

Second year plan of 'Toward Excellence' told

By Greg Wees

In an effort to catapult the Nebraska University system into the ranks of elite universities across the nation, NU has announced the second year strategy of its five-year "Toward Excellence" plan.

The 135-page report will be reviewed by the NU Board of Regents at its next meeting Saturday at Regents Hall, formerly the NU Systems Building, 38th and Holdrege Sts.

The revision of the five-year plan, adopted in 1973, makes 13 recommendations which, it says, will affect not only students, but also all Nebraskans.

Foremost is the encouragement to increase the quality of NU faculty by "judicious use" of funds for compensation, faculty

travel, sabbatical leaves, exchange and visiting professorships.

New funds must be budgeted "in order to permit the University to compete with any institution in the country in attracting additional teachers and scholars of national and international stature," the report states.

Improving evaluation methods

Another plan goal is improving methods used to evaluate the effectiveness of teachers in the classroom and to eliminate those teachers who do not meet minimum requirements. One per cent of NU's instructional budget would be used "for improvement and experimentation in instruction."

Quality teaching must be regarded with salary increases,

promotions, a system of academic leaves of absence and peer recognition, the report urges. Too often such calls for improvement of undergraduate education are just "pious acclamations," the report notes.

Students would continue to participate in the decision-making process of the University from departmental committees to the NU Board of Regents. They "should continue to work with faculty and administrators in developing a better understanding of the teaching-learning process," according to the report.

In an effort to make NU one of the nation's leading institutions, the research and graduate programs must be bolstered, the report recommends.

"This means that particular emphasis must be placed on regaining national stature in

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those areas that have not fared well in recent nation-wide evaluations of graduate programs and research," the report said.

First graduate college

NU was the first University west of the Mississippi to formally establish a graduate college, the report says. But the quality of the graduate program has been allowed to slip in recent years, according to the report.

Making University services available to the entire state by extending programs is another goal of the five-year plan. Outreach programs such as SUN (State Universities of Nebraska) and agricultural extension must be expanded, the report urges.

During the next five years, NU "will strive to make the intellectual, artistic, cultural and practical resources of the University more accessible to Nebraskans in all walks of life."

The plan also calls for the implementation of the Regents' Affirmative Action Program, which seeks to attract more minorities and women to University jobs.

This involves a proposal to employ special Affirmative Action officers in the Chancellor's office to eliminate "any practice which results in invidious distinctions or discrimination in the treatment of any person associated with the University." The Unicameral already has been asked for money to finance these jobs.

Five-state consortium

The report recommends the establishment of a consortium linking NU with the Universities of Kansas, Kansas State, Iowa State and Missouri. This "may be an important first step in the development of extensive cooperative relationships among these five institutions," the report states.

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Faculty Senate dislikes five year plan

By Randy Wright

After more than an hour of discussion Tuesday, the Faculty Senate passed a motion expressing dissatisfaction with the revised UNL five year plan "Toward Excellence."

The motion, brought forward by English professor Paul Olson, recommended that the administration request the legislature give the University time to have maximum faculty participation in suggesting revisions for the plan, especially through the academic planning committee.

The motion further directed to the administrative personnel of all three University campuses a request for a standard format for the plan on all campuses that enrollment figures for the three campuses be standardized, that

a clear distinction be made as to the "missions" of the University departments, and that priorities be assigned to all recommendations in the plan.

Olson's motion followed a statement by English professor Lawrence Poston that the revised plan was not drafted on the basis of mutual cooperation between campuses, that it was not likely to be effective for long because of potential small college mergers and that its style was "redundant."

The plan was "not concrete enough to build on but specific enough for us to be hanged on," Poston said.

Sociology professor James Kimberly told the Senate the document ignored efforts at

input into the faculty's choice of the 10 areas designated for excellence.

Edgar Pearstein, professor of physics, said that in expressing dissatisfaction, the Senate would be "intellectually forthright" and called the revised plan "unrealistic."

Olson added, "We ought not be cynical about the administration responding to our requests."

Senate president Richard Gilbert will present the Senate viewpoints at today's hearing conducted by Stephen Sample, the vice chancellor of academic affairs, in the Nebraska Union.

The revised plan is to be presented to the Board of Regents Dec. 14.

Most students seek employment self-satisfaction

There are more Cratchets than Scrooges on the UNL campus, at least when students consider the importance of money to their choices in making career plans after graduation, according to the **Daily Nebraskan** Superpoll.

Almost eight out of ten of the nearly 400 students responding to the poll said that achieving self satisfaction from their future work was the most important factor in making their career plans.

Making a lot of money was the most important consideration to 10 per cent of the students interviewed, while eight per cent said that living and working in a city or town they liked was most important.

The poll found self satisfaction from work was more important to women than to male students. Almost nine out of ten women said self satisfaction was their most important consideration, while 73 per cent of the male students cited the same reason.

Making money was twice as important to men responding than it was to women students (12 per cent to six per cent).

Students in the colleges of Pharmacy, Law, Arts and Sciences and those in Graduate School were most likely to respond that self satisfaction was their most important consideration when choosing future employment.

Dentistry and Business Administration Colleges students were the most likely students to cite the importance of money in their career plans.

Superpoll also states that nearly half (48 per cent) of UNL's students plan to go directly into work after graduation.

But a large number of students (22 per cent) are still undecided about their postgraduation plans. Most of the undecided group included younger students, mostly those under 19 years old. The poll found that the older students are, the more likely they are to have definite postgraduation plans.

Twelve per cent of the students responding said they planned to enter a professional school after graduation, while 11 per cent said they planned to attend graduate school. Six per cent said they planned to travel.

The number of students planning to go directly into work rose as the student's age increased. Thirty-two per cent of the students 18 years old or younger said they planned to go directly into work, while 70 per cent of students over 30 years of age said they planned to work immediately after graduation, according to the poll.

Superpoll '74 was conducted by SRI Community Response, Inc., a Lincoln polling firm. The students interviewed formed a proportional representation of students based on age, sex, colleges, class levels and living units.

Key: A—Making a lot of money; B—Self satisfaction from work; C—Job benefits (travel, car, expense account, etc.); D—Working with a prominent firm or organization; E—Living and working in a city or town you like; F—Enter a professional school (Law, Medical, etc.); G—Enter graduate school; H—Work; I—Travel; J—Don't know.

From this list below, which one is the most important to you in your career plans?

	A	B	C	D	E
SEX					
Male:	12%	73%	2%	3%	10%
Female:	6	88	1	—	5
AGE					
18/Younger:	14	76	1	1	7
19:	18	75	—	2	6
20:	8	82	5	2	3
21:	4	85	2	—	10
22:	3	89	—	3	6
23-30:	9	74	1	2	14
Over 30:	—	80	10	—	10
CLASS					
Freshman:	14	73	3	1	8
Sophomore:	13	78	—	1	9
Junior:	5	88	1	1	5
Senior:	10	78	2	2	8
Graduate/Professional:	4	79	2	2	13
COLLEGE					
Agriculture	11	82	—	—	7
Architecture:	8	83	—	8	—
Arts & Sciences:	6	88	1	1	5
Business Ed.:	15	70	4	4	6
Engineering:	12	61	3	6	18
Dentistry:	20	40	—	—	40
Law:	8	92	—	—	—
Pharmacy:	—	100	—	—	—
Home Econ.:	12	80	4	—	4
Teachers:	12	75	3	—	10
Undeclared:	10	76	—	—	14
Graduate:	—	100	—	—	—
TOTAL:	10%	79%	2%	2%	8%
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