<tr>
<td>NSF Graduate Fellowship</td>
<td><a href="http://www.ehr.nsf.gov/dge/programs/grf/">http://www.ehr.nsf.gov/dge/programs/grf/</a></td>
</tr>
</tbody>
</table>
### Detailed Data:

**Names of UNL Students who won Nationally Competitive General Graduate/Professional Awards**

<table>
<thead>
<tr>
<th>Year</th>
<th>Award</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996-97</td>
<td>Fulbright Fellowship</td>
<td>Berens, Shawn J.</td>
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<td></td>
<td></td>
<td>Cramer, Timothy R.</td>
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<td></td>
<td>Plummer, Alvin R.</td>
</tr>
<tr>
<td>1997-98</td>
<td>Fulbright Fellowship</td>
<td>Cardenas, Soraya</td>
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<td></td>
<td>NSF</td>
<td>Richards, Robyn</td>
</tr>
<tr>
<td></td>
<td>NSF Minority Fellowship</td>
<td>Ontai, Lenna</td>
</tr>
<tr>
<td>1998-99</td>
<td>Fulbright Fellowship</td>
<td>Nephawe, Khathutshelo</td>
</tr>
<tr>
<td></td>
<td>NSF Graduate Fellowship</td>
<td>Bielenberg, James Ronald</td>
</tr>
<tr>
<td>1999-00</td>
<td>Fulbright Fellowship</td>
<td>Amezquita, Alejandro</td>
</tr>
<tr>
<td></td>
<td>NSF Graduate Fellowship</td>
<td>Macklin, Paul Thomas</td>
</tr>
<tr>
<td>2000-01</td>
<td>Fulbright Fellowship</td>
<td>Austin, James W.</td>
</tr>
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<td>NSF Graduate Fellowship</td>
<td>Coon, Brian A.</td>
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<td>NSF Graduate Fellowship</td>
<td>Wild, Angela</td>
</tr>
<tr>
<td>2001-02</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>2002-03</td>
<td>NSF Graduate Fellowship</td>
<td>Boellstorff, Darcy</td>
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<tr>
<td>2003-04</td>
<td>None</td>
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</tbody>
</table>

### Index of Graduates’ Success on Professional Licensure Examinations

**Source:**
UNL Departments/Colleges

**Description:**
Pass rate of UNL students for professional licensure exams that are required to practice in the field. The national pass rate is presented when it is available.

Some fields with required licensure exams (i.e., Accountancy, Architecture) did not submit information for this indicator because of the complexity of the testing curriculum and/or of obtaining results about UNL graduates.

### National Publications and Presentations by Current Graduate and Professional Students

**Source:**
UNL Departments/Colleges

**Description:**
The number of national publications, presentations, and/or performances by current UNL graduate and professional students based on criteria defined by the department.

**Data Issues:**
Each department identified criteria for this indicator based on its own needs and perception of the field. The strategies for identifying criteria was extremely variable. These numbers should never be used to compare one department or college to another. Since the criteria will remain consistent from year to year, it will make sense to track trends over time.
**Detailed Data:**
The following shows which departments contributed information in Spring 2004.

<table>
<thead>
<tr>
<th>College</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Sciences</td>
<td>Biological Sciences</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
</tr>
<tr>
<td></td>
<td>Classics and Religious Studies</td>
</tr>
<tr>
<td></td>
<td>Communication Studies</td>
</tr>
<tr>
<td></td>
<td>English</td>
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<td>Geosciences</td>
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<td>History</td>
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<tr>
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<td>Mathematics</td>
</tr>
<tr>
<td></td>
<td>Modern Languages &amp; Literatures</td>
</tr>
<tr>
<td></td>
<td>Philosophy</td>
</tr>
<tr>
<td></td>
<td>Physics and Astronomy</td>
</tr>
<tr>
<td></td>
<td>Political Science</td>
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<td>Psychology</td>
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<td>Sociology</td>
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<td>Management</td>
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<td>Marketing</td>
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<tr>
<td>Business Administration</td>
<td>Computer Science &amp; Engineering</td>
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<tr>
<td>Education &amp; Human Sciences</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td></td>
<td>Family &amp; Consumer Sciences</td>
</tr>
<tr>
<td></td>
<td>Nutrition &amp; Health Sciences</td>
</tr>
<tr>
<td></td>
<td>Special Education &amp; Communication Disorders</td>
</tr>
<tr>
<td></td>
<td>Textiles Clothing &amp; Design</td>
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<tr>
<td>Engineering &amp; Technology</td>
<td>Civil Engineering</td>
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<td>Construction Management</td>
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<td></td>
<td>Engineering Mechanics</td>
</tr>
<tr>
<td></td>
<td>Industrial &amp; Management Systems Engineering</td>
</tr>
<tr>
<td></td>
<td>Mechanical Engineering</td>
</tr>
<tr>
<td>Fine &amp; Performing Arts</td>
<td>Art &amp; Art History</td>
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<tr>
<td></td>
<td>Music</td>
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<tr>
<td></td>
<td>Theatre Arts</td>
</tr>
<tr>
<td>Institute of Agriculture and Natural Resources</td>
<td>Ag LEC</td>
</tr>
<tr>
<td></td>
<td>Agricultural Economics</td>
</tr>
<tr>
<td></td>
<td>Agronomy and Horticulture</td>
</tr>
<tr>
<td></td>
<td>Animal Science</td>
</tr>
<tr>
<td></td>
<td>Biochemistry</td>
</tr>
<tr>
<td></td>
<td>Biological Systems Engineering</td>
</tr>
<tr>
<td></td>
<td>Entomology</td>
</tr>
<tr>
<td></td>
<td>Food Science &amp; Technology</td>
</tr>
<tr>
<td></td>
<td>Plant Pathology</td>
</tr>
<tr>
<td></td>
<td>School of Natural Resources</td>
</tr>
<tr>
<td></td>
<td>Veterinary and Biomedical Sciences</td>
</tr>
<tr>
<td>Law</td>
<td>Law</td>
</tr>
</tbody>
</table>
**Federal Research Dollars Expended**

**Source:**
National Science Foundation  
*IPEDS Fall Staff Survey* (for count of tenured/tenure-track faculty)

**Description:**
Organizations like the Association of American Universities (AAU) and the Carnegie Foundation have used federal research dollars expended as an indicator of institutional quality for many years. This measure includes total R&D expenditures from federal funding sources; it does not include R&D expenditures from non-federal funding sources or expenditures from grants/contracts supporting instruction or public service. Since expenditures cannot occur until grants/contracts have been awarded, this indicator “lags” behind grants awarded (see also *Total sponsored dollars awarded* on page 56).

**Data Issues:**
Some of our peer institutions report to NSF as part of a multi-campus system (i.e., Universities of Colorado, Kansas, and Minnesota, Ohio State University, and Purdue University), campus-specific information was taken from *The Top American Research Universities* (August 2002) or adjusted based on information from that report.

The *IPEDS Fall Staff Survey* is conducted during odd years only; faculty counts for even years were interpolated.

---

**Index of Nationally Significant Scholarly or Creative Works by Faculty Members**

**Source:**
UNL Colleges and Departments

**Description:**
The number of nationally significant scholarly or creative works by current UNL faculty members based on criteria defined by the department.

**Data Issues:**
Each department identified criteria for this indicator based on its own needs and perception of the field. The strategies for identifying criteria was extremely variable. These numbers should never be used to compare one department or college to another. Since the criteria will remain consistent from year to year, it will make sense to track trends over time.

The departments were allowed to use a weighted count (i.e., index) if they chose.

**Detailed Data:**
The following shows which departments/programs contributed to the university total.

<table>
<thead>
<tr>
<th>College</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>Architecture</td>
</tr>
<tr>
<td></td>
<td>Community &amp; Regional Planning</td>
</tr>
<tr>
<td></td>
<td>Interior Design</td>
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<tr>
<td>Arts &amp; Sciences</td>
<td>Anthropology and Geography</td>
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<tr>
<td></td>
<td>Biological Sciences</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
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<tr>
<td></td>
<td>Classics and Religious Studies</td>
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<tr>
<td></td>
<td>Communication Studies</td>
</tr>
<tr>
<td>College</td>
<td>Department</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Film Studies</td>
<td>Film Studies</td>
</tr>
<tr>
<td>Geosciences</td>
<td>Geosciences</td>
</tr>
<tr>
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<td>History</td>
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<tr>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Modern Languages &amp; Literatures</td>
<td>Modern Languages &amp; Literatures</td>
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<tr>
<td>Philosophy</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Physics and Astronomy</td>
<td>Physics and Astronomy</td>
</tr>
<tr>
<td>Political Science</td>
<td>Political Science</td>
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<td>Psychology</td>
<td>Psychology</td>
</tr>
<tr>
<td>Sociology</td>
<td>Sociology</td>
</tr>
<tr>
<td>Arts &amp; Sciences / Engineering &amp; Technology</td>
<td>Computer Science &amp; Engineering</td>
</tr>
<tr>
<td>Business Administration</td>
<td>Accountancy</td>
</tr>
<tr>
<td></td>
<td>Economics</td>
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<tr>
<td></td>
<td>Finance/Actuarial Science</td>
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<tr>
<td></td>
<td>Management</td>
</tr>
<tr>
<td></td>
<td>Marketing</td>
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<tr>
<td>Education &amp; Human Sciences</td>
<td>Educational Administration</td>
</tr>
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<td>Educational Psychology</td>
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<td></td>
<td>Family &amp; Consumer Sciences</td>
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<tr>
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<td>Nutrition &amp; Health Sciences</td>
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<tr>
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<td>Special Education &amp; Communication Disorders</td>
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<tr>
<td></td>
<td>Teaching Learning &amp; Teacher Education</td>
</tr>
<tr>
<td></td>
<td>Textiles Clothing &amp; Design</td>
</tr>
<tr>
<td>Engineering &amp; Technology</td>
<td>Civil Engineering</td>
</tr>
<tr>
<td></td>
<td>Construction Management</td>
</tr>
<tr>
<td></td>
<td>Electrical Engineering</td>
</tr>
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<td></td>
<td>Engineering Mechanics</td>
</tr>
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<td></td>
<td>Industrial &amp; Management Systems Engineering</td>
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<td>Mechanical Engineering</td>
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<td>Fine &amp; Performing Arts</td>
<td>Art &amp; Art History</td>
</tr>
<tr>
<td></td>
<td>Music</td>
</tr>
<tr>
<td></td>
<td>Theatre Arts</td>
</tr>
<tr>
<td>Institute of Agriculture and Natural Resources</td>
<td>Ag LEC</td>
</tr>
<tr>
<td></td>
<td>Agricultural Economics</td>
</tr>
<tr>
<td></td>
<td>Agronomy and Horticulture</td>
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<tr>
<td></td>
<td>Animal Science</td>
</tr>
<tr>
<td></td>
<td>Biochemistry</td>
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<tr>
<td></td>
<td>Biological Systems Engineering</td>
</tr>
<tr>
<td></td>
<td>Entomology</td>
</tr>
<tr>
<td></td>
<td>Food Science &amp; Technology</td>
</tr>
<tr>
<td></td>
<td>Plant Pathology</td>
</tr>
<tr>
<td></td>
<td>School of Natural Resources</td>
</tr>
<tr>
<td></td>
<td>Veterinary and Biomedical Sciences</td>
</tr>
<tr>
<td>Journalism &amp; Mass Communication</td>
<td>Journalism &amp; Mass Communication</td>
</tr>
<tr>
<td>Law</td>
<td>Law</td>
</tr>
<tr>
<td>Libraries</td>
<td>Libraries</td>
</tr>
</tbody>
</table>
**Nationally-Competitive Awards, Honors, and Memberships Won by Faculty Members**

**Source:**
Websites of awarding agencies, see below.
*IPEDS Fall Staff Survey* (for size of tenured/tenure-track faculty).

**Description:**
Count of nationally competitive general awards of distinction received by UNL faculty members. The three-year totals reflect the number of awards received in the academic year listed and the two previous years.

**Data Issues:**
The *IPEDS Fall Staff Survey* is conducted during odd years only; faculty counts for even years were interpolated.

Memberships in the National Academy of Science and National Academy of Engineering are presented separately from the other honors and awards. Since UNL is not associated with a medical center – and many of our peer institutions are – membership in the Institute of Medicine (the third National Academy) is not included.

The following table lists the awards included in the count of nationally competitive general awards, honors, and memberships of distinction for faculty members and recipients at UNL. These sources were last checked August 10, 2004.

<table>
<thead>
<tr>
<th>Award or Honor</th>
<th>URL/Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Council of Learned Societies Fellows</td>
<td><a href="http://www.acls.org/awar-fel.htm">http://www.acls.org/awar-fel.htm</a></td>
</tr>
<tr>
<td>Award for Excellence in Teaching in Food and Agricultural Sciences</td>
<td><a href="http://www.csrees.usda.gov/business/other_links/awardlist.html">http://www.csrees.usda.gov/business/other_links/awardlist.html</a></td>
</tr>
<tr>
<td>Beckman Young Investigators</td>
<td><a href="http://www.beckman-foundation.com/byi.html">http://www.beckman-foundation.com/byi.html</a></td>
</tr>
<tr>
<td>CASE Professor of the Year</td>
<td><a href="http://www.case.org/container.cfm?CONTAINERID=184&amp;NAVID=67">http://www.case.org/container.cfm?CONTAINERID=184&amp;NAVID=67</a></td>
</tr>
<tr>
<td>Fulbright American Scholars</td>
<td><a href="http://www.cies.org/us_scholars/us_dir.htm#top">www.cies.org/us_scholars/us_dir.htm#top</a></td>
</tr>
<tr>
<td>Getty Scholars in Residence</td>
<td><a href="http://www.getty.edu/grants/research/scholars/scholars.html">http://www.getty.edu/grants/research/scholars/scholars.html</a></td>
</tr>
<tr>
<td>Guggenheim Fellows</td>
<td><a href="http://www.gf.org/newfellow.html">http://www.gf.org/newfellow.html</a></td>
</tr>
<tr>
<td>National Humanities Center Fellows</td>
<td><a href="http://www.nhc.rtp.nc.us/fellowships/fellowships.htm">http://www.nhc.rtp.nc.us/fellowships/fellowships.htm</a></td>
</tr>
<tr>
<td>National Medal of Technology</td>
<td><a href="http://www.technology.gov/medal/">http://www.technology.gov/medal/</a></td>
</tr>
<tr>
<td>Newberry Library Fellowships</td>
<td><a href="http://www.newberry.org/nl/research/L3rfellowships.html">http://www.newberry.org/nl/research/L3rfellowships.html</a></td>
</tr>
<tr>
<td>Nobel Prize</td>
<td><a href="http://www.nobel.se/index.html">http://www.nobel.se/index.html</a></td>
</tr>
<tr>
<td>Searle Scholars</td>
<td><a href="http://www.searlescholars.net/scholar_network/index.html">http://www.searlescholars.net/scholar_network/index.html</a></td>
</tr>
<tr>
<td>Woodrow Wilson Fellows</td>
<td><a href="http://wwics.si.edu/index.cfm?fuseaction=sf.welcome">http://wwics.si.edu/index.cfm?fuseaction=sf.welcome</a></td>
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</tbody>
</table>

**Membership**

<table>
<thead>
<tr>
<th>Membership</th>
<th>URL/Source</th>
</tr>
</thead>
</table>

83
### Detailed Data:

#### Names and Departments of UNL Faculty Members who won Nationally Competitive General Awards

<table>
<thead>
<tr>
<th>Year</th>
<th>Award</th>
<th>Name</th>
<th>Department(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998-99</td>
<td>ACLS Fellow</td>
<td>Burnett, Stephen</td>
<td>History, Classics &amp; Religious Studies</td>
</tr>
<tr>
<td></td>
<td>CASE State Professor of the Year</td>
<td>May, Ann Mari</td>
<td>Economics</td>
</tr>
<tr>
<td></td>
<td>Fulbright Fellow</td>
<td>Ball, D. Allen</td>
<td>Business Administration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Caramagno, Thomas</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Faulkner, Quentin</td>
<td>Music</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Osorio, Fernando</td>
<td>Agriculture</td>
</tr>
<tr>
<td></td>
<td>NSF Career</td>
<td>Doudin, Bernard</td>
<td>Physics &amp; Astronomy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leslie-Pelecky, Diandra</td>
<td>Physics &amp; Astronomy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Perez, Lance</td>
<td>Electrical Engineering</td>
</tr>
<tr>
<td>1999-00</td>
<td>ACLS Fellow</td>
<td>Athanassopoulos, Effie</td>
<td>Anthropology, Classics &amp; Religious Studies</td>
</tr>
<tr>
<td></td>
<td>Fulbright Fellow</td>
<td>Azzam, Azzeddine</td>
<td>Agricultural Economics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grange, William</td>
<td>Theatre Arts &amp; Dance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hull, Ron</td>
<td>NETV</td>
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<tr>
<td></td>
<td></td>
<td>Milligan, Jeffrey</td>
<td>Curriculum &amp; Instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stricklin, Michael</td>
<td>Journalism</td>
</tr>
<tr>
<td></td>
<td>Newberry</td>
<td>Mahoney, Timothy R.</td>
<td>History</td>
</tr>
<tr>
<td></td>
<td>NSF Career</td>
<td>Orti, Guillermo</td>
<td>Biological Sciences</td>
</tr>
<tr>
<td>2000-01</td>
<td>Award for Excellence in Teaching in Food and Agricultural Sciences</td>
<td>Higley, Leon</td>
<td>Entomology</td>
</tr>
<tr>
<td></td>
<td>CASE State Professor of the Year</td>
<td>Boye, A. John</td>
<td>Electrical Engineering</td>
</tr>
<tr>
<td></td>
<td>Fulbright Fellow</td>
<td>Bogardi, Istvan</td>
<td>Engineering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Horowitz, Brian J.</td>
<td>History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reinhard, Karl</td>
<td>School of Natural Resource Sciences</td>
</tr>
<tr>
<td></td>
<td>Guggenheim</td>
<td>Wang, Jim C. H.</td>
<td>Chemistry</td>
</tr>
<tr>
<td></td>
<td>NEH Fellow</td>
<td>Hinchman, Mark A.</td>
<td>Architecture</td>
</tr>
<tr>
<td></td>
<td>NSF Career</td>
<td>Scott, Stephen</td>
<td>Computer Science &amp; Engineering</td>
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<td>2001-02</td>
<td>Fulbright Fellow</td>
<td>Burnett, Stephen</td>
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<td></td>
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<td>Kaye, Frances</td>
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<td>Wedeman, Andrew</td>
<td>Political Science</td>
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<td></td>
<td>NSF Career</td>
<td>Choueiry, Berthe</td>
<td>Computer Science &amp; Engineering</td>
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<tr>
<td></td>
<td></td>
<td>Wang, Lily</td>
<td>Architectural Engineering</td>
</tr>
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<td></td>
<td>US Secretary of Agriculture Honor Awards</td>
<td>Ford, John Joe</td>
<td>South Central Research &amp; Extension Center</td>
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<tr>
<td></td>
<td></td>
<td>Doran, John</td>
<td>South Central Research &amp; Extension Center</td>
</tr>
<tr>
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<td></td>
<td>Bennett, Gary</td>
<td>South Central Research &amp; Extension Center</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sam Cordes (and others)</td>
<td>Agricultural Economics</td>
</tr>
<tr>
<td>2002-03</td>
<td>Award for Excellence in Teaching in Food and Agricultural Sciences (USDA)</td>
<td>Hanson, Ronald J.</td>
<td>Agricultural Economics</td>
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<tr>
<td></td>
<td>Fulbright Fellow</td>
<td>Steinweis, Alan</td>
<td>History, Judaic Studies</td>
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<tr>
<td></td>
<td>NEH Fellow</td>
<td>Wishart, David</td>
<td>Anthropology and Geography</td>
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<td></td>
<td>Newberry Library Fellow</td>
<td>Levin, Carole</td>
<td>History</td>
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<td>US Secretary of Agriculture Honor Awards</td>
<td>Brandl, Tami Brown</td>
<td>Biological Systems Engineering</td>
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<td></td>
<td></td>
<td>Van Vleck, L. Dale</td>
<td>Animal Science</td>
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<td>2003-04</td>
<td>NSF Career</td>
<td>Brown-Parker, Matthew D.</td>
<td>Geosciences</td>
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<td>NSF Career</td>
<td>Elbaum, Sebastian G</td>
<td>Computer Science &amp; Engineering</td>
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<tr>
<td></td>
<td>NSF Career</td>
<td>Becker, Donald F</td>
<td>Biochemistry</td>
</tr>
<tr>
<td></td>
<td>US Secretary of Agriculture Honor Awards</td>
<td>Klopfenstein, Terry J.</td>
<td>Animal Science</td>
</tr>
</tbody>
</table>
### Number of Participants in Non-residential Educational Programs

**Source:**
University of Nebraska Distance Education Report

**Description:**
This measure includes the (1) number of students who participated in distance education credit courses during the academic year and (2) number of participants in non-credit distance courses.

### Students of Color as Percent of Total

**Source:**
*IPEDS Enrollment Survey*
[http://factfinder.census.gov](http://factfinder.census.gov)

**Description:**
The indicator is the proportion of undergraduate students of color (full- and part-time, excluding non-resident aliens and those whose ethnicity was unknown) as part of the entire undergraduate student population (full- and part-time, also excluding non-resident aliens and those whose ethnicity was unknown).

The adjustment for state population of color was \( \frac{\text{percent of student population of color}}{\text{percent of state population of color}} \).

**Data Issues:**
The IPEDS survey places non-resident alien students of all ethnic groups in a single category. In Fall 2002, there were 565 non-resident alien undergraduates enrolled at UNL. In the same term, the student information system was missing the ethnicity of 672 students; their ethnicity was reported as “unknown” on the IPEDS survey. Thus, there were 1237 undergraduates excluded from the calculation in Fall 2002. Using the above definition, the total number of students of color was 1193 in the same year.

**Detailed Data:**

<table>
<thead>
<tr>
<th>State</th>
<th>State population</th>
<th>Proportion of &quot;White alone&quot; (actual)</th>
<th>Proportion of People of Color (calculated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colorado</td>
<td>4,301,261</td>
<td>74.5%</td>
<td>25.5%</td>
</tr>
<tr>
<td>Illinois</td>
<td>12,419,293</td>
<td>67.8%</td>
<td>32.2%</td>
</tr>
<tr>
<td>Indiana</td>
<td>6,080,485</td>
<td>85.8%</td>
<td>14.2%</td>
</tr>
<tr>
<td>Iowa</td>
<td>2,926,324</td>
<td>92.6%</td>
<td>7.4%</td>
</tr>
<tr>
<td>Kansas</td>
<td>2,688,418</td>
<td>83.1%</td>
<td>16.9%</td>
</tr>
<tr>
<td>Minnesota</td>
<td>4,919,479</td>
<td>88.2%</td>
<td>11.8%</td>
</tr>
<tr>
<td>Missouri</td>
<td>5,595,211</td>
<td>83.8%</td>
<td>16.2%</td>
</tr>
<tr>
<td>Nebraska</td>
<td>1,711,263</td>
<td>87.3%</td>
<td>12.7%</td>
</tr>
<tr>
<td>Ohio</td>
<td>11,353,140</td>
<td>84.0%</td>
<td>16.0%</td>
</tr>
</tbody>
</table>
Index of Faculty Diversity

Source:
Institutional Research and Planning
IPEDS Fall Staff Survey

Description:
This indicator represents the percentage of tenured and tenure-track faculty members who are either female or people of color. Non-resident aliens and faculty members of “unknown” ethnicity are excluded from all charts.

Data Issues:
There are two slightly different sources for this information. Internal data are available annually from Institutional Research and Planning (IRP); these faculty counts include department chairs and heads. Peer data (and UNL data used in the peer comparisons) come from the IPEDS Fall Staff Survey; this survey is available for odd-years and do not include department heads/chairs. We do not use AAUP data because that survey excludes Library faculty.

Detailed Data:

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Total Faculty</td>
<td>1140</td>
<td>1120</td>
<td>1124</td>
<td>1099</td>
<td>1084</td>
<td>1072</td>
<td>1069</td>
<td>1022</td>
</tr>
<tr>
<td>Faculty of Color</td>
<td>98</td>
<td>98</td>
<td>109</td>
<td>109</td>
<td>123</td>
<td>130</td>
<td>138</td>
<td>141</td>
</tr>
<tr>
<td>-Percent of total</td>
<td>8.6%</td>
<td>8.8%</td>
<td>9.7%</td>
<td>9.9%</td>
<td>11.3%</td>
<td>12.1%</td>
<td>12.9%</td>
<td>14.0%</td>
</tr>
<tr>
<td>Female Faculty</td>
<td>263</td>
<td>253</td>
<td>271</td>
<td>259</td>
<td>268</td>
<td>272</td>
<td>271</td>
<td>262</td>
</tr>
<tr>
<td>-Percent of total</td>
<td>23.1%</td>
<td>22.6%</td>
<td>24.1%</td>
<td>23.6%</td>
<td>24.7%</td>
<td>25.4%</td>
<td>25.4%</td>
<td>26.0%</td>
</tr>
</tbody>
</table>
Data Sources and Methodology – Additional Indicators
Freshman-to-Sophomore Retention Rate

Source: Consortium of Student Retention Data Exchange

Description: Freshman-to-sophomore retention rate is a national standard that is defined as follows: percentage of first-time, full-time freshmen who enroll for their second year.

Percent of Graduating Students Who Participated in an International Experience

Source: Questions for Undergraduates Survey

Description: At the time of their application for degree, the percent of graduating students who indicated they had participated in an international experience. The question reads as follows:

  During your time at UNL, did you participate in an international educational experience (such as Study Abroad, a professional study tour, or other international program)?

Data Issues: Since time at UNL is an international experience for international students, the responses for international students were 'yes' by default.

This survey was implemented during spring semester 2002. The number of students responding in 2001-02 was 214. Since then, there have been more than 2700 responses per academic year. Thus, the numbers in the first year of 2001-02 are not completely comparable to the others.

Percent of Graduating Students Who Participated in an Internship, Co-op or Service-Learning Experience

Source: Questions for Undergraduates Survey

Description: At the time of their application for degree, the percent of graduating students who indicated they had participated in an internship, co-op, or service-learning experience. The question reads as follows:

  During your time at UNL, did you participate in an internship, co-op, or service-learning experience?

Data Issues: This survey was implemented during spring semester 2002. The number of students responding in 2001-02 was 214. Since then, there have been more than 2700 responses per academic year. Thus, the numbers in the first year of 2001-02 are not completely comparable to the others.
**Average GRE Scores of UNL Undergraduates**

**Source:**
GRE Undergraduate Institution Summary Statistics Reports

**Description:**
This indicator includes the average GRE General Test scores earned between October and September by examinees who indicated they were students at University of Nebraska-Lincoln. The national comparison is based on the performance of seniors and non-enrolled college graduates who tested during the same time period.

**Data Issues:**
Given that the students who take the GRE are self-selected and that these students have a variety of reasons for participation, the self-selected sample is not necessarily representative of the class as a whole. Modest changes from one year to the next do not necessarily indicate a change in quality of the student body or their collegiate preparation.

In October 2002, an Analytical Writing section was added. The Analytical subtest was no longer administered.

**Average LSAT Scores of UNL Undergraduates**

**Source:**
Law School Admission Council report to College of Arts & Sciences Advising Office

**Description:**
This indicator includes the average LSAT score earned in June, October, December and February testing periods by examinees who indicated they were seniors at University of Nebraska-Lincoln. The national comparison is based on the performance of all test-takers during the same time period. The highest score possible is 180.

**Data Issues:**
Given that the students who take the LSAT are self-selected and that these students have a variety of reasons for participation, the self-selected sample is not necessarily representative of the class as a whole. Modest changes from one year to the next do not necessarily indicate a change in quality of the student body or their collegiate preparation.

**Average GMAT Scores of UNL Undergraduates**

**Source:**
Attending Institution Roster, Graduate Management Admission Test

**Description:**
This indicator includes the average GMAT total score earned between July and June by examinees who indicated they were students at UNL. The national comparison is based on the performance of seniors and non-enrolled college graduates who tested during the same time period. Scores can range from 200 to 800.

**Data Issues:**
Given that the students who take the GMAT are self-selected and that these students have a variety of reasons for participation, the self-selected sample is not necessarily representative of the class as a whole. Modest changes from one year to the next do not necessarily indicate a change in quality of the student body or their collegiate preparation.
Test scores from September 2002 are missing from the archive in the College of Business Administration and thus are not included in the UNL average for that year.

**Average MCAT Scores of UNL Undergraduates**

**Source:**
Association of American Medical Colleges report to College of Arts & Sciences Advising Office

**Description:**
This indicator includes the average MCAT composite score earned in April and August testing periods by examinees that indicated they were students at University of Nebraska-Lincoln. The national comparison is based on the performance of students and non-enrolled college graduates who tested during the same time period. The highest composite score possible is 45.

**Data Issues:**
Given that the students who take the MCAT are self-selected and that these students have a variety of reasons for participation, the self-selected sample is not necessarily representative of the class as a whole. Modest changes from one year to the next do not necessarily indicate a change in quality of the student body or their collegiate preparation.

**Number of Doctorates Granted**

**Source:**
- IPEDS Completions Survey
- IPEDS Fall Staff Survey (for size of tenured/tenure-track faculty).

**Description:**
Number of doctorates granted in all program areas during an academic year.

**Data Issue:**
The IPEDS Fall Staff Survey is conducted during odd years only; faculty counts for even years were interpolated.

**Number of Post-Doctoral Appointees in Science, Engineering, and Health Fields**

**Source:**
- NSF/SRS Graduate Student Survey
- IPEDS Fall Staff Survey (for size of tenured/tenure-track faculty).

**Description:**
NSF defines postdoctorates as “individuals with science and engineering PhD’s, MD’s, DDS’s or DVM’s and foreign degrees equivalent to U.S. doctorates who devote their primary effort to their own research training through research activities or study in the department under temporary appointments carrying no academic rank”.

**Data Issue:**
The NSF reported data for the Universities of Colorado, Kansas and Minnesota include postdoctoral appointments from their medical centers. TheCenter at the University of Florida obtains campus-specific information; their data is used for these three institutions.

The IPEDS Fall Staff Survey is conducted during odd years only; faculty counts for even years were interpolated.
Number of Masters Degrees Granted

Source:
IPEDS Completions Survey
IPEDS Fall Staff Survey (for size of tenured/tenure-track faculty).

Description:
Number of masters degrees granted in all program areas during an academic year.

Data Issue:
There are two potential sources for this data, each with a slightly different definition. The first source is the IPEDS Completions Survey, in which Masters of Architecture (M.Arch.) degrees are categorized as “masters” degrees. In contrast, Institutional Research and Planning categorizes these degrees as “first professional” in the UNL Fact Book (http://factbook.unl.edu). In order to obtain peer comparison data, only IPEDS data is used for this report.

The IPEDS Fall Staff Survey is conducted during odd years only; faculty counts for even years were interpolated.

Total Number of Citations

Source:
IPEDS Fall Staff Survey (for size of tenured/tenure-track faculty).

Description:
Total number of citations achieved by UNL faculty in rolling five-year periods.

Data Issue:
In order to adjust for peer institutions with medical centers, citations in clinical medicine, immunology, and pharmacology journals were excluded for purposes of this report.

The following comes from User Documentation, U.S. University Science Indicators:

ISI’s journal coverage
ISI currently indexes approximately 5500 journals in the sciences, 1800 in the social sciences, and 1200 in the arts and humanities. All journals indexed by the ISI are peer reviewed. As a group, the ISI-indexes set of titles represents and elite body of internationally influential research publications. This plainly does not represent a comprehensive cataloging of all of the world’s research journals, let alone all peer-reviewed research journals. It is generally sufficient to take into account all significant journals.

ISI’s intention is to index that part of the journal literature that exerts a disproportionate influence. The principle involved in this coverage strategy is based on a well-known concept in bibliometrics, Bradford’s Law of Scattering. Bradford’s Law asserts that a relatively small group of journals will account for the large majority of important and influential research in a given field.

Types of papers counted and institutional address attribution
In this database, ISI counts articles, notes, reviews, and proceedings papers, but not other types of items and journal marginalia such as editorials, letters, corrections, and abstracts, in ISI-covered journals indexed 1981-2002. A paper was attributed to an institution if the paper carried at least one author address of that institution (ISI indexes all author addresses, not just the first or reprint address, for each paper).

Colorado was excluded from these graphs because of confusing data.
**DATA SOURCES AND METHODOLOGY**

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**Total Sponsored Dollars Awarded**

**Source:**
Office of Research Management Annual Reports (available at [http://www.unl.edu/osp/annual.html](http://www.unl.edu/osp/annual.html))

**Description:**
Total dollars awarded to the university from all grants and contracts from all funding sources.

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**Index of Commercial Impact of Faculty Research**

**Source:**
Association of University Technology Managers (AUTM) Licensing Survey

**Description:**
AUTM uses the following definitions in their survey:

- **Licenses or Options Executed:** Number of LICENSE OR OPTIONS AGREEMENTS that were executed in the year indicated for all technologies. Each agreement, exclusive or non-exclusive, should be counted separately. Licenses to software or biological material end-users of $1000 or more may be counted per license, or as 1 license, or 1/each for each major software or biological material product (at manager’s discretion) if the total number of end-user licenses would unreasonably skew the institution’s data. Licenses for technology protected under U.S. plant patents (U.S. PP) or plant variety protection certificates (U.S. PVPC) may be counted in a similar manner to software or biological material products as described above, at manager’s discretion. Material Transfer Agreements are not to be counted as Licenses/Options in this Survey.

- **Start-up Companies:** START-UP COMPANIES are companies that were dependent upon licensing the institution’s technology for initiation. If a technology was licensed to an existing start-up company, but not to a START-UP COMPANY (as defined here), this company should be counted as a SMALL COMPANY when responding to this survey. START-UP COMPANIES will continue to refer only to those companies that were dependent upon your institution’s technology for initiation.

- **License Income Received:** LICENSE INCOME RECEIVED includes: license issue fees, payments under options, annual minimums, running royalties, termination payments, the amount of equity received when cashed-in, and software and biological material end-user license fees equal to $1000 or more, but not research funding, patent expense reimbursement, a valuation of equity not cashed-in, software and biological material end-user license fees less than $1000, or trademark licensing royalties from university insignia. License Income also does not include income received in support of the cost to make and transfer materials under Material Transfer Agreements.

**Data Issues:**
There is a mismatch in how data were assigned to academic years between the 2002 and 2003 annual reports. In the 2002 report, information from FY2002 was reported as 2002-03. This has been corrected for this report such that FY2002 data are reported as 2001-02.
Number of Grant Proposals Submitted for More Than $1M

Source:
Office of Research and Graduate Studies

Description:
Number of grant proposals submitted during the fiscal year (ending June 30) to any funding agency that requested over $1M.

Total Sponsored Outreach Dollars Awarded

Source:
Office of Research Management Annual Reports (available at http://www.unl.edu/osp/annual.html)

Description:
Total dollars awarded to the university from public service grants and contracts from all funding sources.

Index of Library Services and Resources Shared with Nebraskans

Source:
University Libraries

Description:
Number of books and periodicals circulated to Nebraskans: Number of books and periodicals circulated to Nebraskans. (All Nebraskans age 18 and older are eligible to borrow materials from the University Libraries.)

Instructional tours given: Number of tours given for UNL students, prospective students, and others (high school students, community members, etc.)

Programs offered by library faculty: Number of educational programs offered by University Libraries faculty. May also include programs sponsored by the Friends of the Libraries of the University of Nebraska-Lincoln.

Interlibrary loans to Nebraskans: Number of materials (books, copies of journal articles) loaned to Nebraskans throughout the state via interlibrary loan requests from other Nebraska libraries.

NRC Ratings of Faculty Quality

Source:
WebCASPAR

Description:
Average rating of scholarly quality of program faculty of all academic disciplines done as part of the NRC Research-Doctorate Program Ratings. The scale ranges from 0 to 5 with 5 representing “distinguished”. 
Percent of Top 10% Students in State Who Matriculate at UNL

Source:
Statistics and Facts about Nebraska Schools (State Department of Education)
Institutional Research and Planning

Description:
To calculate this indicator, the total number of Nebraska high school graduates from the previous year was divided by ten to estimate the population of top 10% students. The resulting number was compared to the number of Nebraska students matriculating at UNL who were in the top 10% of their high school graduating class.

Average ACT Composite of Incoming First-Year Students

Source:
Consortium of Student Retention Data Exchange

Description:
Average ACT Composite score of all incoming first-year students.

Data Issues:
Because they rely primarily on the SAT, ACT Composite scores are not available for University of Colorado or Purdue University.

Annual Giving to UNL

Source:
University of Nebraska Foundation
US News and World Report

Description:
Percentage of alumni of record who gave to their school during the previous academic year(s)

Data Issues:
The peer numbers were all taken from US News and World Report and reflect two years of data. The numbers for UNL are for a single year only.

Alumni Association Membership

Source:
University of Nebraska Alumni Association

Description:
Percent of living addressable alumni who are paid members of the Alumni Association