



POSITION DESCRIPTION AND IDEAL CANDIDATE PROFILE

**For the position of
Founding Executive Director
University of Nebraska Buffett Early Childhood Institute**



Lincoln, Nebraska

This report has been prepared exclusively for the University of Nebraska and includes sensitive information. The use of this report should therefore be controlled and limited to those concerned directly with this assignment.

POSITION DESCRIPTION AND IDEAL CANDIDATE PROFILE

POSITION:	Founding Executive Director
HIRING AUTHORITY:	James B. Milliken President
REPORTS TO:	Linda R. Pratt Executive Vice President and Provost
ORGANIZATION:	Buffett Early Childhood Institute, University of Nebraska (http://www.nebraska.edu/buffettdirector)
LOCATION:	Lincoln or Omaha, Nebraska

OVERVIEW OF THE ORGANIZATION: THE BUFFETT EARLY CHILDHOOD INSTITUTE

The newly established Buffett Early Childhood Institute (Buffett Institute or Institute) is a university-wide, multidisciplinary research, education, outreach and policy institute of the University of Nebraska committed to helping transform the approach to early childhood development and education in Nebraska and across the nation. (For a detailed description of the University of Nebraska, see Appendix A, and for a discussion of the background leading to the Buffett Institute at the University of Nebraska, see Appendix B.) The Institute is being established with a significant gift from philanthropist Susie Buffett. Envisioned as a new model for how public higher education is engaged in early childhood, the Institute builds on the land grant philosophy and experience that combines basic and translational research, education, outreach to all corners of the state—urban and rural, and policy development. The long-term goal of the Institute is to be a leading center focusing on children from birth to age eight where scholars, community members and policy makers collaborate to advance a unified approach to research, education, outreach, and policy in order to improve the lives of young children and families and the systems that support them.

PURPOSE AND CONTEXT

Despite decades of research on what influences young children’s learning and development, many children in Nebraska and around the nation emerge from early childhood lacking the basic skills and dispositions they need to succeed in school and in life. Research has established many of the key factors that influence young children’s learning and healthy upbringing: the importance of close adult-child relationships, a language-rich environment, child-appropriate stimulating experiences, and good nutrition have been identified as precursors to optimal learning and development. Yet many of these critical elements are not available to children who are most at risk – those who are vulnerable due to poverty, abuse, and developmental, learning, and behavioral challenges.

The establishment of the Buffett Early Childhood Institute will address these issues through a commitment to improving learning and developmental outcomes of children from birth to age eight. The Buffett Institute will provide attention to children at greatest risk by aiming to close the significant gaps that exist between what are known to be growth-enhancing conditions for child development and learning and what actually happens to many young children in their households, in early learning environments, and in communities. The Institute will strive to transform early childhood services and personnel preparation in Nebraska to improve the lives of these children. The Institute will provide a land grant model that demonstrates how a 21st century public university can help to drive the creation of better systems for understanding and promoting learning and development and delivering services to young children, their families, and the early childhood workforce.

Central to the Buffett Institute’s activity will be its commitment to the Nebraska Educare system (see Appendix D) and Educare’s implementation of state-of-the-art research-based programs. There are currently two Educare Centers in Omaha, and a newly planned Educare Center in Lincoln adjacent to a public school will become a “laboratory school” for children who are most at risk. The University will be working with the Buffett Early Childhood Fund on the establishment of additional Educare Centers in Nebraska. These Centers will provide an opportunity for research and training, fostering rich experiences that capitalize on the strengths of the University and benefit the work of the Centers, the community, students, and faculty. Through coordination of efforts and sharing of research findings, the Institute will provide a solid and reliable information source to influence policy and practice broadly.

The Buffett Institute will place particular emphasis on promoting smooth transitions across developmental contexts and across developmental periods. The Institute will study the implementation of replicable and scalable practices and through its training and policy activities, the development of systems to enable the implementation of best practices. The Institute’s efforts will be directed to the integration of research across academic disciplines and the infusion of research into practice and policy.

The work of the Buffett Institute will draw upon the University of Nebraska's foundations as a public, state-supported, land grant university that is committed to the improvement and well-being of citizens of the State of Nebraska. Yet the impact envisioned is much broader and more ambitious – to serve as a model for the nation in the role public land grant universities can play and to forge the connections and create the training opportunities that will make the work of the Buffett Institute synonymous with best practice in the field of early childhood.

PRIMARY FOCUS

The primary aims of the Buffett Institute are to:

- ▶ Support the creation of seamless experiences for children from birth to age eight, with particular attention to those who are disadvantaged, by addressing continuities across settings over time;
- ▶ Foster unified alliances between co-existing but disparate disciplines, agencies, and funding streams to promote new paradigms and novel solutions for children at risk;
- ▶ Develop, test, replicate and scale up initiatives that translate and integrate research and scholarship from the United States and around the world on child learning and implementation of research-based practices; and
- ▶ Foster the human talent necessary to accomplish these results.

ORGANIZATION AND LOCATION

The Executive Director of the Buffett Early Childhood Institute will report to the Executive Vice President and Provost of the University of Nebraska. The Buffett Institute will establish three interconnected divisions headed by Associate Directors, each reporting to the Executive Director. The three divisions are: Research, Education, Outreach and Policy.

The Buffett Institute will have a national Board of Directors appointed by the President of the University of Nebraska consisting of distinguished childhood experts and prominent leaders from academe, government, and/or the not-for-profit and the private sectors. The Board will facilitate strategic planning and fund-raising, monitor progress of the Institute, review policies and procedures, and otherwise provide guidance and support to the Executive Director and other leadership. Other advisory committees may be established as needed.

The Buffett Institute will work with the Educare Centers in the state. The Institute will consult in their development and will collaborate with the Buffett Early Childhood Fund and other Educare supporters.

The Executive Director and other Buffett Institute leadership and support staff will have offices in a University facility on the University campus in either Lincoln or Omaha. The faculty members of the Institute will be housed in their home departments across the four campuses of the University.

ENVISIONED ACTIVITY

The Buffett Early Childhood Institute is an Institute of the University of Nebraska with the consequent expectation that its research, academic programs, and outreach services will involve all of the University's campuses. The Buffett Institute will encourage, promote, fund, and facilitate an interconnected approach to conducting research, education, outreach, and policy. Research findings will inform practice and policy, while at the same time, practice and policy will inform researchers about what new data are needed and what new questions should be studied.

The Buffett Institute will reach across the four campuses of the University of Nebraska and their participating colleges, faculties and students to encourage and foster interdisciplinary, intercampus, and other joint programs as well as programs with other educational entities or with the private sector. The Institute will promote early childhood research by seeking funding, and encouraging collaborative scholarship within and across the NU system. Research is expected to span multiple disciplines, methodologies, and perspectives from fields as diverse as child and family studies, educational psychology, educational administration, teacher education, pediatrics, public health, special education, environmental education, communications, speech pathology, psychology, nutrition, history, sociology, economics, architecture, landscape design, foreign languages, social work, among others. Strategically, Buffett Institute research will be conducted in coordination with existing research centers and will include partnerships in field research with agencies, schools, and communities.

The Buffett Institute will not award degrees but will facilitate joint and cooperative undergraduate and graduate degrees, certificate programs, and non-degree instructional programs. The Institute will help to create an integrated system of high-quality education and professional development, accessible across the state through on-site teaching and distance technology. The Institute will serve as a significant state voice and national player in early childhood outreach and policy, partnering with teachers, childcare providers, and educational administrators in producing and implementing evidence-based practices, improving evaluation and data systems to assess progress, and informing Nebraska and national policy goals.

It is expected that the Buffett Institute will have some permanent faculty designated to work with programs of the Institute directly. These faculty, who may be drawn from any unit of the University, will retain their principal academic appointment in their home department and college but may have some of their time assigned to the Institute. Other research faculty may have appointments wholly within the Institute.

In addition, the Buffett Institute will have an Institute Fellows program for faculty to be associated on a non-permanent basis with the work of the Institute. These may include faculty from the University of Nebraska or scholars from other universities. The Institute may also have affiliated members who are faculty, graduate students, community leaders, or representatives from any relevant constituency who may contribute to the mission of the Institute and collaborate on projects.

Providing leadership for the Buffett Institute's initiatives and direction will require an Executive Director with broad intellectual interests, creativity and entrepreneurial instincts, an open-minded approach, and the ability to reach out to form collaborative partnerships with organizations, governments, and experts around the nation and the world.

THE POSITION

The Executive Director will be the founding chief executive of the newly established Buffett Early Childhood Institute with the opportunity to develop a leading research, education, outreach and policy institute that has national impact. S/he will provide leadership, strategic direction, and oversight for the Institute. The Executive Director's primary charge is to establish the Institute as a national leader in the early childhood communities with an integrated program of early childhood research and scholarship, teaching and professional development, and outreach and policy. The Executive Director will be appointed by the President of the University, upon recommendation of the Executive Vice President and Provost.

The Executive Director will recruit and oversee a team of Associate Directors responsible for each of the Buffett Institute's primary divisions of research, education, and outreach/policy. There are approximately 150 faculty members at the University whose research and academic interests are related to early childhood, through the programs identified in Appendix C. The Executive Director will work collaboratively with leaders within these entities to collectively leverage strengths and create synergistic opportunities for new growth. While the administrative staff of the Institute initially will be small, the Executive Director will draw on the resources and talent of the University of Nebraska and supplement the staff of the Institute or draw on other partnerships as more faculty, programs, and activities are implemented. It is expected that once the Institute is fully functioning, the Executive Director will oversee an initial annual budget of between \$3-4 million.

The immediate task facing the Executive Director in the first year will be to work with a National Board of experts and prominent leaders in order to organize the three main functions of the Buffett Institute and to oversee the development of a strategic plan for the Institute with metrics for measuring progress. As part of this effort, the Executive Director will need to become familiar with the resources of the University of Nebraska where partnerships can be formed to support the work of the Institute (see Appendix C); recruit and build a senior administrative team of Associate Directors with the skills to lead each of the three divisions of the Institute; build strong

relationships and processes for collaborations internally within the University and its various campuses; and build the national collaborations and partnerships with others in the field that will be central to the work and impact of the Institute.

Over the long term (five to ten years), the Executive Director's success will be measured by the publications record, funding success, and impact of the research produced by the Buffett Early Childhood Institute; evidence of creative synergy across the University through a range of cross-disciplinary projects that take advantage of the strengths of each campus; application of Buffett Institute research to the education of young children through dissemination and implementation of best practices and engagement with practitioners; the Institute's impact on and engagement with early childhood education policies, practices, and workforce development – both in Nebraska and around the country; and the Institute's contribution to the growth of the University of Nebraska's national and international reputation for leadership in information and expertise regarding early childhood education.

KEY CHALLENGES FOR THE FIRST YEAR:

- Organize the three main areas of focus for the Buffett Institute by recruiting outstanding scientific and professional individuals as Associate Directors of Research, Education and Outreach/Policy and by recruiting other talent to the relevant programs and initiatives of the Institute;
- Lead the development and oversee the implementation of the Institute's strategic plan, which will provide for research, education and outreach and policy initiatives that serve the interests of Nebraska and achieve national recognition for the land grant model of serving young children from birth to age eight, especially those who are vulnerable due to poverty, abuse, and developmental, learning, behavioral, language, physical, or health challenges;
- Establish processes by which to collaborate internally with faculty, academic units, research centers, and academic leadership on the four University of Nebraska campuses;
- Begin to build strong partnerships with Nebraska agencies (e.g., Nebraska Children and Families Foundation, Nebraska Departments of Education and Health and Human Services, Nebraska Association for the Education of Young Children and other professional associations, Building Bright Futures-Early Childhood Services, state and community colleges, public school systems) and with other state and federal agencies; coordinate partnerships for research, professional development and outreach activities with the Bounce Network, Educare Centers of Nebraska, and other appropriate organizations and agencies.

ADDITIONAL SPECIFIC RESPONSIBILITIES

- Prepare an annual consolidated budget and exercise authority for expenditure of funds to present to the President regarding the operation of all aspects of the Buffett Institute;
- In collaboration with the President and the University of Nebraska Foundation, assume lead responsibility for leveraging institutional resources and generating external funds from public and private gifts, grants, and contracts to support the Institute's activities;
- Establish policies and procedures for the Institute, in consultation with Institute faculty and the Office of the Executive Vice President and Provost;
- Provide leadership and coordination for the Institute senior management team and mentorship for Institute Faculty, Fellows, and Affiliates;
- Pursue programs and initiatives that will contribute to the success of the Institute and put the University of Nebraska on the leading edge in knowledge generation, integration, and translation and application;
- Establish and manage a Faculty Fellowship Program that draws on faculty from diverse fields to create new synergies in understanding and addressing the problems of vulnerable children; and
- Establish and manage a small grant program to provide researchers, fellows, and graduate students with resources for pilot work and preliminary investigations of novel ideas and demonstration projects.

KEY SELECTION CRITERIA

The University seeks a visionary leader with expertise in early childhood education, child development, or any other child-related field with some applied background. She or he must have outstanding credentials that warrant a senior faculty appointment on one or more of the University of Nebraska campuses. The Executive Director will have respect and affinity for the three-part mission of the Institute, encompassing research, teaching, and policy and outreach. The successful candidate will demonstrate national experience and connections, strong drive, a sense of mission, and the ability to secure external funding and serve as a spokesperson for the Institute.

The Executive Director will have a strong track record of research that includes successfully obtaining grants and contracts from governmental agencies, private foundations, donors, and other sources of external support. S/he must have broad multidisciplinary intellectual interests that span the domains of early childhood research and practice and an integrative approach that links research to policy and practice. S/he must be a persuasive communicator who can work effectively with people from diverse groups and disciplines, including faculty, staff, and students; leaders

from industry, government and non-governmental agencies; and community organizations. The ability to build and sustain partnerships and networks and foster collaboration among these diverse groups is essential. S/he will be a passionate advocate for the Institute who brings ideas, positive energy and the motivation to work with others to find solutions and implement best practices. S/he will embrace the importance of the Institute's mission and its focus on high quality research with practical applications that are accessible to the national community.

The successful candidate might come from a host of backgrounds, including the early childhood academic community; relevant government agencies addressing birth to age eight; private foundations that are interested in these areas; research or policy institutes; early childhood education and practice groups; organizations working with vulnerable populations; or non-profit organizations dealing with early childhood issues. S/he must demonstrate evidence of excellent leadership skills; collaborative and interpersonal skills in teaming with colleagues and partners; and a track record of commitment to diversity and to building diverse leadership teams. Capacity to work within a national context is essential together with the ability to work within a Nebraska culture that is direct, pragmatic, authentic, and inclusive. In building this new entity, the Executive Director will be expected to capitalize on the immense enthusiasm for this project and its potential in serving the University, the state of Nebraska, and the nation.

The following criteria are essential:

- ▶ Strong academic credentials (an earned doctorate in a relevant discipline or equivalent terminal degree) and a demonstrated track record as a successful leader within a complex academic research, educational practice, or policy setting related to early childhood; a first class intellect who can build personal credibility in an educational environment;
- ▶ A demonstrated record of accomplishing results – whether in building successful organizational structures, high quality research or professional training programs, or research with strong practical applications;
- ▶ Demonstrated ability to provide leadership, management oversight, and strategic direction. Excellent organizational skills, an understanding of systems and how they work, a strong sense of accountability, and experience in communicating innovative results;
- ▶ A track record of building relationships quickly and effectively across a broad constituency of public and private sector organizations; a high degree of comfort, sensitivity, and flexibility in working across geographic boundaries;
- ▶ Capability to work collaboratively across the University's four campuses, to build relationships and connections across disciplines, and to motivate and energize others to work together; exceptional skills in managing people and gaining satisfaction through their success; some experience with organizational integration would be valuable;

- ▶ Entrepreneurial and innovative skills and acumen in identifying targets of opportunity and positioning the Institute to take advantage of them, creating and implementing new initiatives, and fostering the entrepreneurial spirit of others;
- ▶ A strong external focus that engages governmental agencies, private foundations, private sector companies, and state, regional, and other external stakeholders and potential donors in the mission of the Institute; a willingness to participate in appropriate levels of fundraising and to work with the President and the University of Nebraska Foundation in garnering support for the Institute.

ADDITIONAL PROFESSIONAL AND PERSONAL REQUIREMENTS AND COMPETENCIES:

- Must be a visibly involved leader with strong influence and relationship skills and a reputation for transparency, integrity and high ethical standards of excellence, who will equitably and rigorously uphold quality standards in the Institute and command the respect and earn the trust of individuals within and outside the University;
- A proactive leader who is not afraid to challenge the status quo or to take measured risks in quest of excellence;
- Persuasive oral and written communication skills; the ability to speak compellingly about the work of the Institute, its strengths and aspirations and be passionate in seeking support to enable its success; excellent negotiation and diplomatic skills;
- Collaborative and team-oriented leadership style; astute political sense; good judgment in recognizing talent and assessing where improvements are needed; the ability to make appropriate connections and build synergies; an open-minded and multi-dimensional approach to problem solving and a willingness to address issues in ways that avoid territoriality; the ability to understand and enable diverse viewpoints and approaches to achieve the Institute's goals;
- Outstanding interpersonal skills, abundant imagination, a high level of energy and confidence, a “can-do” and enabling attitude, combined with perseverance, a willingness to learn, a good sense of humor and enthusiasm for working with and through others to achieve significant outcomes.

The University of Nebraska is an Affirmative Action / Equal Employment Opportunity employer, which seeks and encourages expression of interest from minorities and groups traditionally under represented.

For additional information, please consult the University of Nebraska's website at <http://www.nebraska.edu> and the Institute's executive director search website at <http://www.nebraska.edu/buffettdirector>.

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SEARCH TEAM AND CONTACT INFORMATION

Nominations, inquiries, and expressions of interest (cover letter, CV, and five references) should be directed electronically to: **Nebraska.BuffettInstitute@divsearch.com**.

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Appendix A: The University of Nebraska

Founded in Lincoln, Nebraska in 1869, the University of Nebraska (NU) is a four-campus public university that serves the citizens of Nebraska through quality teaching, research, outreach and engagement. One of the early land grant universities, founded less than two years after Nebraska became the nation's 37th state, NU is the state's only public university and was the first institution west of the Mississippi to offer graduate education. Today, NU is comprised of a comprehensive research campus in Lincoln, a health sciences center in Omaha, a metropolitan campus in Omaha, and a residential undergraduate-focused campus in Kearney, as well as research, extension, and service facilities statewide. NU employs approximately 13,000 people and enrolls approximately 50,000 students.

The University of Nebraska is led by the President of the University. The Chancellors of each campus serve as the chief operating officers of their campuses and also as Vice Presidents of the University. The President and the University's Central Administration provide a single focus and voice for the University as a statewide institution, and they ensure its accountability to the public. The President and the officers of University Administration are the principal spokespersons for the University in the Legislature and with other political bodies, and are primarily responsible for interpreting and implementing statutes and regulations, and responding to official requests. In turn, as far as possible, the Administration shields the campuses from any inappropriate legislative intervention.

NU is supported by the University of Nebraska Foundation, a private, non-profit corporation that exists to provide financial support for the University. In Fall 2009, NU announced the largest comprehensive campaign in its history, *The Campaign for Nebraska: Unlimited Possibilities*. The campaign aims to raise \$1.2 billion by 2014 for a wide range of critical university initiatives including financial aid, faculty support, global engagement, agriculture and life sciences, information technology, cancer, architectural engineering and construction, water, and early childhood education. As of April 2011, the NU Foundation reported that gifts to the Campaign had exceeded \$1.0 billion.

The University's goals and aspirations are laid out in the key planning document, *Investing in Nebraska's Future: Strategic Planning Framework, 2010-2013*. This framework lays out six overarching goals, along with related objectives, strategies and accountability measures that detail the University's commitment to access and affordability, quality academic programs, workforce and economic development, research growth and excellence, engagement with the state, and accountability. In particular, the University aims to focus its resources on areas of strength in research where there is opportunity for regional, national and international leadership and where there are areas of strategic importance to the health and economic strength of Nebraska. These areas include agriculture and life sciences; natural resources, especially water; prevention and cure of diseases such as cancer; and early childhood education.

Under the State Constitution, the University is governed by a Board of Regents consisting of eight voting members elected by district and four non-voting student Regents. The Board supervises the general operations of the University and the control and direction of all expenditures. The Board's minutes, notices, policies and bylaws are public and available on the University's website.

The University of Nebraska has a total budget of \$2.2 billion in FY2012. Approximately 12 percent of the University's operating budget is derived from tuition. Twenty-two percent of the University's operating budget comes from State support. The remaining 66 percent comes from private funds, governmental funds, revolving and other sources.

Each campus within the University has a unique role and mission. Where appropriate, the resources of the four campuses are linked in cooperative efforts and through University initiatives, such as the Buffett Early Childhood Institute, that encompass the mission of all four campuses.

The University of Nebraska – Lincoln (UNL)

The University of Nebraska-Lincoln (UNL) is the designated land grant campus and enrolls 24,000 students; it is ranked among the nation's top 50 public universities. UNL fulfills its mission of teaching, research, and service through nine schools and colleges – Architecture, Arts and Sciences, Business Administration, the Jeffrey S. Raikes School of Computer Science and Management, Education and Human Sciences, Engineering, Fine and Performing Arts, Journalism and Mass Communications, Law, the Graduate College and the Institute of Agriculture and Natural Resources, which includes the College of Agricultural Sciences and Natural Resources, the Agricultural Research Division, the Cooperative Extension Division, International Programs, the Conservation and Survey Division, and research and extension programs in the human sciences. UNL has been recognized by the Legislature as the primary research and doctoral degree granting institution in the state for fields outside the health professions. It offers more than 136 undergraduate majors, 76 master's degree programs, 39 doctoral programs, and six professional degree programs. Many of UNL's teaching, research, and service activities have an international dimension in order to provide its students and the State with a significant global perspective.

Research funding at the University of Nebraska has continued to increase, up 180 percent in the last decade. UNL was awarded nearly \$140 million in external research funding in 2010, an increase of 14 percent over the previous year. Nearly 70 percent of sponsored research comes from federal sources, including the National Science Foundation, National Institutes of Health, Department of Energy, Department of Defense, Department of Education, Department of Agriculture, and National Endowment for the Humanities, among others. Total external funding for all sponsored programs (research, teaching, public service, and student services) exceeded \$246 million in 2010.

The University of Nebraska at Omaha (UNO)

The University of Nebraska at Omaha (UNO) is Nebraska's metropolitan campus. A comprehensive university located in Nebraska's largest metropolitan area, UNO offers a broad range of bachelor's programs, a diverse array of master's programs, two specialist's programs, and doctoral programs in psychology and educational administration in cooperation with UNL and in criminal justice. Building on a strong liberal arts foundation, UNO fulfills its mission through the Colleges of Arts and Sciences; Business Administration; Education; Communication/Fine Arts/Media; Information, Science and Technology; Public Affairs and Community Service; and the University-wide Graduate College. The University is also home to the multi-campus Peter Kiewit Institute. The campus also pursues active research agendas that foster interdisciplinary, as well as discipline-specific research and creative activity. Furthermore, the campus plays an important role in public affairs research and small business development within the state. Throughout its history, UNO has been firmly anchored to its community, building strong ties with business, education, government, arts and civic organizations as it serves the diverse needs of its students and the urban metropolitan area. UNO enrolls 14,600 students, including 700 international students.

The University of Nebraska at Kearney (UNK)

The University of Nebraska at Kearney (UNK) is the University's residential undergraduate-focused campus located in central Nebraska and serving 6,750 students from throughout the state and from more than 40 countries. It offers more than 170 academic programs with a strong emphasis on undergraduate research, including baccalaureate programs in the arts and sciences, business and technology, nursing, and education, and master's programs in education and business. UNK also offers Educational Specialist degrees in the areas of Educational Administration, School Counseling, and School Psychology. UNK offers cooperative programs with social services, criminal justice systems, and health agencies, clinics and consultants to help address the community and health needs of Nebraska citizens. In addition, the Nebraska Business Development Center, operated in cooperation with UNO, directly assists Nebraska's small businesses.

The University of Nebraska Medical Center (UNMC)

The University of Nebraska Medical Center (UNMC), located in Omaha, is Nebraska's only public academic health sciences campus, offering programs in health professions education, research, patient care and community service. UNMC's mission is accomplished through nine major units – the College of Dentistry, the College of Medicine, the College of Nursing, the College of Pharmacy, the College of Public Health, the School of Allied Health Professions, the University Hospital and Clinic; the C. Louis Meyer Rehabilitation Institute, and the Eugene C. Eppley Institute for Research in Cancer and Allied Diseases. In addition, the Office of Graduate Studies and Research conducts a variety of Master's and Ph.D. programs under the auspices of the University-wide Graduate College. UNMC prepares nearly 3,500 students for careers in Health



Sciences and participates in a broad-based program of health-related research. UNMC's public service mission encompasses direct patient care, public health education and other forms of technical and consultation services to the professions, to the public, to industry, and to governmental and other agencies at the local, regional, national, and international level.

UNMC closely follows UNL in external funding and was awarded \$115 million in external research funding in 2010, an increase of nearly 15 percent over the previous year. Of that total, \$91.6 million came from federal sources, with the largest amount from the National Institutes of Health. In the category of NIH research dollars per full-time faculty member, UNMC's College of Medicine ranked 29th out of 87 Association of Academic Health Centers (AAHC) for which reliable faculty data were available. The College of Pharmacy ranked fourth nationally among 110 pharmacy schools. For total NIH research dollars, in 2008 UNMC with \$56.5 million ranked 48th out of 104 AAHC institutions.

Appendix B: The Context for the Buffett Early Childhood Institute

Nebraska is ideally suited to provide the context for testing programs and models of change. Along with Iowa, Maryland, Michigan, and Minnesota, Nebraska is one of five “birth mandate” states, which provides free appropriate public education to every child from birth. Nebraska is a state with a population of workable size for representatives from higher education, public K-12 education, government, and the early childhood community to be longtime and effective collaborators. This reality makes it possible to develop models, test implementation efforts, replicate effective programs in new settings across the state, and bring them to scale in regional and national contexts. The close collaboration and communication between the University, practice communities, and policy advocates and decision makers makes translational efforts highly feasible. It also provides the context for using Nebraska as a national laboratory model for realizing significant and lasting systems change in early childhood practices. Under the auspices of the Buffett Early Childhood Institute, Nebraska will gain significant professional visibility and prominence as an exemplar for excellence that others can follow at a national level. Through a network of partner universities, the Buffett Institute will foster and support this development.

The University’s land grant philosophy of extending knowledge and diffusing innovations within and across systems, with stakeholders as partners in the research/practice enterprise and within the policy arena, is highly congruent with this approach. Within the State, the land grant mission and the systems and programs that constitute the fabric of the state have grown hand in hand since the mid-19th century. In Nebraska, as was true across the nation, the land grant imperative revolutionized the approach to higher education, combining traditional disciplines with a new focus on practical education in areas such as engineering and agriculture, while at the same time opening opportunity to the sons and daughters of farmers who had not previously enjoyed higher education. In addition to tremendously expanding the number of college graduates – now public universities award two-thirds of the undergraduate degrees in the U.S. – the land grant model introduced a new model of higher education with a three-part mission of research, education, and outreach.

The University of Nebraska has made a system-wide commitment to early childhood education. The University’s President has identified early childhood as one of the major areas of focus for the University, proposing a new level of commitment and engagement for a major land grant, public research university. This has been embraced by the leadership and faculty of the four NU campuses and the University of Nebraska Foundation, which has identified early childhood as one of the handful of key priorities in its \$1.2 billion capital campaign.

University faculty and administrators share a strong common goal to forge new paths in early childhood education among the nation’s colleges and universities. The University possesses on its four campuses and in its many departments a full range of expertise that has a powerful track record of collaboration on a complex range of issues – from family support to health to literacy and mathematics education – that play an important part in early childhood development and learning. Equally important, this record includes many examples of applied studies that produce

research-based strategies to improve children's health (e.g., neurodevelopmental and related disabilities) and learning outcomes (e.g., language, literacy, mathematics, socio-emotional skills); to promote family engagement and parent-professional collaboration; to create continuities between systems; and to support the professional development of early childhood educators in the workforce.

University of Nebraska faculty and administration recognize that solutions to the educational, social, developmental, and health issues facing our nation's children will not be achieved through insular, isolated methods by independent units working within disciplinary traditions. Faculty across the four campuses already work together and with state partners on major projects. University faculty members have a history of collaboration with outside partners. For example, early childhood faculty from all four campuses have worked in close cooperation with state officials from the Departments of Education and Health and Human Services on virtually every state quality initiative related to the early childhood years for the last several decades.

The conceptualization of the Buffett Institute grew from an initiative by NU leadership in 2009 to bring together a group of faculty and administrators from across the institution and a multitude of disciplines to engage in extended planning and discussions of how the University could leverage its unique and collective strengths to achieve broader, sustainable impacts for young children growing up in disadvantaged or vulnerable conditions. These campus representatives engaged in a series of dedicated meetings under the direction of the University's Executive Vice President and Provost for more than 18 months to develop initial ideas and shared goals for early childhood initiatives that have system-wide strategies and impacts. The proposal for the Institute was the result of the consensus on common purposes and goals reached by this group. In particular, seamlessness and continuities across experiences and contexts; connections across multidisciplinary partners; strategic efforts to forge linkages between research, practice, and policy; and dedicated work toward replication and scale up of efficacious programs were identified as particular needs and potential emphases of cross-campus collaboration.

Finally, the Buffett Institute offers the opportunity to combine the resources of a major public research institution with the goals and work of private efforts such as the Educare centers (see Appendix D) opening within Nebraska and across the country. The relationship is reciprocal: providers will benefit through access to cutting-edge research while the University will benefit from the immediacy and quantity of the applied research within these centers. The scope and size of both the research resources and the research itself is expected to attract a considerably higher level of federal funding, supported by the University's strong and diverse research background and access to individual campuses that serve diverse demographic constituencies and have complementary strengths.

Appendix C: University of Nebraska Strengths Related to Early Childhood

University of Nebraska-Lincoln

UNL's College of Education and Human Sciences offers more than 100 courses across seven departments related to early childhood; UNL offers several certification programs at undergraduate and graduate levels aimed at developing professionals who can meet the diverse needs of young children and their families.

UNL is home to two research centers focused on children: the Center on Children, Families, and the Law (CCFL) and the Center for Research on Children, Youth, Families and Schools (CYFS). In addition to CCFL and CYFS, UNL also is home to the Ruth Staples Child Development Laboratory, which is now celebrating its 80th anniversary; and the Barkley Memorial Center, which provides child speech and hearing services.

The University of Nebraska has demonstrated in recent years that it can deliver on its strategic priorities. For instance, CYFS, an NU Program of Excellence, has received University finances in the amount of \$1.75 million. With that base of support, and due to the collaborative interdisciplinary work of its many affiliates located across NU campuses, this Center has leveraged more than \$40 million in grants for educational research (\$20 million in external grants for early childhood research alone), for a return of more than \$23 per dollar invested by the University. Its research grants and scholarly impacts have been in areas highly consistent with the focus on the Buffett Institute. For example, the Interagency School Readiness Consortium, a multi-agency federal initiative led by the Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD), funded the "Getting Ready" project, which represented the only one of eight large scale school readiness intervention studies focusing on strengthening both home and school programs (horizontal continuity), for infants, toddlers, and preschoolers birth to five (vertical continuity). Randomized trials on family-school partnerships in the early grades (K-3) that integrate both horizontal and vertical continuity, replicated across urban and rural parts of the state, have been funded by the U.S. Department of Education's Institute of Education Sciences. The Office of Elementary and Secondary Education at the U.S. Department of Education funds an Early Reading First grant in Grand Island, with the Nebraska project being one of the very few implementing efforts for adults to work together across center and home settings. Each of these studies prioritizes interconnections across disciplines, and all are structured and implemented in ways that promote a great deal of collaboration between the University and community partners.

University of Nebraska at Omaha

Among the programs at UNO related to early childhood are the Speech-Language and Hearing Clinic and the Play Assessment and Intervention Lab. Further, the Nebraska Biomechanics Core Facility has a focus on infant posture and movement research; the Center for Public Affairs conducts research on local population changes, including births and migration; and the School of

Social Work focuses on children and families. The Teacher Education Department in UNO's College of Education offers undergraduate and post-graduate programs leading to initial certification in elementary education with a specialization and endorsement in early childhood education. UNO's urban mission is supported by the Metropolitan Omaha Education Consortium (MOEC), whose membership encompasses over 120,000 preK-12 students and 228 schools, including all school districts implementing Omaha's Building Bright Futures initiative. Established in 1988, MOEC is the longest continuously functioning cooperative consortium between school districts and a higher education institution in the nation. UNO's Child Care Center also was the first such center in Nebraska to be accredited by the National Association for the Education of Young Children.

University of Nebraska at Kearney

The UNK College of Education provides preparation of early childhood teachers and houses a Department of Communication Disorders that provides direct services to children through speech and language clinics on campus and in the community. The College of Education has an innovative early childhood education professional development research grant that uses on-line technology to make its early childhood endorsement programs easily accessible for Head Start and Pre-K teachers, community child care providers, and others working in the field. UNK's Department of Counseling and School Psychology is one of only a few nationwide to provide infant-toddler training for early childhood educators.

University of Nebraska Medical Center

Underscoring its broad commitment to the needs of the state and especially to children, UNMC has recently added a new College of Public Health. UNMC has substantial investment in its pediatric medicine department, as well as the Munroe-Meyer Institute, allied health, public health, and numerous clinics and services for families and children. UNMC faculty conduct applied clinical research based on a wide range of patient care services, such as the Pediatric Feeding Disorders Program, the Center for Autism Spectrum Disorders, and the Pediatric Motion Analysis Laboratory. A new Center for Child and Family Health in the College of Public Health has been developed to concentrate on mental and physical health issues, and the Department of Pediatrics' Section on Child Health Policy is nationally known for its promotion of maternal and child health policy through the CityMatch program.

Appendix D: Educare, A Catalyst for Change

- The nation's first Educare was created in 2000 on Chicago's south side by the Ounce of Prevention Fund with the support of the late philanthropist, Irving Harris.
- The Buffett Early Childhood Fund created the first replication of Educare on Omaha's north side in 2002. Since then, the Buffett Early Childhood Fund and the Ounce of Prevention Fund have worked together to develop the coast-to-coast Bounce Network of Educare Schools. Today, the network is supported by a group of like-minded philanthropists joining the Buffett Early Childhood Fund, including the W.K. Kellogg Foundation, the George Kaiser Family Fund, the Bill & Melinda Gates Foundation, the Irving Harris Foundation, and the JB and MK Pritzker Family Foundation.
- Each Educare is a specially designed early learning school serving 140 to 200 infants, toddlers and pre-school aged children growing up in families facing very tough odds.
- Educare builds on the best of Head Start, Early Head Start, child care and preschool to ensure the level of quality care and education that science shows is needed to change an at-risk child's lifelong trajectory.
- Each Educare is a catalyst for change – serving the children and families who cross its threshold while also helping to boost quality among other early childhood providers community-wide. Each Educare also functions as a “showroom” in which policymakers, business leaders and others learn about the wisdom of investing in the early years.
- Twelve Educare schools are up and running across the United States, with two operating in Omaha. Six more should be under construction in 2011, including one in Phoenix already underway. At least another five are under discussion.
- Educare creates an effective early learning environment, in part by requiring master-degreed supervising teachers, bachelor-degreed lead teachers and appropriate adult-child ratios in each classroom, small group sizes, robust parent and family engagement activities, and rigorous evaluation.
- Educare is open for a full work day and a full year. Teaching is focused on improving language, literacy, and social-emotional skills, which are the basis for all later learning.
- Independent evaluations show at-risk children who receive a full five years of Educare arrive at school on par with typical students. Each Educare participates in a national research project coordinated by the Frank Porter Graham Institute at the University of North Carolina.

- Each Educare is a recognizable place, most often built adjacent to an elementary school to send the message that the first five years of life are the first five years of learning. Each Educare school is between 27,000-34,000 square feet. One-third of the space is devoted to infants, toddlers and their families. One-third of the space is devoted to pre-school aged children and their families. One-third of the space is devoted to community and parenting activities.
- Each Educare is a public-private partnership aimed at creating a more powerful – and ultimately more cost-effective – approach to early learning.
- Each Educare is a platform for broader change. In Nebraska, the development of two Educare schools so far has helped to marshal greater philanthropic investment in early childhood and helped early childhood advocates make the case to increase investments in early learning programs for 4-year-olds as well as the \$60 million Sixpence Early Learning Fund, an innovative, public-private initiative to create much-needed services across the state for families with infants and toddlers.