

Mary B. Brown

- ▶ Scientist
- ▶ Conservationist
- ▶ Colleague
- ▶ Nebraskan
- ▶ Most importantly - Friend

11 April 1957 - 24 August 2019



Looking Forward and Outward

2019 - 2020



SCHOOL OF NATURAL RESOURCES

SNR Mission and Vision

▶ ~~Vision~~ Statement

- ▶ The School of Natural Resources will be an international leader in natural resources education, research and issues through scientific discovery, prairie, and water resource information and service to the citizens and stakeholders of Nebraska and the environment on

▶ ~~Mission~~ Statement

▶ ~~Vision~~

- ▶ The School of Natural Resources will combine interdisciplinary approaches and disciplinary
- ▶ We are committed to training current and future natural resource and environmental professionals to be critical thinkers prepared to manage, sustain, and renew our natural resources
- ▶ Foster an integrated, systems approach to address complex natural resource, environmental and human issues;
- ▶ Through our teaching, outreach, and research scholarship, we will:
 - ▶ Provide a quality academic experience for students,
 - ▶ Prepare students for careers in natural resources and the environment.
 - ▶ Conduct fundamental research of the mechanisms associated with natural resource systems;
 - ▶ Collaborate with others to conduct innovative scientific research that informs policy and management decisions;
 - ▶ Provide innovative outreach to citizens and stakeholders;
 - ▶ Investigate, record, and disseminate information about Nebraska's Earth, Water, Atmospheric and biological resources; and
 - ▶ Promote a holistic conservation ethic for the betterment of Nebraska, the nation and the world.
- ▶ Provide a comprehensive conservation ethic for the effective and appropriate management and sustainable use of natural resources.

And the Added Values Statements

▶ *Values*

These core beliefs guide our mission and vision:

- ▶ Our science should be useful beyond academia.
- ▶ We should operate with the highest of ethics and integrity.
- ▶ Our workplace should be inclusive and respectful.
- ▶ We should represent the diversity of our community, country, and world.
- ▶ Our culture should foster freedom of thought and expression.
- ▶ We should give of our time and talent to our community.

Working Plan

- ▶ The tripartite mission of the land grant university is paramount
- ▶ This is the School of Natural Resources - we connect people and the environment
- ▶ Our programs will continue to increase in importance in society



As Always - Integration and Identity



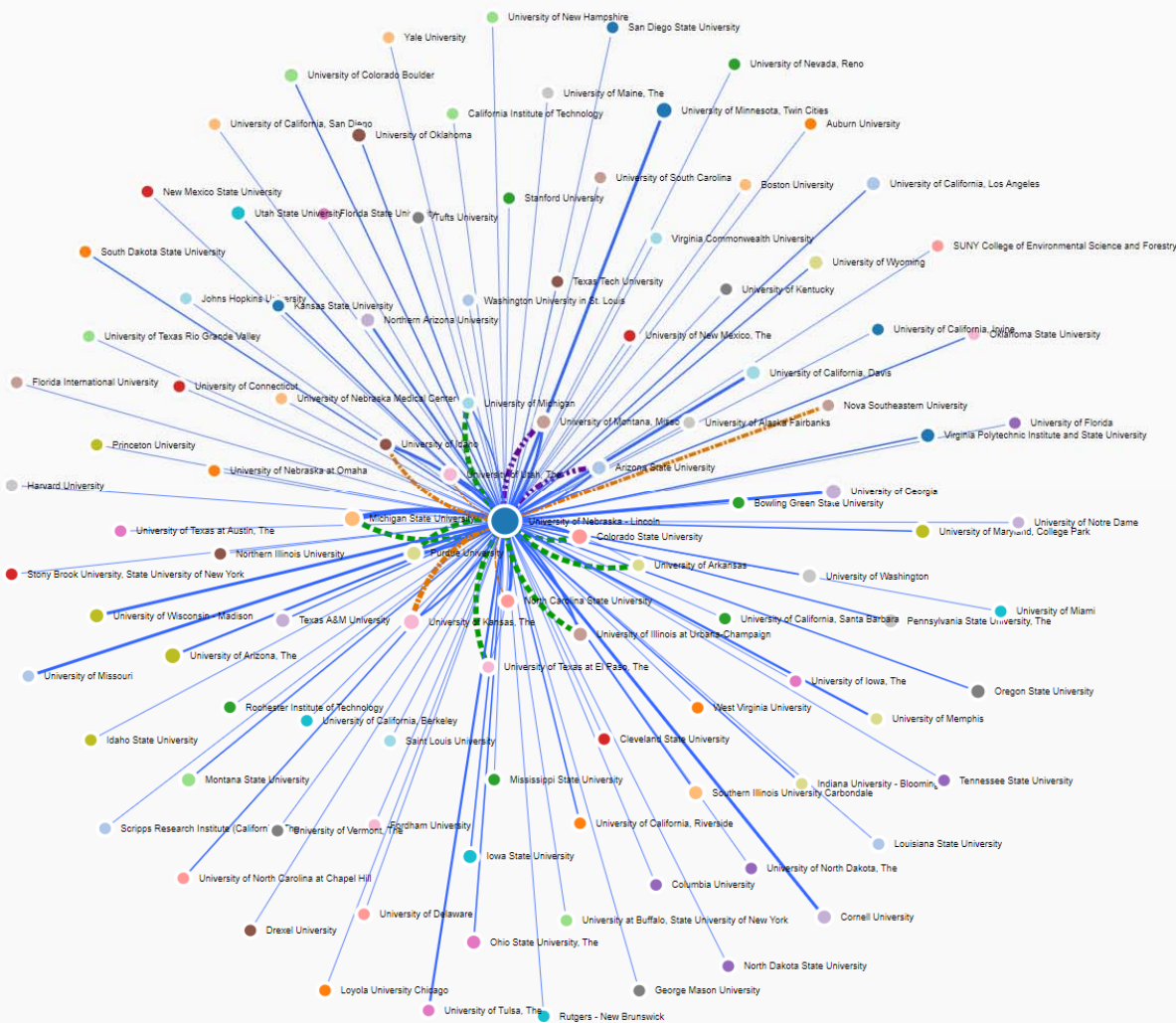
Collaborations [?]

View

- Intra-Institutional
- Inter-Institutional

Legend

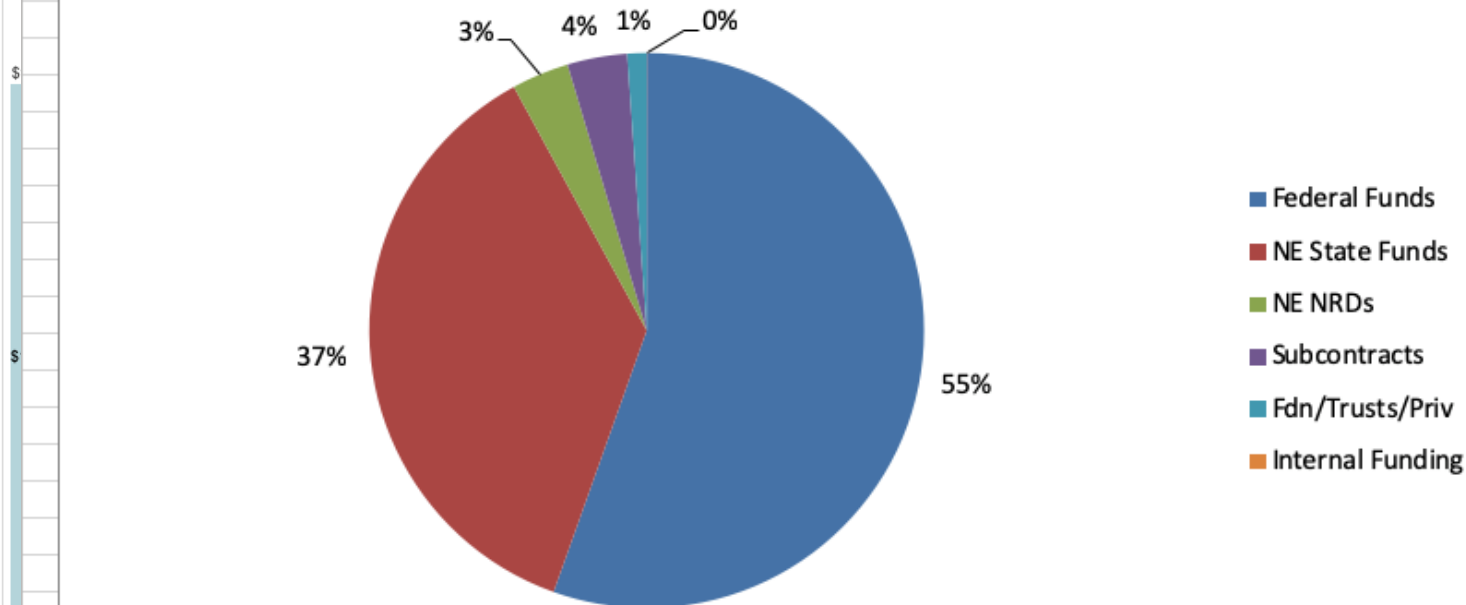
- Volume of Collaborations**
- Distinct Collaborators**
- Articles**
- Books**
- Conference Proceedings**
- Grants**



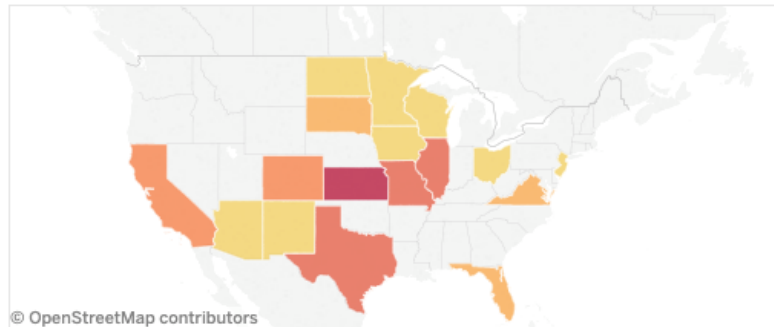
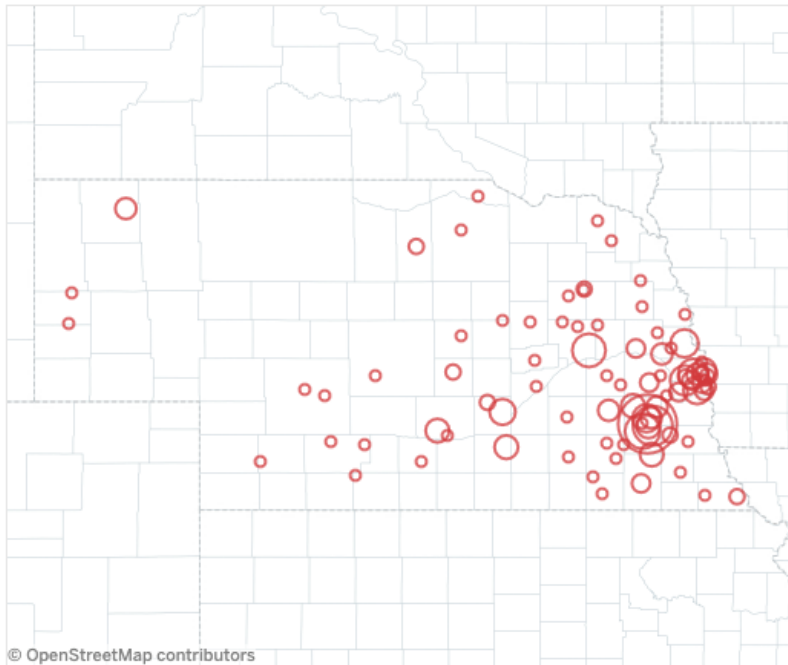
Total Funding by Source

| | | |
|------------------|--------------------|----------------|
| Federal Funds | \$4,681,003 | 55.5% |
| NE State Funds | \$3,089,573 | 36.6% |
| NE NRDs | \$281,887 | 3.3% |
| Subcontracts | \$294,033 | 3.5% |
| Fdn/Trusts/Priv | \$94,217 | 1.1% |
| Internal Funding | \$1,000 | 0.0% |
| Total | \$8,441,713 | 100.00% |

YTD Funding by Source



Institute of Agriculture and Natural Resources Enrollment by Geographic Location



US State Headcount



Country Headcount



Fall Headcount
by Previous School

| Rank | Previous School | Headcount |
|------|----------------------|-----------|
| 1 | Lincoln East HS | 14 |
| 2 | Southeast CC | 14 |
| 3 | Lincoln Southwest HS | 11 |

Fall Headcount
by US State

| Rank | State Name w internati.. | Headcount |
|------|--------------------------|-----------|
| 1 | Nebraska | 258 |
| 2 | N/A (Non-US home coun.. | 10 |
| 3 | Kansas | 6 |

Fall Headcount
by Country

| Rank | Country Name | Headcount |
|------|--------------------|-----------|
| 1 | United States | 296 |
| 2 | China | 2 |
| | Korea, Republic of | 2 |

Filter by

College Name (UG and Grad)

CASNR

Department Name

School of Natural Resources

Major

* Major no longer offered or name has changed.

(All)

Semester

Fall

Year

2018

Student Level

Undergraduate

(All)

Undergraduate

Professional

Graduate

Cancel Apply

(All)

Notes:

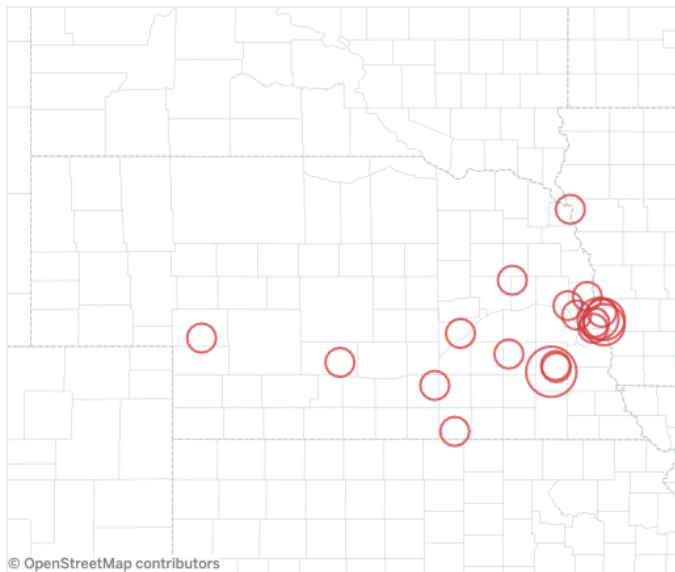
- Each student is listed once per term with their primary matriculation and associated majors.

- Underrepresented minority (URM) includes American Indian, Black, Hawaiian/Pacific Islander, and Hispanic races or ethnicities.

- First-time Freshmen are first-time in any post-secondary institution. Other Freshmen are individuals who do not have enough credit hours for Sophomore

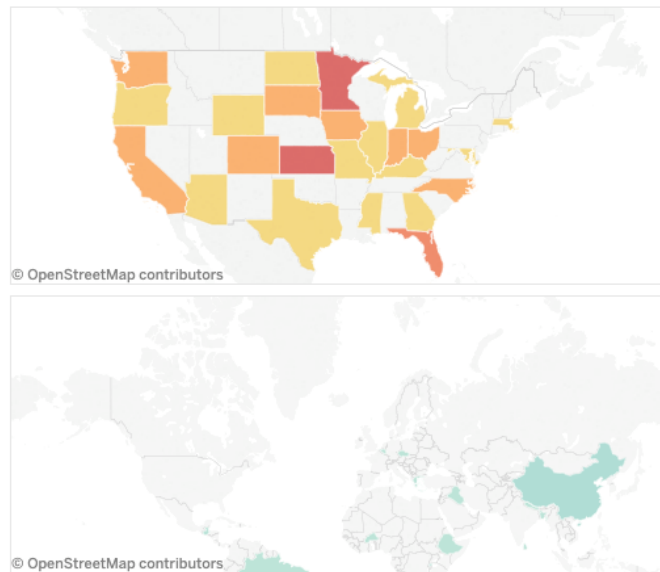
A Few Statistics - Teaching Graduate

Institute of Agriculture and Natural Resources
Enrollment by Geographic Location



Fall Headcount
by Previous School

| Rank | Previous School | Headcount |
|------|--------------------------|-----------|
| 1 | NA - Graduate/Professi.. | 102 |



Fall Headcount
by US State

| Rank | State Name w internati.. | Headcount |
|------|--------------------------|-----------|
| 1 | Nebraska | 37 |
| 2 | N/A (Non-US home coun.. | 19 |
| 3 | N/A | 5 |

Fall Headcount
by Country

| Rank | Country Name | Headcount |
|------|---------------|-----------|
| 1 | United States | 83 |
| 2 | China | 5 |
| 3 | Guatemala | 2 |

Filter by

College Name (UG and Grad)
 CASNR

Department Name
 School of Natural Resources

Major
 * Major no longer offered or name has changed.
 Natural Resource Sciences

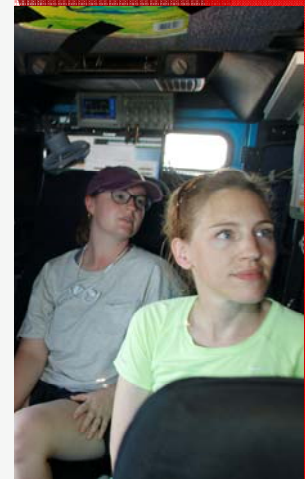
Semester
 Fall

Year
 2018

Student Level
 Graduate
 (All)
 Undergraduate
 Professional
 Graduate
 Cancel Apply
 (All)

Notes:

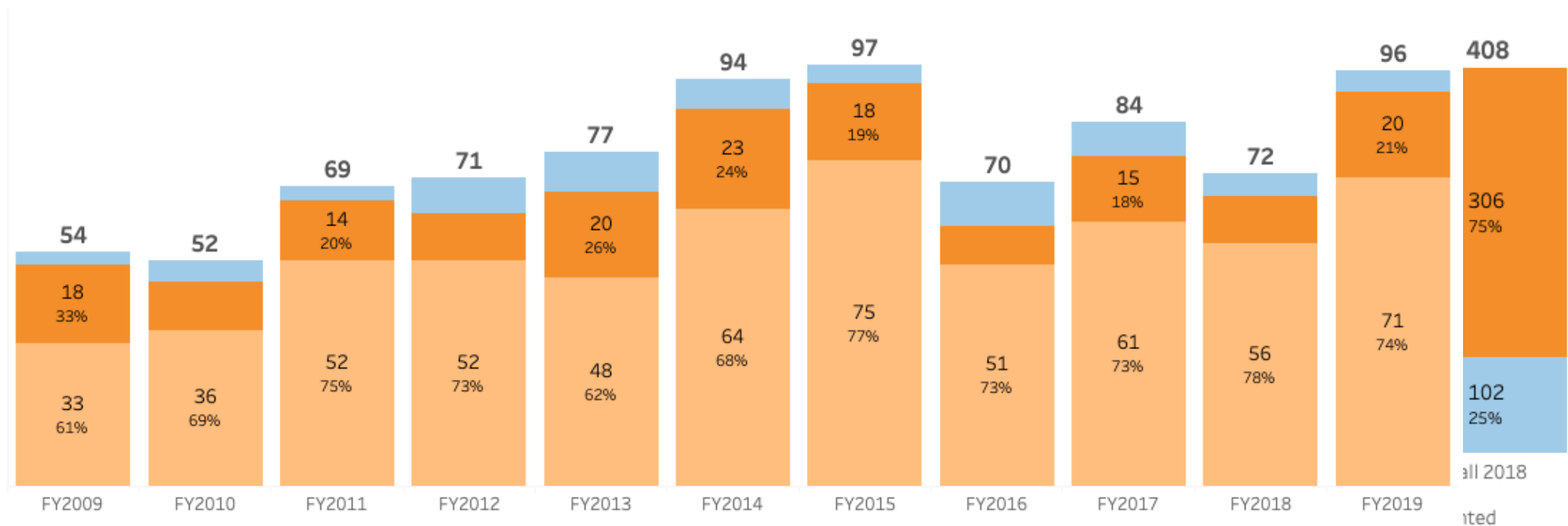
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Institute of Agriculture and Natural Resources

Degrees Conferred At-a-Glance

Degree Count by Degree Type



FILTERED BY Bar color: Degree Type; First Major: Null; Gender: All; Race/Ethnicity: All; Underrepresented Minority: All

■ Doctoral
■ Bachelors
■ Masters

Hiring Status and Programs

- ▶ Director for the Center for Resilience in Working Agricultural Landscapes (RWAL)
 - ▶ Craig Allen - 1 May 2019
 - ▶ Tenure home in SNR
- ▶ Nebraska EPSCoR Director
 - ▶ Matt Andrews - 1 July 2019
 - ▶ Tenure home in SNR
- ▶ SNR AD Position
 - ▶ Paul Hanson has stepped back down to faculty
 - ▶ We thank him for >5 years of dedicated service to SNR and UNL
- ▶ Francisco Muñoz-Arrillo
 - ▶ BSE Water Modeling
 - ▶ Now will have a partial appointment in SNR



Hiring Status and Programs

- ▶ NDMC Director
 - ▶ Advertising closing shortly
 - ▶ Interviews in September
 - ▶ Martha Shulski - Chair
- ▶ Forestry
 - ▶ Eric North - Chair
 - ▶ As early as 1 January 2019
- ▶ Phase IV Hires
 - ▶ SNR is involved in a number of positions
 - ▶ Exact number of positions is a moving target
- ▶ Core Positions
 - ▶ Following Phase IV
 - ▶ These are going to be very limited



Other Changes

- ▶ IANR Resilience Center - Operating but not official yet
- ▶ SNR Computing Center - We cannot operate our computing services as an IT service so reorganizing
- ▶ SNR Student Services - Some reorganization to distribute work load and improve services
- ▶ Associate Directors - Split Paul's position into two
- ▶ Senior Associate Director of SNR and Director of CSD - Recognition of Matt Joeckel as second in command and also Director of CSD

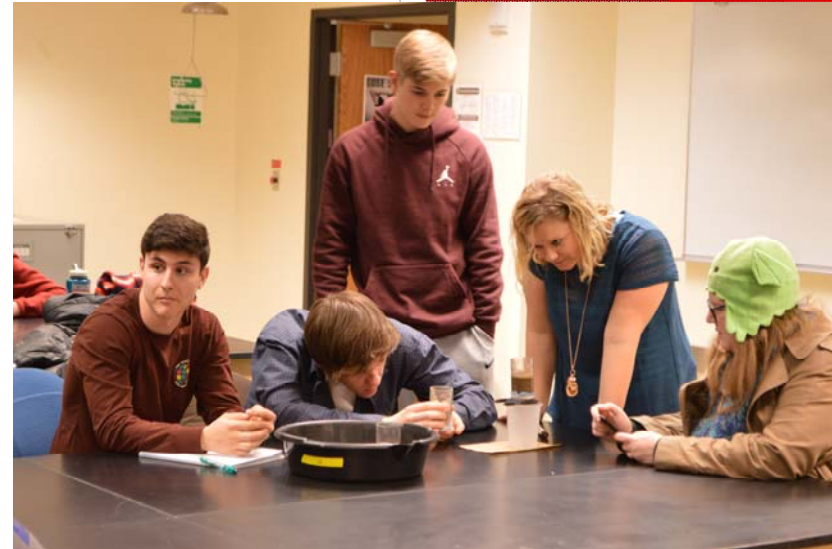
SNR AD Experiment

- ▶ AD for Park Ranger and Interpretive Programs - Trenton Frazer
- ▶ AD for Undergraduate Programs - Trenton Frazer
- ▶ AD for Graduate Programs - Trenton Frazer
- ▶ AD for Research and Extension - Trenton Frazer
- ▶ AD for Conservation Survey Division - Trenton Frazer



The Short Term 2019-2020

- ▶ Implementing APR
 - ▶ Teaching Continued
 - ▶ Continue teaching review - badging and credentialing
 - ▶ NWAUFU in China - emphasis on water science, environmental science, climate science
 - ▶ Collaboration with agency partners - starting with Nebraska Forest Service (institutionalizing Red Card training and etc)
 - ▶ Credentialing committees - will be coming back to look at progress
 - ▶ Center Review
 - ▶ Mike Boehm has hinted about this issue
 - ▶ We need to be proactive in how we operate
 - ▶ One experiment we are trying is to set aside some operating money each year to provide opportunity to buy out soft money Center faculty and staff to undertake SNR activities—eg teaching a course.



Longer Term

- ▶ Outward looking for future
 - ▶ Development
 - ▶ Friends and Alumni
 - ▶ Agency partners
- ▶ National recognition
 - ▶ Broader relationships outside region
 - ▶ Enhancing present Center national and international partnerships



Have a Great Year!!!!!!

14 September

Alexander von Humboldt
Birthday



N

SNR Finances - And RCM Model

| EXTENSION | FY | Budget | Spent | Ending |
|-----------|------|-----------|-----------|-----------|
| | FY16 | \$474,053 | \$334,660 | \$139,393 |
| | FY17 | \$534,379 | \$410,907 | \$123,471 |
| | FY18 | \$525,221 | \$368,409 | \$156,811 |
| | FY19 | \$662,984 | \$432,943 | \$230,041 |

Present State Money model - this is mainly salaries and operating, but does not include benefits. Our future model will include all the benefits--eg +>30%

So most of this is SNR faculty and staff salary.

Does not include grants and other types of money.

Does not include state money for CSD which has its own budget codes.

What is the RCM? Responsibility Center Management

One of 6 Main Budget models used by universities

- ▶ [Responsibility Center Management](#) (RCM) is perhaps closer to a management philosophy than a budgeting strategy. It is designed to support the achievement of academic priorities within an institution, and allows for a budget which closely follows those priorities.
- ▶ RCM delegates operational authority to schools, divisions, and other units within an institution, allowing them to prioritize their academic missions. Each unit receives all of its own revenues and income, including the tuition of its enrolled students. In this way, units effectively compete for students. Each unit is also assigned a portion of government support (where applicable). However, units are also responsible for their own expenses, as well as for a portion of expenses incurred by the university's general operations.
- ▶ **Benefits**
- ▶ Some university administrators are turning to RCM as a solution to budgetary woes brought on by the recession. Advocates of RCM claim that forcing individual units to fight for their survival induces deans to pursue new revenue sources.
- ▶ **Drawbacks**
- ▶ Boston University [President Robert A. Brown](#) claims the competition for students promoted by RCM could cause deans to resort to inefficient measures to prevent students from enrolling in courses in other colleges. "It can lead to all [kinds] of perverse incentives, like engineering schools that want to teach English," he claims.
- ▶ Bad implementation and system gaming are most often root of criticism. Devaluing of some programs, reduced altruism, lower collegiality, are all observed outcomes.

Practicalities

- ▶ We do not know how it will play out--eg how much UNL and IANR will push toward full RCM. Although called RCM the implementation here seems more like a CDB model (Contemporary Decentralized Budget).
- ▶ However, there will be a push toward incentivized budgeting. That is, there will be metrics that impact how much money we will get in future. There will be winners and losers. Key will be what are the metrics?
- ▶ So there are two parts from our side: 1. costs. 2. income.—as staff and faculty we represent both 1 and 2.
- ▶ Centralization is the way that #1 is reduced. That is, if we do not support services locally, they do not count against us. Of course, when we need services we will have to pay central organization (We already pay for our business center—but other services eg ITS).
- ▶ Income is the key metric that drives all of these systems (outside of money like state appropriations and foundation money. How income is measured is highly variable—but almost always ends up with two key elements that are pushed to our level.
 - ▶ grant money
 - ▶ student credit production—class credits and majors.
 - ▶ Extension—appears to be getting own budget model.

SNR in the RCM

- ▶ We need to be proactive in how we interact when the framework of the model is clarified.
- ▶ What services in SNR need to be shed and what do we try to protect?
- ▶ How do Centers fit into this model?
- ▶ How are we going to deal with the metrics that become implemented?
 - ▶ Grant money
 - ▶ Are they going to distinguish color of money? It appears going to be metrics based on overhead.
 - ▶ Will some count and other money not count? Eg when granting agency allows no overhead
 - ▶ Credit hour production
 - ▶ Numbers of majors? Yes
 - ▶ Retention? Yes
 - ▶ Credit for teaching? Eg Instructor, home department, crosslisting?
 - ▶ Collaboration with other units? In IANR seems ok—more complicated with other colleges
 - ▶ Model I just saw was 25% for home college of major, and 75% for tenure home of faculty teaching (but dual majors and joint appointments)
- ▶ Messiest area will be graduate students and tuition remission.
 - ▶ Grant funded students will be priority for tuition remission
 - ▶ State funded assistantships going to be discouraged
 - ▶ Tuition paying students encouraged
- ▶ Bottom line is the university is changing and we need to navigate that well.