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NU-Website-BOR-Policies-2.1.6

NU Board of Regents

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5. use of alcohol off University premises that adversely affects an employee's or student's work or academic performance or an employee's or student's safety or the safety of others;
6. possession, use, manufacture, distribution, or sale of illegal drugs off University premises that adversely affects the employee's work performance or the student's academic performance or an employee's or student's safety or the safety of others;
7. violation of State or Federal laws relating to the unauthorized use, possession, manufacture, distribution or sale of alcohol, controlled substances, or drug paraphernalia;
8. in the case of employees—failure to notify an employee's supervisor of an employee's arrest or conviction under any criminal drug statute as a result of a violation of law which occurs at the University of Nebraska workplace.

Reference: BRUN, Minutes, 55, p. 205 (October 12, 1990).
BRUN, Minutes, 56, p. 149 (September 6, 1991).

RP-2.1.6 Relationship of Teaching, Research, and Service

The University of Nebraska is a major institution of higher education, consisting of four unique campuses, which serves the state, the nation, and the world through three fundamental missions of teaching, research, and service. Teaching, research, and service are all important activities for University faculty, and all three are valued at the University of Nebraska.

1. The Board of Regents reaffirms that the first priority of the University of Nebraska and each of its campuses is teaching with special emphasis on teaching the undergraduate or first-professional-level student. Postgraduate and postdoctoral education is also a vital part of the University mission but should not eclipse the importance of teaching undergraduates.
2. The Board of Regents reaffirms the vital role of research at the University of Nebraska and encourages the continued pursuit of new knowledge in diverse areas of endeavor with continued emphasis on (but without limitation to) areas of special interest and benefit to Nebraska. The University of Nebraska is a recognized research university which has extensive programs in basic and applied research in numerous fields of endeavor. There has been, and should continue to be, a strong emphasis on research in areas of special interest and importance for Nebraskans. Indeed, the Nebraska Research Initiative, funded by the Nebraska taxpayer, specifies that research efforts funded from that source focus on matters of special concern to Nebraskans. Furthermore, the land-grant activities of the University of Nebraska always have been manifested by an emphasis on applied research and application of knowledge for the benefit of Nebraskans. However, Nebraska is an integral and interactive part of the nation and the world and, accordingly, the University of Nebraska has a role in basic and applied research in diverse areas and disciplines not limited by geographic boundaries.
3. The need to provide opportunities for life-long learning has never been greater. A large percentage of postsecondary students nationwide are what are commonly called "nontraditional." Studies indicate that current college graduates will change careers many times during their lifetimes for which there will be a corresponding need for new education and training. Advances in information technology make possible teaching and service opportunities throughout the state without regard to physical location. The life-long learning activities of the University, always fundamental to a land-grant university, are more important than ever. The University's programs can offer invaluable benefit to citizens across the state for developing critical thinking skills, enhancing individual opportunity, and strengthening our communities. The University must recognize that take advantage of new opportunities to meet its traditional responsibilities. Accordingly, the Board of Regents encourages the administration and faculty to develop policies and programs for teaching and service that are accessible to Nebraskans throughout the state, as

well as on our campuses, and to reward faculty for efforts to improve the University's ability to provide learning opportunities for all Nebraskans.

4. Recognizing that teaching, research, and service are all essential activities for a great public university, the Board of Regents expects the overall allocation of faculty time for teaching, research, and service on each campus to reflect the role and mission of that specific campus. The Board of Regents endorses the concept of diverse types of scholarly activity described by Ernest Boyer in his important work, Scholarship Reconsidered (1988). Boyer describes four primary scholarly activities.
 - a. The scholarship of discovery is essentially what many refer to as basic research. This activity adds to human understanding through disciplined investigation
 - b. The scholarship of integration brings together disparate facts or research findings from many sources and/or disciplines, frequently casting related elements into a new perspective. This activity interprets, adds context to, and/or explains research results, often from an interdisciplinary perspective.
 - c. The scholarship of application links faculty members' expertise in academic areas to specific problems. It is service-related and includes applied research and outreach to businesses, communities, and individuals. Theory and practice interact, and new discovery can result from application.
 - d. The scholarship of teaching is the process of actively seeking and imparting knowledge and making the various forms of scholarship meaningful and of consequence to other persons. The scholarship of teaching stimulates and encourages students to be critical thinkers.

5. Each of the four scholarship activities described by Boyer takes place in varying degrees on the four campuses of the University of Nebraska. The balance among these activities on each campus should relate directly to the role and mission of that campus. Using Boyer's categories of scholarship as a model, the Board of Regents establishes the following elements of scholarship to be emphasized in carrying out the role and mission assigned to each campus.
 - a. The University of Nebraska at Kearney (UNK): UNK is primarily an undergraduate institution committed to quality undergraduate programs in a residential setting with a select mix of master's level graduate programs. Scholarship at UNK should emphasize teaching and integration of knowledge.
 - b. The University of Nebraska at Omaha (UNO): UNO is primarily a metropolitan institution committed to meeting the educational needs of the Greater Omaha Area, and also has statewide responsibility for programs to selected areas. Major emphasis is on undergraduate teaching, with a diverse mix of master's degree programs combined with a small number of doctoral programs in selected areas for which UNO has statewide responsibility. UNO has primary responsibility for the urban-grant activities of the University of Nebraska which include integration and application of knowledge to problems of the urban community and applied research on urban issues and greater Omaha area issues. Scholarship at UNO should emphasize teaching, integration, and application of knowledge.
 - c. The University of Nebraska-Lincoln (UNL): UNL is the primary research and doctoral degree-granting institution in the state for fields outside the health professions and offers a broad range of undergraduate and graduate programs. UNL has primary statewide responsibility for the land-grant activities of the University of Nebraska which emphasize application and integration of knowledge and applied research in diverse areas.

Scholarship at UNL should emphasize teaching and discovery but should also include the scholarship of integration and application.

- d. The University of Nebraska Medical Center (UNMC): UNMC provides educational programs in the health professions, placing special emphasis on education and training of physicians and other health professionals in primary care and on programs that benefit health care delivery in rural areas throughout the state. UNMC also has the major responsibility for medical research. Scholarship at UNMC should place primary emphasis on teaching and discovery but should also include integration and application in the health sciences.

The Board of Regents recognizes that quality in the scholarship of teaching, integration, and application can and does exist on campuses where the scholarship of discovery is not among the primary activities. The role of these campuses and the role of the research-oriented campuses are complementary, and all four campuses contribute to the role and mission of the University of Nebraska.

6. The Board of Regents encourages each campus to develop policies for tenure and promotion, and a system of incentives and rewards for faculty performance, which recognize the importance of teaching and which accurately reflect the role and mission of that campus. For example, original research and publication in peer-reviewed journals should be given more weight for faculty at the research campuses than at the other campuses and for faculty in graduate programs. Teaching, especially teaching undergraduates should be valued at all campuses. This should be reflected in tenure and promotion policies, and there should be a system of appropriate incentives and rewards for quality teaching.

For excellence in teaching to be rewarded, we must first be able to recognize it. The Board of Regents encourages the central administration, campus administrations, and the respective campus faculties to continue to improve methods for the evaluation of the quality of teaching by faculty members so this can be appropriately reflected in decisions regarding tenure and promotion as well as determining other rewards for quality teaching.

7. The Board of Regents encourages administration and faculty to determine what types of service activities for faculty on each campus are consistent with the role and mission of that campus and to develop improved methods of evaluating service activities of faculty members. Amongst other things, faculty should be rewarded for service activities which involve application of knowledge for the benefit of the people of Nebraska. These could include activities which increase the quality and number of jobs available to Nebraskans, increase opportunities for self-employment, protect our natural resources and the quality of our environment, improve the health of Nebraskans, and enhance the quality of life in Nebraska communities. Articles on applied research and service projects published in trade and business journals should also be given credit in faculty promotion and tenure guidelines upon peer acceptance as quality work.
8. The Board of Regents encourages administration and faculty to determine what types of life-long learning programs and activities on each campus are consistent with the role and mission of that campus and to develop improved methods of evaluating and rewarding the contributions of faculty members in the area of life-long learning. For example, faculty should be rewarded for developing and making available appropriate educational materials and courses of instruction for Nebraskans regardless of location.
9. The Board of Regents encourages the University of Nebraska to continue to solicit citizen input to help determine the types of research and service activities to pursue at the University of Nebraska and to keep course content up to date with changing needs through citizen advisory bodies.

10. The Board of Regents encourages each campus to recognize the diversity of scholarship strengths within the faculty and to develop and utilize the strengths and interests of each faculty member within the framework of the campus role and mission. Thus, one faculty member may spend the majority of his or her time as a researcher whereas another may spend most of his or her time in activities related to classroom teaching. Both should be encouraged, and both should be rewarded. However, the overall allocation of faculty time on each campus should reflect the role and mission of that campus.
11. Finally, the Board of Regents recognizes and encourages the diversity of the four campuses with each campus having a different role and mission and each campus having distinctive core competencies. The Board encourages intercampus collaborations which leverage the strengths of the individual campuses and their faculty in joint efforts.

Reference: BRUN, Minutes, 60, pp. 81-83 (September 29, 1995).
BRUN, Minutes, 62, p. 25 (April 4, 1998).

RP-2.1.7 Statement on Intercollegiate Athletics

The Board of Regents recognizes the integral and important role of intercollegiate athletics at the University of Nebraska-Lincoln, the University of Nebraska at Omaha, and the University of Nebraska at Kearney. Intercollegiate athletics provide opportunities for participants to develop important skills, a source of desirable entertainment for non-participating students, and a valuable link with the broader community outside the University.

While it is the intention of the Board of Regents to continue to support and promote an appropriate level of intercollegiate athletic activity at the University, it must remain clear that the teaching, research, and outreach missions of the University are the Board's highest priorities. The Board intends to maintain a desirable balance between the academic and athletic missions at the University.

It is the policy of the Board of Regents that no increases in expenditures of mandatory student fee funds or state general funds shall be used for any future expansion in the number of team sports, the construction of new or expanded intercollegiate athletics facilities, or the hiring of additional athletic department staff. This limitation is not intended to affect nominal inflationary growth in spending by the campus' existing athletic programs or changes required by gender equity considerations related to existing programs. With regard to private support, solicitation of private donations for athletic programs should be conducted in a manner that minimizes competition with private fund raising for academic programs.

Reference: BRUN, Minutes, 60, p. 147 (July 13, 1996).

RP-2.1.8 Sexual Misconduct

1. Statement of Policy
 - 1a. Beginning with the University of Nebraska charter in 1869, Nebraska law has provided that no person shall be deprived of the privileges of this institution because of sex. Discrimination on the basis of sex is also prohibited by Federal law. The University of Nebraska has programs to promote awareness of and to help prevent domestic violence, dating violence, sexual assault, and stalking, and to assist members of the university community who are affected by such behavior. Rape, acquaintance rape, domestic violence, dating violence, sexual assault, sexual harassment and stalking are against the law and are unacceptable behaviors under University of Nebraska policy. These unacceptable behaviors are hereafter referred to as "sexual misconduct." Sexual misconduct is conduct in violation of University policy and state and federal law that the University will take action to eliminate, prevent, and redress once the University has notice that sexual misconduct has occurred.