

AGENDA
THE BOARD OF REGENTS
OF THE UNIVERSITY OF NEBRASKA
Varner Hall
Saturday, January 15, 2005
8:30 a.m.

- I. CALL TO ORDER
- II. ROLL CALL
- III. APPROVAL OF MINUTES AND RATIFICATION OF ACTIONS TAKEN ON DECEMBER 11, 2004
- IV. ELECTION OF OFFICERS: Chairperson
Vice Chairperson
- V. KUDOS AND RESOLUTIONS
- VI. STRATEGIC OR POLICY ISSUES:
LEGISLATIVE OVERVIEW: POLICY ISSUES IN HIGHER EDUCATION
- VII. HEARINGS
- VIII. PUBLIC COMMENT

The Standing Rules of the Board provide that any person may appear and address the Board of Regents on any item on the agenda for this meeting. Each person will be given up to five minutes to make his or her remarks.
- IX. COMMITTEE REPORTS AND APPROPRIATE ACTION
- X. UNIVERSITY CONSENT AGENDA
 - A. ACADEMIC AFFAIRS
 - B. BUSINESS AFFAIRS
- XI. UNIVERSITY ADMINISTRATIVE AGENDA
 - A. ACADEMIC AFFAIRS
 - B. BUSINESS AFFAIRS
 - C. FOR INFORMATION ONLY
 - D. REPORTS
- XII. ADDITIONAL BUSINESS

X. UNIVERSITY CONSENT AGENDA

A. ACADEMIC AFFAIRS

1. President's Personnel Recommendations. Addendum X-A-1
2. Approve the request for outside employment at the University of Nebraska Medical Center. Addendum X-A-2

B. BUSINESS AFFAIRS

Central Administration

1. Approve the spending policy for the Othmer-Topp Endowment Fund. Addendum X-B-1

University of Nebraska-Lincoln

2. Approve the project budget for construction of a parking lot on the site of three demolished buildings east of the Harper-Schramm-Smith Residential Complex. Addendum X-B-2
3. Approve the Animal Science Complex Fire Alarm Replacement. Addendum X-B-3
4. Approve the Architecture Hall Fire Alarm Replacement and Fire Sprinkler Installation. Addendum X-B-4

University of Nebraska Medical Center

5. Approve a deferred maintenance project and budget to replace and upgrade HVAC and electrical systems serving the second and fourth floors of the west wing of Swanson Hall. Addendum X-B-5
6. Approve interim funding for campus Information Technologies staff relocation for the Center for Health Science Education Building project at the University of Nebraska Medical Center. Addendum X-B-6

University of Nebraska at Omaha

7. Approve the team of Alley Poyner Architects to provide Phase I design services for the construction of the Dr. Guinter Kahn Addition to the Dr. C.C. and Mabel Criss Library. Addendum X-B-7
8. Approve the installation of a fire sprinkler system in the Dr. C.C. and Mabel Criss Library at the University of Nebraska at Omaha. Addendum X-B-8

President's Personnel Recommendations
Meeting Date: January 15, 2005

Central Administration

Adjustment

Donal J. Burns, Corporation Secretary (Special) 0.2 FTE, Associate Executive Vice President and Provost (Special) 0.8 FTE, Professor (Continuous) Physics and Astronomy (UNL), \$146,232 FY, 1.0 FTE. Change Interim Corporation Secretary title to Corporation Secretary.

University of Nebraska-Lincoln

Adjustment

F. Fred Choobineh, Professor (Continuous), Industrial and Management Systems Engineering, 0.5 FTE, Director (Special), EPSCOR, 0.5 FTE, Milton E. Mohr Professor of Engineering (Special); \$135,611 (includes \$10,000 Professorship stipend). Add appointment as the Milton E. Mohr Professor of Engineering with a stipend of \$10,000 effective January 17, 2005.

TO: The Board of Regents
Academic Affairs

MEETING DATE: January 15, 2005

SUBJECT: Request for approval of outside employment.

RECOMMENDED ACTION: Approval of the following request to participate in professional activity outside the University in accordance with University policy as follows:

COLLEGE OF DENTISTRY

Curtis G. Kuster, D.D.S., Professor, Growth and Development, to provide patient care (dental care) for Nebraska Department of Social Services.

PREVIOUS ACTION: The Board of Regents granted permission to Dr. Kuster from June 1990 through June 1996, from October 1997 through September 1999, and from October 2002 through September 2003.

EXPLANATION: This request for approval of outside activity is in accordance with Section 3.4.5 of the *Bylaws of the Board of Regents of the University of Nebraska* specifying that University employees providing professional services for remuneration to departments or agencies of state government, must have the approval of the Board of Regents.

Curtis G. Kuster is requesting permission of the Board of Regents to provide patient care (dental care) for the Nebraska Department of Social Services, during the period of January 2005 through December 2005. For these efforts he will receive remuneration. The Board granted permission to Dr. Kuster as shown above for the same activity.

SPONSOR: Rubens J. Pamies, M.D.
Vice Chancellor for Academic Affairs

APPROVAL: _____
Harold M. Maurer, M.D., Chancellor
University of Nebraska Medical Center

DATE: December 9, 2004

TO: The Board of Regents
Business Affairs

MEETING DATE: January 15, 2005

SUBJECT: Establish a spending policy for the Othmer-Topp Endowment Fund

RECOMMENDED ACTION: Approve the spending policy for the Othmer-Topp Endowment Fund.

PREVIOUS ACTION: October 1, 1999 – The Regents approved the interim spending policy related to the Othmer-Topp Endowment Fund.

EXPLANATION: The current spending policy of Othmer-Topp Endowment Fund is as follows per *Regents' Policy 6.6.11*:

Expenditures from the Othmer-Topp Endowment are limited to actual income received from investment (interest and dividends).

If this action is approved, the new proposed spending policy would be as follows:

Annual spending from the Othmer-Topp Endowment is limited to a rate no greater than the spending rate established by the University of Nebraska Foundation. Changes in the spending policy shall be established by the Othmer-Topp Endowment Committee and approved by the Board of Regents.

The current Foundation spending rate is 4 ½% based on the trailing 20 quarters' market value. Endowment spending policies similar to the proposed policy are utilized by a preponderance of major endowment funds, with spending percentages ranging from 4-6%. The proposed policy is designed to achieve a proper balance between present and future needs of the University while creating a reasonable degree of predictability and stability.

The language in the foregoing relating to spending policy modification by the Othmer-Topp Committee and approval by the Board is to re-insert language that is consistent with the 1998 agency agreement signed by the Board with the University of Nebraska Foundation that was inadvertently omitted from the last modification of *RP 6.6.11*.

PROJECT COST: None

SOURCE OF FUNDS: None

SPONSORS:

David E. Lechner
Vice President for Business & Finance

Harvey Perlman, Chancellor
University of Nebraska-Lincoln

APPROVAL:

James B. Milliken
President

DATE:

December 16, 2004

TO: The Board of Regents
 Business Affairs

MEETING DATE: January 15, 2005

SUBJECT: University of Nebraska-Lincoln (UNL) construction of a parking lot on the site of three demolished buildings east of the Harper-Schramm-Smith Residential Complex (1125 North 16th, 1235 North 16th and 1245 North 16th Streets)

RECOMMENDED ACTION: Approve the project budget for UNL construction of a parking lot on the site of three demolished buildings east of the Harper-Schramm-Smith Residential Complex.

PREVIOUS ACTION: October 29, 2004 – Board approved project budget for the demolition of three vacant buildings on the site (formerly leased to Greek letter societies).
 October 29, 2004 – Board approved expenditures up to \$997,500 from the Parking Revenue Bond Surplus Fund to improve parking property and equipment.

EXPLANATION: The loss of parking due to the Antelope Valley Project has created an urgent need for replacement parking near the Harper-Schramm-Smith Housing Complex. The demolition of two structures on the site began in December 2004 and the final structure will be demolished in May 2005. The project will provide approximately 280 surface parking spaces and will be funded by Antelope Valley and bond surplus funds. The funding from bond surplus, not to exceed \$150,000, was approved as part of the Board’s October 29, 2004 action.

Proposed start of construction	April 2005
Proposed completion of construction	June 2005

PROJECT COST: \$470,459

ON-GOING FISCAL IMPACT	Annual Operating Costs	None
	2% Assessment	None

SOURCE OF FUNDS:	Bond Surplus Funds	\$150,000
	Private Funds (Antelope Valley Funds)	\$320,459

SPONSORS: Christine A. Jackson
 Vice Chancellor of Business & Finance
 James V. Griesen
 Vice Chancellor of Student Affairs

APPROVAL: _____
 Harvey Perlman, Chancellor
 University of Nebraska-Lincoln

DATE: December 17, 2004

TO: The Board of Regents
Business Affairs

MEETING DATE: January 15, 2005

SUBJECT: University of Nebraska-Lincoln (UNL) Animal Science Complex Fire Alarm Replacement

RECOMMENDED ACTION: Approve the UNL Animal Science Complex Fire Alarm Replacement.

PREVIOUS ACTION: None

EXPLANATION: The existing fire alarm system in the UNL Animal Science Complex is very old and is not functioning properly. Per the Fire and Life Safety Reports, the State Fire Marshal has made it a priority to replace the fire alarm system to protect the occupants and the University's investment in this building.

	Proposed start of construction	March 2005
	Proposed completion of construction	October 2005

PROJECT COST: \$407,000

SOURCE OF FUNDS:	309 Task Force Funds	\$300,000
	General Funds	\$107,000

SPONSOR: Christine A. Jackson
Vice Chancellor for Business and Finance

APPROVED: _____
Harvey Perlman, Chancellor
University of Nebraska-Lincoln

DATE: December 6, 2004

TO: The Board of Regents
 Business Affairs

MEETING DATE: January 15, 2005

SUBJECT: University of Nebraska-Lincoln (UNL) Architecture Hall Fire Alarm Replacement and Fire Sprinkler Installation

RECOMMENDED ACTION: Approve the UNL Architecture Hall Fire Alarm Replacement and Fire Sprinkler Installation.

PREVIOUS ACTION: None

EXPLANATION: The existing fire alarm system in Architecture Hall is very old and is not functioning properly. Per the Fire and Life Safety Reports, the State Fire Marshal has made it a priority to replace the fire alarm system to protect the occupants and the University's investment in this building. In addition, the State Fire Marshal has very strongly encouraged a fire sprinkler system for the building.

	Proposed start of construction	March 2005
	Proposed completion of construction	October 2005

PROJECT COST: \$480,700

SOURCE OF FUNDS:	309 Task Force Funds	\$352,000
	General Funds	\$128,700

SPONSOR: Christine A. Jackson
 Vice Chancellor for Business and Finance

APPROVED: _____
 Harvey Perlman, Chancellor
 University of Nebraska-Lincoln

DATE: December 6, 2004

TO: The Board of Regents
Business Affairs

MEETING DATE: January 15, 2005

SUBJECT: HVAC and Electrical Systems Upgrade for Swanson Hall at the University of Nebraska Medical Center (UNMC)

RECOMMENDED ACTION: Approve a deferred maintenance project and budget to replace and upgrade HVAC and electrical systems serving the second and fourth floors of the west wing of Swanson Hall on the UNMC Campus.

PREVIOUS ACTION: June 1, 2002 – The Board approved the program statement and budget for the renovation of research laboratories and laboratory support space for the UNMC Center for Neurodegenerative Disorders located in Swanson Hall.

EXPLANATION: This project provides for replacing obsolete HVAC equipment and electrical distribution serving about 20,900 square feet of biomedical research laboratories and associated office space on Levels 2 and 4 of the west wing of Swanson Hall currently occupied by the College of Medicine. The existing HVAC, electrical and distribution systems were installed when the west wing of the building, then Children’s Hospital, was constructed in 1960 and is now nearing the end of its service life. The current system provides poor temperature control, minimal fresh air make-up, minimal air turnover rate, and has obsolete emergency transfer switchgear and control.

UNMC was awarded a National Institutes of Health (NIH) grant in October 2001 to make research facilities improvements in Swanson Hall to benefit the UNMC Center for Neurovirology and Neurodegenerative Diseases (CNND), which occupies the majority of the project area. The Board of Regents subsequently approved a project to renovate the CNND laboratories in June 2002. Due to favorable bidding conditions, the total project cost for the scope of work specified in the grant application came in under the NIH approved budget. The NIH has approved using the remaining \$480,000 in grant funds for the proposed project to improve the laboratory environment. The LB309 Building Renewal Task Force has also approved funding for the project.

PROJECT COST: \$1,760,000

ON-GOING FISCAL IMPACT: \$ 19,000

SOURCE OF FUNDS:

Federal Funds	\$480,000
LB309	\$548,000
UNMC General Funds	\$732,000

SPONSOR:

Donald S. Leuenberger
Vice Chancellor for Business & Finance

APPROVAL:

Harold M. Maurer, M.D., Chancellor
University of Nebraska Medical Center

DATE:

December 20, 2004

TO: The Board of Regents
Business Affairs

MEETING DATE: January 15, 2005

SUBJECT: Interim Funding for campus Information Technologies staff relocation for the Center for Health Science Education Building project at the University of Nebraska Medical Center (UNMC).

RECOMMENDED ACTION: Approve interim funding for campus Information Technologies staff relocation for the Center for Health Science Education Building project at the University of Nebraska Medical Center (UNMC).

PREVIOUS ACTION: June 5, 2004 – The Board approved the architect selection for the UNMC Center for Health Science Education Building and approved interim funding for campus data processing equipment relocation for the UNMC Center for Health Science Education Building project.
December 13, 2003 - Approved the program statement and budget for the UNMC Center for Health Science Education Building.

EXPLANATION: In December, 2003, the Board approved the program statement for the Center for Health Science Education project, which provides for the construction of a new 131,296 gross square foot, multi-story education building to be located on the current site of the Computing Services Building on the UNMC campus in Omaha. The new structure will create a home for the education activities of the College of Medicine and provide campuswide education support resources.
The project program statement scheduled vacating the Computing Services Building by late spring of 2005 to accommodate site demolition. The authorized initial step in vacating the building, construction of a new data equipment room in the 4230 building, is now complete and equipment relocation is in progress.
The final step prior to demolition is to relocate the UNMC and Nebraska Medical Center Information Technology Services (IT) staffs. This relocation will be accommodated by readapting about 26,000 square feet of former garage space in the 4230 Building into office space. The proposed work will include construction of building envelope improvements and office and administrative support areas along with associated mechanical and electrical systems to serve what is now uninsulated and minimally conditioned space. The budget for both of these steps was approved by the Board in December, 2003.
This action will authorize interim funding from campus sources to construct the new IT space and facilitate continuation of the Center for Health Science Education project while fundraising progresses. UNMC and The Nebraska Medical Center will each fund approximately one-half of the relocation construction costs estimated to be \$3,628,000.

Demolition of the Computing Services Building and construction of the new education building will begin after fundraising is sufficiently complete. As previously approved, private donations will be sought to permanently fund the entire project.

PROJECT COST: \$3,628,000

ON-GOING FISCAL
IMPACT: None

SOURCE OF FUNDS: UNMC Trust Fund
The Nebraska Medical Center

SPONSOR:
Donald S. Leuenberger
Vice Chancellor for Business & Finance

APPROVAL: _____
Harold M. Maurer, M.D., Chancellor
University of Nebraska Medical Center

DATE: December 17, 2004

TO: The Board of Regents
Business Affairs

MEETING DATE: January 15, 2005

SUBJECT: Architect selection for the “Dr. Guinter Kahn Addition” to the “Dr. C.C. and Mabel Criss Library” at the University of Nebraska at Omaha.

RECOMMENDED ACTION: Approve the team of Alley Poyner Architects to provide Phase I design services for the construction of the Dr. Guinter Kahn Addition to the Dr. C.C. and Mabel Criss Library.

PREVIOUS ACTION: April 24, 2004 – The Board approved the revised program statement and budget for the library project.

December 13, 2003 – The Board approved naming of the UNO Library the “Dr. C.C. and Mabel L. Criss Library” and the Library Addition, the “Dr. Guinter Kahn Addition”.

July 11, 1992 – The Board approved Executive Summary of the Program Statement for the UNO Library.

EXPLANATION: A committee consisting of the UNO’s Interim Director of Facilities, two members of the library staff, a representative from the office of the Vice Chancellor for Academic and Student Affairs, a member of the Facilities department staff, and a student representative has selected the team of Alley Poyner Architects. This firm was selected from a field of fifteen firms submitting proposals on the project. All firms on the University of Nebraska list of certified architectural and engineering firms were initially contacted. A contract for design services will be negotiated within the amount shown in the approved project budget (\$526,511 Phase I).

The addition/renovation project for the library is a two phase project. Phase I, which is the subject of this action item, adds a 31,500 gross square foot three-story addition on the north that will function as an integral part of the library.

Phase II provides for total renovation, refurbishing and redesign of the existing three story library and is currently envisioned as a part of the “1100-2” initiative.

PROJECT COST: \$6,875,149 (Phase I)

SOURCE OF FUNDS: Trust funds

SPONSOR:

James R. Buck
Vice Chancellor for Administration

APPROVAL:

Nancy Belk, Chancellor
University of Nebraska at Omaha

DATE:

December 17, 2004

TO: The Board of Regents
Business Affairs

MEETING DATE: January 15, 2005

SUBJECT: Installation of Fire Sprinkler System in the Dr. C.C. and Mabel Criss Library at the University of Nebraska at Omaha

RECOMMENDED ACTION: Approve the installation of a fire sprinkler system in the Dr. C.C. and Mabel Criss Library at the University of Nebraska at Omaha.

PREVIOUS ACTION: None

EXPLANATION: The library, when originally constructed, did not include a fire sprinkler system. Concerns for the safety of the occupants and users of the building as well as for the protection of the library's collection make this project necessary.

This plan was developed in a coordinated effort with the LB 309 Task Force for Building Renewal. The total cost of the work is estimated at \$674,000 including engineering fees not to exceed \$84,960.

Proposed start of construction	February 2005
Proposed completion of construction	June 2005

PROJECT COSTS: \$674,000

SOURCE OF FUNDS:	LB 309 Task Force Funds	\$539,200
	General Funds	\$134,800

SPONSOR: James R. Buck
Vice Chancellor for Administration

APPROVAL: _____
Nancy Belck, Chancellor
University of Nebraska at Omaha

DATE: December 13, 2004

XI. UNIVERSITY ADMINISTRATIVE AGENDA

A. ACADEMIC AFFAIRS

1. Approval is requested to create a new major of Ethnic Studies in the College of Arts and Sciences at UNL. Addendum XI-A-1

B. BUSINESS AFFAIRS

Central Administration

1. Approve the following: (1) The Administrative Order on Consent for Remedial Investigation/Feasibility Study and Removal Actions between the Board of Regents and the U.S. Environmental Protection Agency Region VII, and (2) the Master Consulting Services Agreement between the Board of Regents and MACTEC Engineering and Consulting, Inc. Addendum XI-B-1
2. Approve the Consent Decree to settle the United States of America v. University of Nebraska lawsuit regarding recovery of past costs for response actions taken at the former Nebraska Ordnance Plant Superfund Site near Mead. Addendum XI-B-2

University of Nebraska at Kearney

3. Approve the revised program statement for renovation of the Otto Olsen Building. Addendum XI-B-3

University of Nebraska-Lincoln

4. Approve the program statement and budget for the Temple Building Renovation and Addition. Addendum XI-B-4
5. Approve a five-year sponsorship agreement between St. Elizabeth Regional Medical Center and the intercollegiate athletic programs of the University of Nebraska-Lincoln. Addendum XI-B-5
6. Authorize the Vice Chancellor for Business and Finance to execute a five-year lease with Nebco, Inc., to provide 12,190 square feet of office space for the University of Nebraska Press. Addendum XI-B-6

TO: The Board of Regents
Academic Affairs

MEETING DATE: January 15, 2005

SUBJECT: Create a new major of Ethnic Studies in the College of Arts and Sciences at the University of Nebraska-Lincoln (UNL).

RECOMMENDED ACTION: Approval is requested to create a new major of Ethnic Studies in the College of Arts and Sciences at UNL.

PREVIOUS ACTION: None

EXPLANATION: This proposed Ethnic Studies major will allow students to complete a program of integrative studies that will focus on experiences of racially and ethnically diverse groups and individuals in the United States. In addition to faculty research and outreach in the local community, there will be coursework and collaboration with faculty and students beyond the UNL campus all which will create an enriched learning environment.

The creation of a major in Ethnic Studies is central to the role and mission of our institution. It will allow students to explore various cultures and groups and their experiences and contributions to society. We also believe that an Ethnic Studies major may lead to retention of faculty of color.

This proposal has the approval of the UNL Academic Planning Committee.

PROGRAM COSTS: It is proposed that the creation of the major in Ethnic Studies will build on the existing infrastructure of the Institute for Ethnic Studies and no additional resources will be required.

SPONSOR: Barbara Couture
Senior Vice Chancellor for Academic Affairs

APPROVAL: _____
Harvey Perlman, Chancellor
University of Nebraska-Lincoln

DATE: December 9, 2004

PROPOSAL FOR MAJOR IN ETHNIC STUDIES

Submitted by:

Marcela Raffaelli
Institute for Ethnic Studies
University of Nebraska – Lincoln

March 2004; revised September 2004

OVERVIEW

The discipline of Ethnic Studies involves the exploration and examination of factors that bear on the lives and experiences, both past and present, of ethnically diverse peoples who are of African, Latino/a, or Native origin or descent. This proposal for a major in Ethnic Studies is the culmination of 30 years of interdisciplinary teaching, scholarship, and outreach at the University of Nebraska-Lincoln. The Institute for Ethnic Studies was created in 1972; since then, it has evolved to encompass three interdependent programs (African American and African Studies, Latino and Latin American Studies, and Native American Studies). Currently, students at the University of Nebraska-Lincoln may minor in Ethnic Studies, African American Studies, Chicano Studies, and Native American Studies. International origins and linkages can be explored through a minor in African Studies and both a major and a minor in Latin American Studies.

The interdisciplinary major will allow students to complete an integrative program of studies that focuses on the experiences of ethnically diverse individuals and groups in the U.S.. Through a combination of theoretical and methodological courses, comparative courses, and focused topical courses, students will gain the theoretical and methodological skills needed to conduct rigorous analysis of the experiences of diverse populations. The major will prepare students for graduate study on issues of ethnicity, allow students who major in traditional disciplines to gain additional expertise on diverse populations, and provide background for students preparing to go directly into the workforce.

The proposed Ethnic Studies major will take advantage of the resources of the Institute for Ethnic Studies, which include three existing programs (each with a designated coordinator) a fully developed curriculum, and faculty who hold formal joint appointments between the Institute for Ethnic Studies and traditional academic departments (including Anthropology and Geography, Communication Studies, English, History, Modern Languages and Literature, Psychology, and Sociology). In addition, it will benefit from collaborative relationships with programs at UNO, UNK and other institutions in the state. Because the major builds on an existing infrastructure, no additional resources will be required.

INFORMATION REQUIRED IN CCPE GUIDELINES

I. Descriptive Information

Institution Proposing Program:	University of Nebraska – Lincoln
Proposed Major:	Ethnic Studies
Degree to be Awarded:	BA
Similar Programs Offered by Institution:	None/Ethnic Studies minor
CIP Code:	***
Administrative Units for Program	Institute for Ethnic Studies, College of Arts and Sciences
Proposed Delivery Site:	UNL campus
Date Approved by Governing Board:	***
Proposed Date of Initiation:	Fall 2004 – 2005

Description and Purpose of Proposed Program:

This interdisciplinary major will allow students to complete an integrative program of studies that focuses on the experiences of ethnically and racially diverse individuals and groups in the U.S. Through a combination of required theoretical and methodological courses, comparative courses, and focused topical courses, they will gain the theoretical and methodological skills needed to conduct rigorous interdisciplinary analyses of the experiences of diverse populations. In addition to completing the formal program of studies, students will be exposed to informal learning opportunities through the various programs sponsored by the Institute (e.g., seminars, conferences, colloquia), as well as through involvement in faculty research and outreach in the local community. These activities will provide students with opportunities to interact with the faculty and each other, and create a sense of community within the major. Opportunities for coursework and collaboration with faculty and students beyond the UNL campus will extend and enrich the learning environment as appropriate for a student's educational objectives.

II. Review Criteria

A. Centrality to Role and Mission

Creation of an Ethnic Studies major directly addresses several of the goals laid out in the University of Nebraska-Lincoln's Comprehensive Diversity Plan. It is most directly relevant to Goal 2 ("Support programs that explore the experiences, perspectives and contributions of various cultures, groups and individuals"). Moreover, we believe that creation of an Ethnic Studies major would lead to increased retention of faculty of color, and is thus relevant to Goal 3 ("Create a truly diverse community of faculty").

The Ethnic Studies major also has direct relevance to the roles and missions of the NU system and UNL campus, including the goals of serving the varied population of the state and creating a diverse and inclusive campus. In addition, creation of an Ethnic Studies major would represent a visible symbol of UNL's commitment to diversity and would be of critical importance in recruiting and retaining diverse students. The Institute will also provide opportunities to continue cultivating connections with UNO's Office of Latino/Latin American Studies (OLLAS), Native American Studies and the Department of Black Studies, enhancing opportunities for students and faculty on both campuses. Already there have been collaborative efforts by colleagues, Miguel Carranza (UNL) and Lourdes Gouveia (UNO), to focus on the efforts to integrate the Latino immigrant workforce population into communities across the state (Carranza and Gouveia, 2002). Additionally, initial efforts have begun between UNO's OLLAS and UNL's Latino Research Initiative (LRI) groups, as well as between the Native Studies Programs on each respective campus to explore teaching and research possibilities. Thus, this program can play a key role in meeting the diversity goals outlined in the strategic plans and mission statements of both UNL and the University of Nebraska system.

B. Evidence of need and demand

B.1. Need for Program

B.1.a. Institution. The need for an Ethnic Studies major is manifested in several ways. As outlined above (Section A), creation of this major would fulfill institutional missions. Second, the Institute has played a key role in creating courses that can be used to fulfill Comprehensive Education requirements; nearly one third (30%) of the Essential Studies Area H – Ethnicity and Gender courses are offered by or cross-listed with Ethnic Studies. A major would allow students to use those courses to pursue a coherent program of studies. Finally, creation of an Ethnic Studies major would provide a strong mechanism for recruiting and retaining diverse faculty, who often focus on issues of ethnicity/race in their scholarship and teaching. Having a major would legitimate what these faculty members have accomplished and provide an incentive to remain at UNL. It would also serve as a signal to ethnically/racially diverse students that UNL is making a serious commitment to addressing concerns of underrepresented groups. In these varied ways, a major in Ethnic Studies would address identified needs of the institution and the populations it serves.

B.1.b. Community. As a land-grant University, UNL is seen as resource by the local community, whose members frequently call upon the Institute for Ethnic Studies for information and support regarding issues of diversity. Faculty members work closely with community agencies and organizations; for example, faculty and staff have: Worked on the annual Martin Luther King breakfast and NAACP newsletter; provided technical support to the Hispanic Community Center and NAF Multicultural Development Corporation; created Community-University partnerships and obtained funding for youth programming; and involved their classes in community-based projects (e.g., oral histories, needs assessments). Because of competing demands for faculty time and energy, however, it is impossible to meet all the requests made by the community. Having a major in Ethnic Studies would allow the institution to expand its role in the community by creating a core group of students who can be involved in community programming through internships, research, and service learning activities that can be integrated

into their program of study. These opportunities would allow Ethnic Studies majors to interact with each other and the faculty in non-classroom settings, giving them opportunities to develop personal ties and building a sense of community within the major.

B.1.c. State. In preparing this report, we were unable to locate state-specific surveys on the need for an Ethnic Studies major. However, there is ample evidence that the citizens of Nebraska (and indeed the entire nation) must be prepared for life in an increasingly diverse society. The U.S. is going through the most dramatic changes in population seen since the early 1900s. The arrival of immigrants, refugees, differential birth rates between ethnic/racial groups, and intermarriage are all transforming the nation. In keeping with these larger trends, Nebraska is experiencing dramatic changes in its demographic composition. According to the U.S. Census Bureau, between 1990 and 2000 the non-White population of Nebraska (i.e., African Americans, Native Americans, Asian Americans, Latinos/Hispanics) increased from 7.5% to 11.7% of the total population. The distribution of new arrivals across the state is not uniform; in two counties, ethnic minorities (primarily Latinos) now represent 27% of the population. The implications of these changes are clear: the citizens of Nebraska must be prepared to function in increasingly diverse schools, workplaces, and public institutions.

To illustrate how an Ethnic Studies major can help address the changing needs of the state, we examined issues confronting the public schools, workplace, and the public health system in Nebraska.

Schools. One of the greatest challenges facing Nebraska's public schools is educating an increasingly diverse and multilingual student body. Issues of diversity are explicitly recognized in the Nebraska Comprehensive Plan for School Improvement (www.nde.state.ne.us). The Plan lists issues of equity under Goal 1 ("All students will perform to a high level of achievement"), with special focus on students who are Native Americans, English Language Learners, and migrants. Multicultural Education is also a major focus; in 1990, the Governor approved LB922, which mandates the infusion of multicultural education "into all phases of the curriculum of grades kindergarten through twelve." Nebraska's schools increasingly reflect language and cultural diversity. During the 10-year period between 1991-1992 and 2001-2002, the number of "Limited English Proficient" students enrolled in Nebraska Public Schools increased by 571%, from less than one percent of all students across the state in 1991-1992 to 4.4% of students in 2001-2002 (www.ncela.gwu.edu). Nebraska's new arrivals speak over 40 different languages, with the most common being Spanish, Vietnamese, Nuer, Arabic, Serbo-Croatian, Kurdish, Korean, and Russian. In light of these demographic shifts, teacher preparation has received increased attention, as reflected in recent requests by UNL's College of Education and Human Sciences to recognize various Ethnic Studies minors as approved minors for their students.

Workplace. Similar transformations are occurring within Nebraska's workplaces, highlighting a need to address issues of diversity in the workplace. For example, the Nebraska Worker Training Program was created in 1996 to support the training, retraining, and upgrading of the state's workforce. According to information provided by Steve Porr, Program Coordinator, an increasing number of grants funded under this program address issues of language, diversity, and cultural sensitivity, reflecting the changing needs of the state. A recent report on the integration of the Hispanic/Latino immigrant workforce (Carranza and Gouveia, 2002) revealed

that issues of racism and prejudice were among the top three challenges faced by immigrants. There is a need to prepare the future workers of the state to deal with the demographic changes they will encounter in tomorrow's workplace.

Public Health. The Nebraska Department of Health and Human Services Office of Minority Health identifies health disparities among different ethnic/racial groups as one of the main challenges to the public health system (*Health Status of Racial and Ethnic Minorities in Nebraska Report*). These disparities are in part the result of lack of access (e.g., ethnic/racial minorities are less likely to have health insurance) and differential use of the medical system (e.g., ethnic/racial minorities are less likely to obtain routine preventive care and prenatal care). To overcome these disparities, there is a need to prepare health workers to work with ethnically and linguistically diverse populations.

B.1.d. Region and Nation. The population changes Nebraska is experiencing reflect national trends. The U.S. Census Bureau estimates that within 20 years, European Americans will cease to be in a numerical majority in the U.S. Moreover, according to the 2000 Census, the under-18 population of the U.S. is disproportionately likely to be ethnically/racially diverse (Hobbs & Stoops, 2002). This phenomenon will place new demands on citizens of all ethnic/racial backgrounds as they lead increasingly intertwined lives. Thus, students who pursue a major in Ethnic Studies at the University of Nebraska will be prepared for work in any part of the country.

Summary: Evidence of Need. There is clear evidence of the need for an academic major that focuses on issues of ethnicity/diversity. The Institute for Ethnic Studies at the University of Nebraska-Lincoln is uniquely positioned to fill that need. It builds on 30 years of research, teaching, and outreach/service and has multiple connections across the state. The Institute currently offers minors in Ethnic Studies as well as African American Studies, African Studies, Chicano Studies, Latin American Studies, and Native American Studies, and offers about 90 courses (many of them cross-listed in other departments). Thus, it has strong programs and a comprehensive curriculum on which to build.

B.2. Demand for Program

There is clear evidence of demand for an Ethnic Studies major. Student interest in Ethnic Studies has increased steadily in recent years, as new faculty members were hired, the curriculum grew, and efforts were made to publicize the Institute and its programs. Between the 1995-1996 and 1999-2000 academic years, the number of students minoring in Ethnic Studies quadrupled. During the 2000-2001 academic year, 15 students graduated with an Ethnic Studies minor and 18 graduated with majors or minors in African Studies, African American Studies, Chicano Studies, Latin American Studies, and/or Native American Studies. Many students pursued multiple minors within the Institute and several students have created Individualized Programs of Studies majors, reflecting interest in an integrated major program in Ethnic Studies.

In terms of anticipated demand, we expect that the new major will quickly attract students. During the Fall semester of 2003, approximately 25 students were declared minors in Ethnic Studies, and over 50 were enrolled in at least one other minor offered by the Institute. If 10% of

these students (a conservative estimate) decided to pursue the new Ethnic Studies major that would yield 7-8 majors during the program's first year, meeting the CCPE minimum and providing a solid basis for growth as the program becomes established.

We expect the Ethnic Studies major will serve as a primary major for students who are interested in developing broad-based expertise on issues of race/ethnicity in preparation for a career working with ethnically diverse populations or as a precursor to advanced study. In addition, the interdisciplinary Ethnic Studies major would complement disciplinary majors in the social sciences, humanities, and applied fields by providing in-depth knowledge about ethnic minority issues, and will thus be an attractive double major. According to statistics provided by Robert Reid, Associate Director of Registration and Records, during the 2002-2003 academic year 8.5% of the College of Arts and Sciences' 764 graduating seniors had two or more majors. In recent years, students who chose to minor in one or more of our programs included those majoring in Anthropology, Business Administration, Communication Studies, English, History, Psychology and Sociology. We anticipate that many students who currently major in these disciplines and pursue minors in Ethnic Studies (particularly multiple program minors) will be interested in the new Ethnic Studies major.

C. Adequacy of Resources

C.1. Faculty and Staff Resources

No new resources are needed to create the Ethnic Studies major. The Institute for Ethnic Studies is an existing unit within the College of Arts and Sciences. Current resources include a robust administrative structure, jointly-appointed faculty who regularly offer relevant courses, a permanent budget for operating expenses and staff support, and designated office space. Thus, all necessary components are in place to offer the major.

In terms of administrative structure, the Institute consists of three programs, each with its own Coordinator: African American and African Studies (currently coordinated by Professor Learthen Dorsey, History and Ethnic Studies), Latino and Latin American Studies (coordinated by Jose Gonzalez, Modern Languages and Literatures and Ethnic Studies), and Native American Studies (coordinated by Cynthia Willis Esqueda, Psychology and Ethnic Studies). Each Coordinator works on program-specific curriculum and programming, as well as forming part of the Ethnic Studies Executive Committee. The Executive Committee, which consists of the Institute Director, program Coordinators, and one elected untenured faculty member, meets regularly to address issues pertinent to the Institute as a whole. The Director and Coordinators receive administrative stipends and course buyouts from the College of Arts and Sciences.

The fifteen current faculty members hold joint appointments between the Institute for Ethnic Studies and seven academic departments (Anthropology and Geography, Communication Studies, English, History, Modern Languages and Literature, Psychology, and Sociology). One of the Ethnic Studies programs has seven joint-appointed faculty (Latino and Latin American Studies). Native American Studies has five faculty members and is in the process of conducting a national search for a senior faculty member in Native American Studies. African American and

African Studies is down to three faculty members but is involved in several searches this year. An additional 50 faculty affiliates contribute to the programs through their teaching and scholarship but do not hold formal joint appointments.

During the 2000-2001 academic year, the Institute's Curriculum Committee analyzed how other Ethnic Studies programs around the country structure their curricula. The next year they conducted an inventory of courses taught at UNL and developing a proposal for a major. The courses included in the proposal for a major are primarily cross-listed courses taught regularly by Ethnic Studies faculty and affiliates. Chairs of all affected departments approved the inclusion of these courses in the major, and indicated that the courses are taught on a regular rotation. At present, most of these courses are within the College of Arts and Sciences, reflecting the current distribution of diversity-related courses at UNL. As relevant courses are added in other colleges they will be evaluated for inclusion in the proposed major. The major proposal was approved by the College of Arts and Sciences at a meeting on April 16, 2002 and was subsequently edited to reflect input from members of the Academic Planning Committee. As requested by the Council of Academic Officers, language has been added to more fully reflect existing and potential collaboration with other NU campuses and state institutions.

The proposed bulletin copy for the Ethnic Studies major is included in Appendix A. The structure of the proposed major is similar to that of other interdisciplinary majors at UNL (e.g., Women's Studies, International Studies), as well as other Ethnic Studies majors nationwide. The major has only two required courses (ETHN 100 and ETHN 400); the remaining courses will be selected from a menu of possible choices to fulfill various requirements (e.g., 3 credits in methods, 9 credits of comparative courses). Although the menu approach permits flexibility, it may also make it difficult to create a strong sense of coherence within the major. The sense of coherence will derive from several factors other than curricular uniformity. First, most of the courses listed as counting toward the major are taught by Ethnic Studies faculty (or affiliates); because these faculty members meet regularly to discuss programmatic issues, they share goals and approaches in their teaching. Second, many of the courses involve experiential or extracurricular components (e.g., attendance at diversity-related campus events); thus, students will see each other and the Ethnic Studies faculty outside the classroom on a regular basis. The Institute also sponsors an annual essay contest for students majoring or minoring in one of its programs, and prizes are awarded at an annual Spring Celebration where graduating seniors are recognized. Finally, the Senior Seminar will provide a capstone experience for graduating seniors.

The only new course necessary for the major is the Senior Seminar or capstone course. A proposal for the Senior Seminar (ETHN 400) is being developed, and will be in place before the first cohort of majors is ready to graduate. This course will be taught by Ethnic Studies faculty as part of their regular teaching assignments, which are determined by the Director of Ethnic Studies in consultation with individual faculty and their Department Chair.

In terms of staff resources, the Institute has a permanent staff member, who also provides support to the International Studies program, as well as funds to hire work study students. Additional support is provided by Graduate Assistants (funded through the College of Arts and Sciences' temporary budget).

C.2. Physical Facilities

The Institute for Ethnic Studies is currently housed in a dedicated suite at 420 University Terrace. The suite provides offices for the Director and program coordinators, a library/conference room, a reception area with workstations for support staff and graduate research assistants, and an equipment/storage room. The Director, Coordinators, and staff have computers purchased within the last 2-4 years; the furniture was purchased at the time of the move to 420 University Terrace in 2000.

The Institute is slated to relocate to the third floor of Seaton Hall upon completion of that renovation in February 2005. The new space will be similar in square footage, but has the advantage of being closer to the central core of campus and will thus be more accessible to students and faculty. As well, the third floor of Seaton Hall will house related programs, and include a shared conference room and other shared facilities. No additional physical facilities will be required to implement the major.

C.3. Instructional Equipment and Informational Resources

The Institute for Ethnic Studies has an extensive collection of instructional resources (e.g., videos, books, scanners, a “smart cart”) that instructors may use in their courses. New resources are purchased annually through equipment fund requests and from operating funds. In addition, faculty members hold joint appointments in departments that offer additional resources, and can access the shared resources available on campus (e.g., high tech classrooms, UNL video services collections, web-based instruction). Because of this, no additional resources will be required to implement the major.

C.4. Budget Projections

No new funds will be required to implement the proposed major; we will use existing budgetary resources, which include salary for all joint-appointed faculty as well as operating and programming funds.

D. Avoidance of Unnecessary Duplication

Midwestern Higher Education Compact. A survey of public and private four-year institutions in the 12 states that make up the MHEC revealed that 15 institutions (7 public, 8 private) currently offer a major in Ethnic Studies (www.collegeboard.com). No Ethnic Studies major is currently offered in the state of Nebraska.

Nation. Nationally, fewer than one quarter of U.S. colleges and universities have ethnic studies programs (Yang, 2000). Moreover, there are few multiethnic studies programs comparable to the one at UNL. An audit of ethnic studies programs conducted by the National

Association for Ethnic Studies (Bataille, Carranza, & Lisa, 1996) revealed that only 94 multiethnic studies programs were in existence nationwide; the majority of ethnic studies programs were group-specific (e.g., African American Studies, Native American Studies). Moreover, most of these programs offer only minors; in 1996, fewer than 20 programs were offering B.A.'s in Ethnic Studies and nearly half of these programs were in California. Thus, this major will be fairly unique nationally as well as regionally.

E. Consistency with the Comprehensive Statewide Plan for Postsecondary Education

The proposed major is consistent with several of the goals outlined in the Nebraska Comprehensive Statewide Plan for Postsecondary Education. One major statewide goal is that higher education “will be responsive to the workforce development and ongoing training needs of employers and industries,” including expanded workforce diversity. As outlined above, the proposed major can help prepare UNL students to be effective in diverse work settings. Another major goal is that “higher education will serve the State by preparing individuals for productive, fulfilling lives”; this goal specifically addresses the needs of immigrants. Thus, the proposed major is in line with statewide goals for higher education.

References

- Bataille, G. M., Carranza, M. A., & Lisa, L. (1996). *Ethnic Studies in the United States: A Guide to Research*. New York: Garland.
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TABLE 1: PROJECTED INCREMENTAL PROGRAM EXPENSES

STAFF	(FY 04-05) Year 1		(FY 05-06) Year 2		(FY 06-07) Year 3		(FY 07-08) Year 4		(FY 08-09) Year 5	
	FTE	COST	FTE	COST	FTE	COST	FTE	COST	FTE	COST
<i>Staffing:</i>										
<i>Additional Faculty</i> ¹	0		0		0		0		0	
<i>Additional Non-Teaching Staff</i> ²										
<i>Administrative</i>	0		0		0		0		0	
<i>Professional</i>	0		0		0		0		0	
<i>Support</i>	0		0		0		0		0	
<i>Sub-Total of Personnel Expenses</i>	0		0		0		0		0	
<i>Incremental Program Budget:</i>										
<i>General Operating Expenses</i> ³	\$0		\$0		\$0		\$0		\$0	
<i>Equipment</i> ⁴	None		None		None		None		None	
<i>Facilities</i> ⁵	None		None		None		None		None	
<i>Additional Library Resources</i> ⁶	None		None		None		None		None	
<i>Additional Other Expenses</i> ⁷	None		None		None		None		None	
<i>Sub-Total of Program Budget</i>	\$0		\$0		\$0		\$0		\$0	
Total Proposed Program Expenses	\$0		\$0		\$0		\$0		\$0	

Note: Program modifications can be fulfilled with existing departmental faculty, staff and funding.

1. Additional Faculty: Show the number of additional full-time equivalent faculty and related salary and fringe benefit expenditures needed to implement the program. Each year should represent any new additional faculty above the prior year's level.
2. Additional Non-Teaching Staff: Show the number of additional full-time equivalent administrative, professional and support or other staff and related salary and fringe benefit expenditures needed to implement the program. Each year should represent the incremental increase above the prior year's expenses.
3. General Operating Expenses: Included in this category should be allowances for faculty development, laboratory supplies, travel, memberships, office supplies, communications, data processing, equipment maintenance, rentals, etc. Each year of the five-year plan should represent the incremental increase in operating expenses such as new commitments.
4. Equipment: Show anticipated expenditures for the acquisition or upgrades of equipment necessary for the implementation and/or operation of the program.
5. Facilities: Show projected expenditures for any special facilities (general classroom, laboratory, office, etc.) that will be required for the proposed program. Include renovation of existing facilities and construction of new facilities.
6. Additional Library Resources: Show anticipated expenditures for library material directly attributable to the new program.
7. Additional Other Expenses: Show other expenses not appropriate to another category.

TABLE 2: REVENUE SOURCES FOR PROJECTED INCREMENTAL EXPENSES

REVENUE	(FY 04-05) Year 1	(FY 05-06) Year 2	(FY 06-07) Year 3	(FY 07-08) Year 4	(FY 08-09) Year 5
<i>REALLOCATION OF EXISTING FUNDS¹</i>	\$0	\$0	\$0	\$0	\$0
<i>REQUIRED NEW PUBLIC FUNDS²</i>	\$0	\$0	\$0	\$0	\$0
<i>1. STATE FUNDS</i>					
<i>2. LOCAL FUNDS</i>					
<i>TUITION AND FEES REVENUES³</i>	\$0	\$0	\$0	\$0	\$0
<i>OTHER FUNDING⁴</i>					
<i>1.</i>					
<i>2.</i>					
<i>3.</i>					
<i>4.</i>					
<i>5.</i>					
*TOTAL REVENUE	\$0	\$0	\$0	\$0	\$0

Note: Program modifications can be fulfilled with existing departmental faculty, staff and funding.

* Total Revenue should match the total expenses projected on Table 1

-
1. This represents the total amount of dollars which the institution will reallocate from its budget to support this program. The primary sources of funds are state dollars and tuition and fee payments that already are a part of the budget at the institution.
 2. This represents a requirement for additional public funds to support this program. If additional state funds are required, this request will have to be included in the institution's budget request. Separately detail all sources for additional funds. For community colleges, this would include local tax funds.
 3. This represents additional tuition and fee revenues that will be used to support this program.
 4. Show the amount of external funding or donations which will become available each year to support this program. Include a brief explanation of the nature of these resources including their specific source and the term of the commitment.

TO: The Board of Regents
Business Affairs

MEETING DATE: January 15, 2005

SUBJECT: The Administrative Order on Consent for Remedial Investigation/ Feasibility Study and Removal Actions between the Board of Regents and the U.S. Environmental Protection Agency (EPA) Region VII regarding the investigation and cleanup of University disposals at the Agricultural Research and Development Center (ARDC) near Mead, which is a part of the former Nebraska Ordnance Plant Superfund Site, and the Master Consulting Services Agreement between the Board of Regents and MACTEC Engineering and Consulting, Inc., the environmental consultant that will implement the requirements contained in the Administrative Order

RECOMMENDED ACTION: Approve the following: (1) The Administrative Order on Consent for Remedial Investigation/Feasibility Study and Removal Actions between the Board of Regents and the U.S. Environmental Protection Agency Region VII, and (2) the Master Consulting Services Agreement between the Board of Regents and MACTEC Engineering and Consulting, Inc.

PREVIOUS ACTION: None

EXPLANATION: The federal government produced munitions at the former Nebraska Ordnance Plant (NOP) during World War II and the Korean Conflict on a 17,000 acre site near Mead. Explosive and solvent contamination from those operations resulted in the NOP becoming a Superfund Site in 1990.

The University acquired approximately 9,600 acres of the former NOP from 1962 to 1971 for use as the ARDC. In the 1970s, UNL and UNMC legally disposed of chemical and low-level radioactive waste at the ARDC.

EPA is requiring the University in the Administrative Order to conduct a remedial investigation/feasibility study (RI/FS) to determine the extent of contamination and removal actions necessary to address buried waste. Total project time is estimated at three years. Subsequently, a remedial design/remedial action order may be required.

A request for qualifications was issued by the University to select a consultant to assist the University in implementing the RI/FS. Six responses were received. Based on the responses and interviews, MACTEC Engineering and Consulting, Inc. (MACTEC) was selected. MACTEC's agreement with the University is a three year agreement on a time and materials basis due to the uncertainties surrounding the RI/FS. This action seeks spending authorization only up to \$1,000,000. Should expenditures approach this amount, the Board will be brought up to date, apprised of progress, and additional authorization sought at that time.

Members of the public and news media may obtain a copy of the proposed agreements in the Office of the Corporation Secretary, 3835

Holdrege Street, Lincoln, Nebraska 68583, between the hours of 8:00 a.m. and 5:00 p.m., Monday through Friday, except University holidays.

PROJECT COST: The EPA has estimated that the typical cost of an RI/FS phase is approximately \$2,000,000, which likely does not include federal oversight costs that the University is legally required to pay.

SOURCE OF FUNDS: Campus Internal Reallocation
State Grant (In September 2004, the University applied to The Nebraska Environmental Trust for a \$1,366,615 grant for year one. The application is pending.)

SPONSORS: Richard R. Wood
Vice President and General Counsel

David E. Lechner
Vice President for Business & Finance

APPROVAL: _____
James B. Milliken
President

DATE: December 17, 2004

TO: The Board of Regents
Business Affairs

MEETING DATE: January 15, 2005

SUBJECT: United States of America v. University of Nebraska lawsuit regarding recovery of past costs for response actions taken at the former Nebraska Ordnance Plant Superfund Site near Mead.

RECOMMENDED ACTION: Approve the Consent Decree to settle the United States of America v. University of Nebraska lawsuit regarding recovery of past costs for response actions taken at the former Nebraska Ordnance Plant Superfund Site near Mead.

PREVIOUS ACTION: None

EXPLANATION: The federal government produced munitions at the former Nebraska Ordnance Plant (NOP) during World War II and the Korean Conflict on a 17,000 acre site near Mead. Explosive and solvent contamination from those operations resulted in the NOP becoming a Superfund Site in 1990.

The University acquired approximately 9,600 acres of the former NOP from 1962 to 1971 for use as the Agricultural Research and Development Center (ARDC). In the 1970s, UNL and UNMC legally disposed of chemical and low-level radioactive waste at the ARDC. The University is addressing those disposals by a separate agreement with the U.S. Environmental Protection Agency.

The federal government has incurred costs as a result of investigation of University disposals. The Consent Decree resolves the University's contribution to the United States for past costs pertaining to explosive and solvent contamination. Those costs are being partially offset by costs the University incurred in the 1980s cleaning up polychlorinated biphenyls (PCBs), which subsequently was determined to be a federal responsibility. The University will be required to pay the United States \$71,939 for response costs incurred by the United States within 30 days of entry of the Consent Decree.

Further consideration for settling the lawsuit is the University's agreement to impose institutional controls at the ARDC to not use the ground water contaminated by munitions for human consumption without treatment and to impose such restrictions on subsequent purchasers of ARDC property. The University also will file deed notices for two parcels where munitions or wastes remain buried.

If the Consent Decree is approved, it is then lodged with the Court and noticed in the Federal Register for a 30-day public comment period before it can be entered by the Court.

Members of the public and news media may obtain a copy of the

proposed agreement in the Office of the University Corporation Secretary, 3835 Holdrege Street, Lincoln, Nebraska 68583, between the hours of 8:00 a.m. and 5:00 p.m., Monday through Friday, except University holidays.

PROJECT COST: \$71,939

SOURCE OF FUNDS: Campus Cash Funds

SPONSORS: Richard R. Wood
Vice President and General Counsel

David E. Lechner
Vice President for Business & Finance

APPROVAL: _____
James B. Milliken
President

DATE: December 17, 2004

TO: The Board of Regents
Business Affairs

MEETING DATE: January 15, 2005

SUBJECT: Revised Program Statement for Renovation of Otto Olsen Building

RECOMMENDED ACTION: Approve the revised program statement for Renovation of the Otto Olsen Building

PREVIOUS ACTION: June 17, 2000 – The Board approved the Revised Program Statement for the Renovation of the Otto Olsen Building.

April 5, 1997 – The Board approved the program statement for the Otto Olsen Renovation which was among seven University of Nebraska capital projects included in the major renovation/deferred maintenance initiative.

EXPLANATION: The Otto Olsen building was originally constructed in 1954. There have been no major renovations to the building since its original construction. The building houses the departments of Computer Science, Computer Services, Family and Consumer Science, and Industrial Technology.

The first phase 1of this project was funded through the renovation/deferred maintenance initiative, LB 1100, and included the partial renovation of building mechanical and electrical systems, as well as addressed some of the building's ADA and fire and life safety deficiencies.

Phase Two of the project will renovate the two story east wing into a stand alone Information Technology Center; demo the west wing which houses the Industrial Technology Departments and move the program along with the Family Studies and Interior Design Program to an addition to the West Center Building which houses the remainder of the College of Business and Technology programs; move the Sculpture and Glass Studio to an addition to the Fine Arts Building and remove the Child Care Center and build a new Facility closer to the College of Education.

PROJECT COSTS: \$19,376,000

SOURCE OF FUNDS: State Funds

SPONSOR: Randal L. Haack
Vice Chancellor for Business & Finance

APPROVAL: _____
Douglas A. Kristensen, Chancellor
University of Nebraska at Kearney

DATE: December 17, 2004



OTTO OLSEN RENOVATION PROGRAM STATEMENT

NOVEMBER 2004

PREPARED BY:

WILKINS HINRICHS STOBER ARCHITECTS, LLC

**323 West 11th Street
KEARNEY, NEBRASKA**

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Introduction

1 • A Background and History

The building was constructed in 1954. The first floor east wing housed the Child Development area and Business Administration (including typing, accounting, shorthand, a copy center, a library and waiting room and faculty offices). Vocational Home Economics (including a food lab, laundry, dining center, textile lab, fitting room, clothing room, home management lab, Vocational Home Economics Education, a serving kitchen and faculty offices) was located on the second floor. The west wing contained the Industrial Arts program. This included industrial type space for a print shop, power mechanics shop, a drafting and blueprint room, metal shop, machine shop, a hand woodwork shop, a machine woodwork shop, a spray booth, a crafts room and faculty offices.

Today, the Child Development Center, Information Technology Services (including its computer center, labs, training room, work rooms, helpdesk, and offices), the Computer Science/Information Systems Department (including its lab, classroom and office space), and space for the Campus Telephone Equipment Hub is shoehorned into the first floor east wing. Family Studies and Interior Design occupies about two thirds of the second floor Home Economics area. Industrial Technology has changed from the large mechanical and heavy machine shop era, and its 220 volt electrical requirements to the era of computer aided design studios, with the need for clean 120 volt power. Times and educational requirements have changed, the building has not.

The building has not received a major renovation since its construction. The classroom and lab lighting and acoustic systems are substandard. The power distribution system is original, antiquated, and does not provide the quality of power needed by today's computer systems. The renovation will also replace the original heating and window unit air-conditioning system with more energy efficient climate control (including a centralized air-conditioning system for all of the building), replace substandard windows, and eliminate substandard ceiling, wall and floor finishes.

1 • B Project Description

The proposed project will provide the first major renovation of the Otto Olsen Building. Ongoing deferred maintenance and ADA projects have been completed using 309 and LB1100 Funding to address the buildings immediate shortcomings. The 66,000 square foot facility was built in 1954 in the original academic core of the campus. The building currently houses programs from **The College of Business and Technology**, (*Family Studies & Interior Design and Industrial Technology Departments*), **The College of Natural and Social Sciences** (*Computer Science / Information Systems*), the University's *Information Technology Services*, **The College of Fine Arts and Humanities** (*Sculpture and Glass Studios*) and the **Human Resources** (*Child Development Center*).

Upon completion the renovated sections of the building would be upgraded to meet the current accessibility guidelines. Approaches to the building entry points will be altered, the existing elevator modified and interior rooms designed to address the needs of the students and staff. New construction will meet current codes, accessibility requirements, energy standards and be of compatible design with other buildings on campus.

The classroom and teaching spaces will meet today's educational standards. Ceilings will be lowered to the appropriate height for use of the room and adequate modern lighting installed. New heating, ventilation and air conditioning systems utilizing the campus wide distribution system will be installed throughout the facility to accommodate year round education. Acoustics will be improved and technological improvements will be implemented to provide for present and future teaching methods. Mechanical and electrical systems need to be updated for energy conservation purposes and to provide an environment for today's technology and teaching methods. New thermal broken and insulated windows will be provided.

The renovation project will not only rectify the deferred maintenance, Code, Fire and Life Safety issues, but will bring the building up to University standards and provide a higher education facility that will serve the University of Nebraska for many years to come.

1 • C Purpose and Objectives

Purpose and objectives to be accomplished by this project are as follows:

- Protecting the State of Nebraska Investments:
 - Addressing building infrastructure deficiencies.
 - Renovate and add facilities to be conducive to teaching and learning excellence.
 - Upgrading of the facility infrastructure and space configuration to accommodate the implementation of new and emerging technologies and to mitigate the risks related to potential loss of function, particularly in the area of information technology.
 - Improve classroom and lab lighting systems.
 - Modifying the existing building systems and configurations and providing new construction to address life safety issues as well as the legal liability issues related to the Americans with Disabilities Act and Occupational Safety and Health Administration (OSHA) issues such as indoor air quality.
 - Enhance fire detection and protection systems for the Information Technology Department. Provide alternative suppression systems such as FM200 or Intergen.
 - Improve deteriorated building envelope components.
 - Provide program flexibility to accommodate future changes in curriculum.
 - Protect critical information technology and telephone operations from service interruption.
 - Develop the project according to the guidelines of the Regents of the University of Nebraska.
- Improving Indoor Air Quality:
 - Replacement of existing abandoned, unused, and antiquated HVAC systems within the renovated section of the building to accommodate adequate outside air and provide an air conditioned environment conducive to learning.
 - Installation of an energy management and control system.
- Addressing Code Violations:
 - Providing pathways for plenum rated cable.
 - Providing an adequate grounding system for the information technology and electrical infrastructure.
- Provide Access to all Nebraskans:
 - Renovation of the existing elevator to meet accessibility guidelines and code compliance.
 - Provide handicap accessible restrooms,
 - Development of handicap accessible entries.
- Improve Space Utilization:
 - Reconfiguration of spaces to enhance the physical use of the building and other buildings on campus.
 - Reconfiguration of departments to improved communication and adjacencies.
 - Capture underutilized existing space. Recapture areas elsewhere where opportunities may exist by other work being undertaken.
 - To the greatest extent feasible, new and renovated spaces infrastructure will be designed and constructed for ease in maintenance, future flexibility, and integration with the building's master plan.

Justification of the Project

2 • A Data Which Supports the Funding Request

The building is located in the original academic core of the campus. It was designed in 1953 and constructed in 1954. The original mechanical, electrical distribution and lighting systems are still in use in most areas of the building. Classroom and lab lighting and acoustics are substandard. From a Code, Fire and Life Safety standpoint, a substantial percentage of funding will be utilized to bring the building into compliance with today's more stringent building codes, EPA abatement requirements, and the American's with Disabilities Act.

The proposed project is related to Deferred Maintenance, Code, Fire and Life Safety Issues and meeting today's educational needs. Substandard classroom and lab space will be improved. The current cooling of the east wing is supplied by energy inefficient residential style window air-conditioning units. The west end of the building does not have cooling capability. Technological improvements will also be implemented to provide for present and future information transfer systems. Assistance offered by Computer Science/Information Systems and Computer Services will be improved with reallocation of space for training, resource libraries and additional computer labs.

Mechanical and electrical deficiencies that need to be addressed are:

Indoor Air Quality: Indoor air quality recommended by ASHRAE Standard 62 is not possible due to current temperature control technology and absence of a modern HVAC system to air condition the building. The ventilation system has suffered from deterioration. Indoor air quality improvements to the ASHRAE standard is considered a project objective.

Energy Efficiency, Operational, and Life-Cycle Costs: The HVAC system does not operate at a high level of efficiency. Most notable is the out-of-date steam heating system and the abundance of window air conditioners. Opportunities exist to install a complete new system to integrate modern energy-efficient measures including: temperature controls, automated outside air (free) cooling, use of the campus chilled water system, variable speed pumping, variable speed fans, and variable volume air terminal units.

Electrical: The electrical service is old, undersized, inadequate, and unreliable.

Telecommunications: Inadequacies include: non-compliance with ANSI/TIA/EIA 568-A Telecommunications Cabling Standard, inadequate primary and secondary pathways, inadequate grounding system for the wiring plan and use of non-plenum rated cables in plenum return space.

Risk Management: It is essential that the telephone system and the information technology hub remain operational around the clock, 365 days a year. A number of issues place the operations of the systems at risk, including:

- The lack of adequate air conditioning.
- The current generator is inadequate to serve the complete needs for standby power for the IT area air conditioning.
- The electrical service is undersized and inadequate.
- Data cable throughout the building is not well marked, making it difficult to diagnose cable problems.

2 • A Data Which Supports the Funding Request (cont.)

Department growth and changes have made renovation of the west wing and child care addition impractical. The projected cost to renovate a portion of the existing structure and relocate some departments to other locations on campus to consolidate staffing and programs provides the most cost effective alternative that conforms to the comprehensive plan for the University.

2 • B Alternates Considered

1. Renovate the entire facility and add additional space to the building as required for program growth, mechanical upgrades and entry remodels.
2. Renovate the two story east wing, tear down the west wing and the Child Care Center, and add new space to the building to house the displaced departments and growth issues listed above.
3. Renovate the two story east wing into a stand alone Information Technology Center. Demo the west wing which houses the Industrial Technology Departments and move the program along with the Family Studies and Interior Design Program to an addition to the West Center Building which houses the remainder of the College of Business and Technology programs. Move the Sculpture and Glass Studio to an addition to the Fine Arts Building and remove the Child Care Center and build a new Facility closer to the College of Education.

All the alternatives were considered and Option #3 was pursued. By following the direction discussed in this option, programs are consolidated, efficiency is maintained, growth of departments is possible and much needed open space is freed up in the center of campus for a future multi-level parking garage. The garage is needed to serve the needs of the students, and faculty and also the general public for sporting events at Foster Field and the Health & Sports Center.

Location and Site Considerations

3 • A County

The University of Nebraska Kearney campus is located in Kearney Nebraska, which is the county seat of Buffalo County. The out state location of the campus serves a large portion of central and western Nebraska.

3 • B Town and Campus

The Otto Olsen Building is located in the original academic core of the University of Nebraska at Kearney campus. The building is located along 26th Street at the heart of the campus and is bordered by the Health and Sports Center to the west, Randall Hall to the north, the Student Affairs Building to the east and the Fine Arts Building to the south.

3 • C Proposed Site

See the following pages for site location.

3 • E Influence of Project on Existing Site Conditions

The academic programs of the University of Nebraska at Kearney are located on two sites: the main campus, on which the college was originally founded, and west campus which was the site of the former State Tuberculosis Hospital. With the exception of the University Residence Halls South and North, the entire student housing is located on the main campus. By relocating the Business & Technology programs to west campus and the Child Care Center to a location closer to the College of Education, a section in the central core of campus is freed up for a future parking garage and programs are consolidated for better efficiency.

Utility considerations effecting the site include:

Steam and Steam Condensate: Steam service for building heat originates at the east heating plant. The steam line is adequate to serve the needs of the expansion and renovation program of Otto Olsen. The University of Nebraska at Kearney will continue to supply steam to the building, however the campus utility master plan may transition steam source to an expanded west heating plant, which may then require modification to the steam service entrance.

Chilled Water: There is no chilled water available for Otto Olsen. The campus utility master plan indicates the extension of chilled water from an expanded west cooling plant to serve buildings on the east side of campus. The cost to extend chilled water from this source should be partially borne by the budget for Otto Olsen.

Sanitary Sewer: The sewer exits the north side of the building. The sewer line size is appropriate to handle the sanitary loads of the building

3 • E Influence of Project on Existing Site Conditions (cont.)

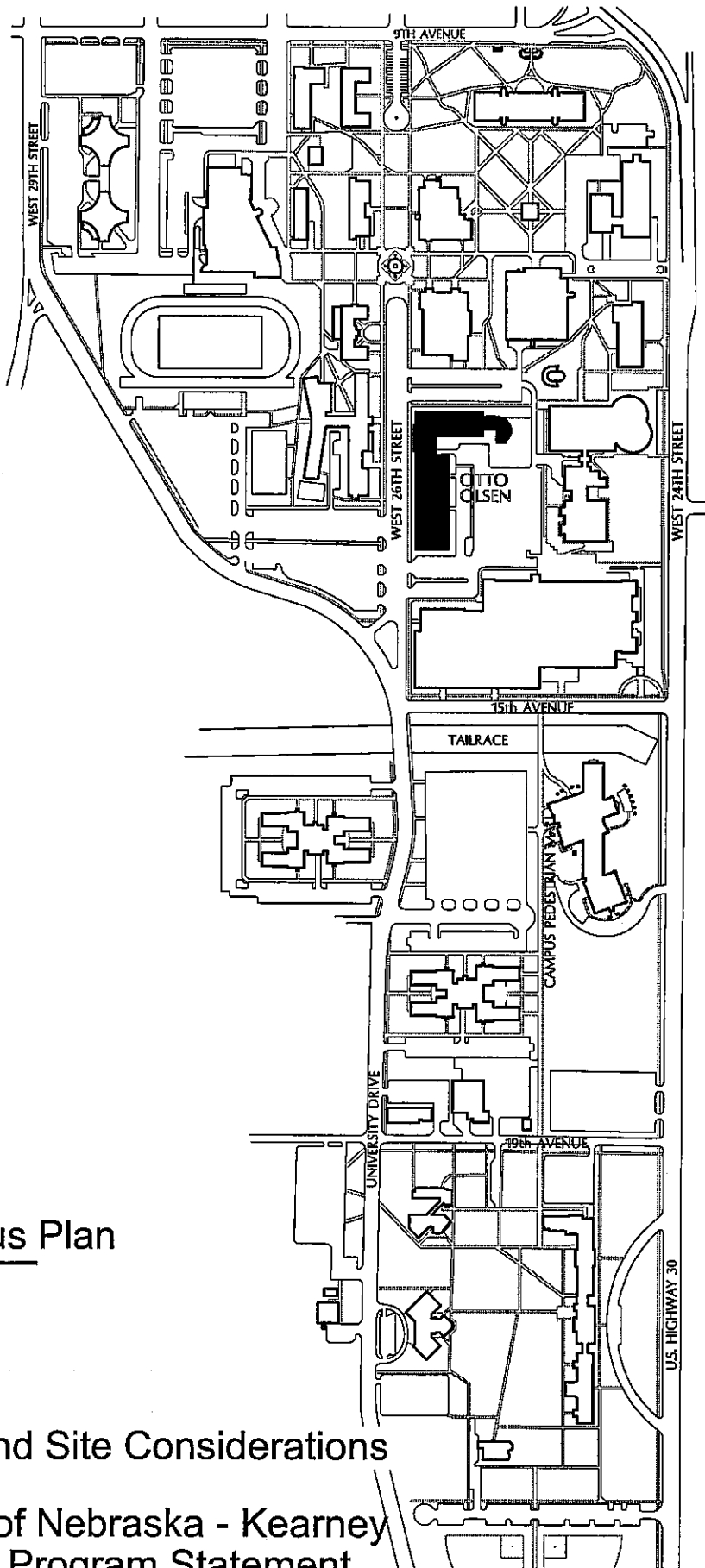
Storm Sewer: The storm line is adequate to serve the building.

Domestic Water: An existing 4-inch domestic water line enters the basement mechanical room. This line is adequate.

Fire Protection Water: An existing 6-inch fire line enters the northwest corner of the building. Only first and second floor corridors and recently renovated rooms of the building are now sprinkled.

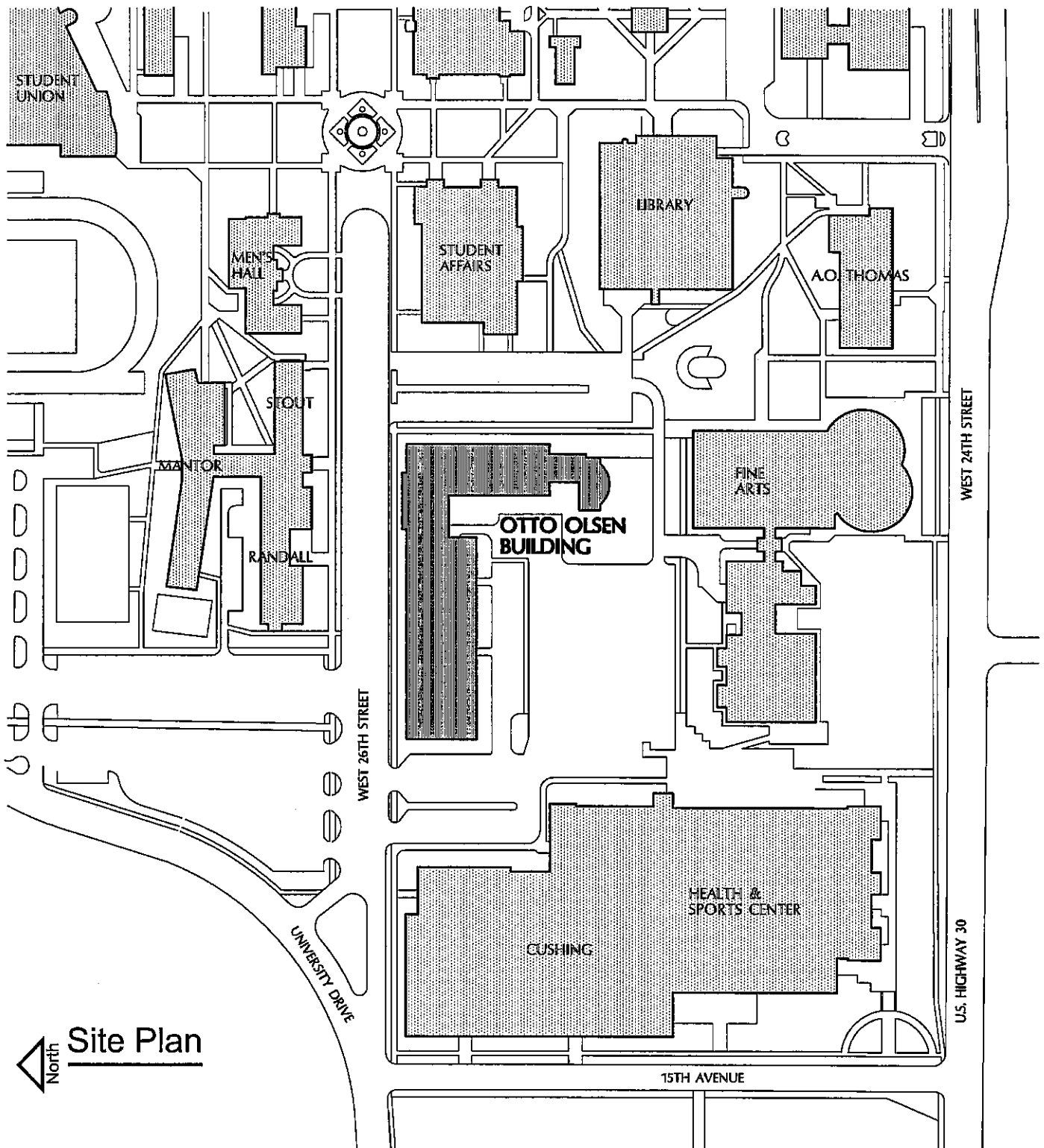
Site Lighting: Any alterations to the building site will require replacement of some pole-mounted fixtures on the property and redistribution of lighting to properly illuminate parking, service, and pedestrian traffic areas.

Telephone Service: The telephone service enters the building on the west side of the south two-story wing. This GTE system is the primary phone system for the campus.



North
Campus Plan

Location and Site Considerations
University of Nebraska - Kearney
Otto Olsen Program Statement




Site Plan

Location and Site Considerations

University of Nebraska - Kearney Nebraska Otto Olsen Program Statement

Comprehensive Plan Compliance

4 • A Year of Comprehensive Plan and Updates

The State's Comprehensive Plan for Postsecondary Education was approved by the Commission in June of 1992. Since then, it has undergone several revisions. The most recent revision of the Comprehensive Plan was completed November 28th 2000.

4 • B Consistency with Comprehensive Capital Facilities Plan

The existing and future use of the Otto Olsen building as a technology center located in the center of the UNK campus supports and maintains a consistency with the instructional emphasis on undergraduate programs leading to baccalaureate degrees in arts and sciences, business, teacher education, and allied health. The Otto Olsen building as it stands is occupied by key components of the aforementioned undergraduate programs and departments as well as housing the campus information technology services department, the campus phone relay room and the campus daycare center.

Agency specific efficiencies on the UNK Campus will need further evaluation during schematic phases to determine whether or not location realignment on the UNK Campus of some program and or support spaces would maintain a more consistent adherence to the Comprehensive Capital Facilities plan at UNK. There do appear to be efficiencies consistent with the Comprehensive plan and the Physical Master Plan in relocating elements of the College of Business and technology from the current Otto Olsen west wing to a location within and in addition to the West Center Building on the UNK west campus. Costs of renovation for an outdated functional space in the west wing along with temporary relocation costs during a drawn out phased building renovation lead to the conclusion that this realignment is not only plausible but cost effective, and would lead to further compliance with the UNK Physical Master Plan. Efficiencies also occur if the Day care program is allowed to move to a new location on west campus with a closer proximity to the College of Education. Further adherence to the UNK Physical Master Plan is achieved by making available space for additional surface parking or parking deck structure by removing the less functionally efficient west wing of Otto Olsen.

4 • C Consistency with Current Version of CCPE Project Review Criteria

The existing and future use of the Otto Olsen building as a technology center located in the center of the UNK campus complies with guidelines set forth within the latest revision of the Comprehensive Plan. Specifically in as noted in the Comprehensive plan areas of public service and geographical service, the Otto Olsen Structure, as it stands serves as a physical network hub for not only the UNK campus but to secondary education facilities in western Nebraska, the Museum of Nebraska Art, local healthcare facilities, community groups and educational service units

Analysis of Existing Facilities

5 • A Functions and Purpose of Existing Programs

College of Business and Technology

The College of Business and Technology provides a superior comprehensive student learning environment through 1) excellence in teaching; 2) meeting student academic needs both individually and collectively; 3) preparing students for professional careers; 4) scholarship and service that support excellence in teaching. The unifying theme of the role and mission statement is that the functions of teaching, scholarship, and service will be directed particularly towards small and mid-sized organizations. It is through this theme that the College of Business and Technology will differentiate itself from its competition and make its mark as a high quality College of Business and Technology.

The program components from the College of Business and Technology currently housed in Otto Olsen include the Department of Family Studies and Interior Design and Industrial Technology. The proposed remodeling of Otto Olsen will allow the Departments to deliver educational and public services to the campus environment.

The mission of Family Studies and Interior Design is to enable families, both as individual units and generally as a social institution to build and maintain systems of action which lead 1) to maturing in individual self formation, 2) to encourage enlightened, cooperative participation in the critique and formation of social goals and means of accomplishing them, and 3) to enable individuals to be critically aware of consumer resources and their management as well as to develop the competence to base actions upon rational, responsible decisions.

Program Objectives are:

- **Family Studies** — To present opportunities to identify universal principles governing development in the family, encounter and analyze a variety of theories, and study the complex but integrated life-styles and family structures which evolve over the life span.
- **Interior Design** — To provide students with a background in the programming, designing, documentation and project management involved with the designing of interior environments; and to prepare students for the profession of Interior Designer.

5 • A Functions and Purpose of Existing Programs

The objectives of the **Industrial Technology Department** is to teach and develop students so that they have:

- 1) Knowledge of the applications of technology as they pertain to the industrial sector of the economy, specifically building construction systems, distribution systems, and telecommunication systems.
- 2) Knowledge of the scientific and mathematical concepts that form the basis of technological concepts.
- 3) Knowledge of the equipment, materials and processes that comprise the end product or service of these systems.
- 4) Knowledge in the manipulations of data as it impacts the technological and economic implications of the system.
- 5) Skill in the safe and efficient manipulation of the technical equipment associated with the requisite activities within the systems.
- 6) Skill in the ability to organize and present the technical concepts of the discipline through written and oral communication.
- 7) Skill in developing working solutions to problems typified by the discipline.
- 8) Appreciation of values pertaining to work, education and the community.

College of Natural & Social Sciences – Computer Science and Information Systems Department

Computer science courses have been taught at UNK since 1967. Students have been able to declare computer science as their major since 1972. In 1985, the Computer Science Program separated from the department of Mathematics and Statistics and the curriculum was reorganized along the lines of the model of the Association for Computing Machinery. In 1986, the computer information systems courses were added, aligning with the model curriculum of the Data Processing Management Association. Department status was granted in 1987. The department offers Bachelor of Science Degree in Computer Science/Information Systems with options in:

Computer Science Comprehensive
Information Systems Comprehensive
Applied Computer Science
Information Systems.

The department's offering also includes minors in the Computer Science and Information Systems.

The department's primary mission is to provide high quality courses and programs for undergraduate students who pursue degrees in Computer Science or Computer Information Systems. The department also serves the public and other UNK departments by providing courses in General Studies Program. CSIS courses are an integral part of several other UNK degree programs, including Business Administration/MIS and the M.S. Ed. with Instructional Technology specialization.

5 • A Functions and Purpose of Existing Programs

Information Technology Services

Information Technology Services provides the campus-wide IT resources to support UNK's institutional mission as a comprehensive university in central Nebraska. Specifically, Information Technology Services:

- Supports a high quality learning environment and innovative services for students.
- Supports the academic, research, and service environment for faculty.
- Supports administrative functions for administration and staff.
- Provides leadership in technology and its applications.

ITS operates a stable and secure IT infrastructure with functionality to support campus needs and a wide range of technologies. ITS provides leadership and coordination to the campus in the purchase, acquisition, and innovative use of computer, data communications, networking, hardware, software, multimedia, services, training and associated support activities.

ITS includes a secure server room for mission-critical application hardware; a Helpdesk for faculty and staff use; and multimedia development facilities. From the UNK network, Internet and Internet 2 services are provided to Good Samaritan Hospital for educational purposes, to the country extension offices, to MONA, and ESU 10 for distribution to area K-12s.

Human Resources – Child Development Center

The Child Development Center provides a number of services to the University of Nebraska at Kearney. The most recognizable service would be childcare for children of faculty, students and staff. In addition, the Center functions as a classroom for the College of Education (Early Childhood Education Program, Communications Disorders Department) and the University of Nebraska Medical Center's Nursing Program, to provide a location where students can observe and implement appropriate practices in their field of study. Finally the Center provides on the job training for 24 students currently attending UNK.

The UNK Child Development Center was originally established in 1948 as a Laboratory for preschool children. Construction was completed on Otto Olsen in 1955 and the current Center is located in this original site. The classroom was constructed with a one-way observation window that allowed viewing of the children. The Lab setting provided an opportunity for students studying the many aspects of early childhood an on-campus opportunity to observe and interact with children. In 1987, the Laboratory was renamed the Wilma A. Larsen Child Development Laboratory, to honor Mrs. Wilma Larsen upon her retirement as Family and Consumer Sciences Department Chair for her many contributions to the Lab and its program. The Observation Room was renovated and renamed the Jill Lynn

5 • A Functions and Purpose of Existing Programs (cont.)

Lindsay Preschool, Infant, and Toddler Observatory in 1990 and "dedicated in memory of her love of young children". This Observation Room provides opportunities for parents, students and faculty to observe children without disturbing their natural play environment.

In 2001, the childcare needs of the parents who are students, staff, and faculty members of the University became an issue of extreme importance to the Board of Regents, who made child care a priority challenge to campuses. In response to the challenge, UNK transformed the former Lab and licensed it as a childcare facility. Since that time the Center expanded into one additional room (January 2004) and had the current toddler room renovated due to the addition of a handicap ramp for the building, which decreased the size of the room. The Center is licensed under the Nebraska Department of Health and Human Services to provide care for 70 children ages 6 weeks to 13 years of age. Currently the Center provides services for 65 children of 49 families. Of that population, over 40% are eligible for reimbursement for fees through the Nebraska Department of Health and Human Services due to their income levels. This provides employment to a total of 28 staff, 24 of which are students at UNK. The current waiting list of children to be accepted into the Center is 78.

Starting in August 2004, the Center began the yearlong process of becoming accredited through National Association for the Education of Young Children. The NAEYC Academy for Early Childhood Program Accreditation administers a national, voluntary accreditation system to help raise the quality of all types of preschools, kindergartens, and childcare centers. NAEYC accreditation provides a powerful tool through which early childhood professionals, families, and others concerned about the quality of early childhood education can evaluate programs, compare them with professional standards, strengthen the program and commit to ongoing evaluation and improvement.

Once accreditation is obtained, the Center would be the first childcare provider in Kearney and Buffalo County to reach this level of expertise. This would allow UNK students and other providers to have a location where they can observe practices that are of the highest level in the field. This also ensures the children attending the Center are receiving the best care possible through highly qualified and trained staff with an adult to child ratio that is higher than required by licensing.

Program Objectives are:

- Quality Childcare – to provide the highest quality childcare services to the children of faculty, students and staff in an environment that is developmentally appropriate to each child.
 - To provide opportunities for our children to develop an understanding of self and others through developmentally appropriate activities, which encourage the development of physical, emotional, and social skills and intellectual growth.

5 • A Functions and Purpose of Existing Programs

- To provide a program both indoors and outdoors which fosters optimal growth and development through opportunities for exploration and learning while protecting and enhancing the health and safety of the children and adults.
- To provide a staff that is caring, recognizes and meets the needs of the children, and promotes physical, social, emotional and cognitive development.
- To provide a qualified Director who effectively attends to the needs of the children, parents, and staff, and conducts systematic evaluation of the effectiveness of the program and staff in meeting these objectives
- Family Resources – to provide information to parents on the developmental stages of their child and resources to answer their questions.
 - To provide a program where parents are kept well informed about daily events at all times and are encouraged to be both observers and participants in their child's development.
- Real Life Classroom – providing an environment where students can observe and interact with young children in preparation for future professional contact.
- On the Job Training – for students on campus who are interested in early childhood education, the Center provides a central location with flexible hours.

College of Fine Arts and Humanities – Sculpture and Glass Studios

Otto Olsen presently houses the Sculpture and Glass Studios of the Department of Art and Art History. Students work with various materials, including glass, bronze, stone, iron, clay, plaster, wood, steel, aluminum, marble, alabaster, wax, limestone, and granite. Sculpture and Glass will remain in Otto Olsen until a future addition to the Fine Arts Building allows the studio to relocate. Safety of faculty and students is a concern due to difficulties with ventilation, temperature control and electrical support.

The objectives of the Sculpture and Glass areas of emphasis are to develop in each student the ability to:

- Acquire the skills and techniques necessary to pursue a professional career in the field of art or to pursue further study through a Masters of Fine Arts Program.
- Teach Sculpture, glassworking and three-dimensional understandings of art.
- Acquire an awareness and appreciation of historical and contemporary three dimensional works of art.
- Master habits, attitudes, ethics and ideals which lead to successful careers as artists.
- Pursue and promote scholarly creative activity at the undergraduate and graduate levels.

5 • B Square Footage of Existing Areas

1. College of Business and Technology - Family Studies and Interior Design

UNK Room #	Space	Room Use Cat #	S.F. Each
127	Computer Lab	200	1,752
129	Woods Lab	200	2,961
131	Computer Lab	200	1,587
133	Metals Shop	200	2,832
135	Computer Lab	200	2,127
136	Computer Lab	200	1,046
138a	Lab	200	494
203	Lighting Lab	200	1,878
208	Drafting Lab	200	1,752
212	Computer Lab	200	789
129a	Office	300	445
132a	Office	300	105
132b	Office	300	105
132c	Office	300	105
132d	Office	300	105
132e	Office	300	105
132f	Office	300	94
132g	Office	300	65
132	Reception	300	287
130a	Office	300	205
130b	Office	300	105
130c	Office	300	105
128	Office / Testing	300	328
130d	Office	300	100
130e	Office	300	100
130f	Office	300	100
214a	Office	300	260
210	Office	300	122
210a	Office	300	128
206	Office	300	265
206a	Office	300	296
206b	Office	300	130
204	Office	300	290
205a	Office	300	128
205b	Office	300	116
205c	Office	300	143
205d	Office	300	132
205e	Office	300	117
209	Office	300	95
209a	Office	300	165
216a	Conference Room	500	712
206c	Storage	700	63
207	Storage	700	629
Total College of Business & Technology			23,468

5 • B Square Footage of Existing Areas

2. College of Natural and Social Sciences

UNK Room #	Space	Room Use Cat #	S.F. Each
112	Classroom	100	790
117	Special Projects Lab	200	630
110	Computer Lab	200	806
116	Reception	300	196
116a	Office	300	125
116b	Office	300	144
116c	Office	300	108
116d	Office	300	110
116e	Office	300	101
116h	Office	300	125
116i	Office	300	150
Total College of Natural and Social Sciences			3,285

3. Information Technology Services

UNK Room #	Space	Room Use Cat #	S.F. Each
202	Training Lab	200	544
114	Reception	300	204
114a	Office	300	160
114b	Office	300	88
114c	Office	300	119
114d	Office	300	105
114e	Office	300	105
114f	Office	300	195
105	Office	300	231
109	Office	300	450
111	Office	300	186
115b	Office	300	460
218a	Office	300	305
219	Office	300	284
109	Server	700	1,489
111a	Central Telephone Room	700	274
113	Computer Store	700	555
115	Computer Help Desk	700	980
Total Information Technology Services			6,734

5 • B Square Footage of Existing Areas

4. College of Fine Arts and Humanities

UNK Room #	Space	Room Use Cat #	S.F. Each
137	Sculpture Lab	200	2,421
137a	Wood Working Lab	200	360
140	Office	300	95
141	Storage	700	132
Total College of Fine Arts and Humanities			3,008

5. Human Resources

UNK Room #	Space	Room Use Cat #	S.F. Each
175	Observation Room	200	130
101b	Office	300	84
102	Office	300	172
179	Prep Kitchen	500	117
101	Day Care Room	300	1,400
104	Day Care Room	300	330
108	Day Care Room	300	495
178	Storage	700	112
Total Human Resources			2,840

6. General Use

UNK Room #	Space	Room Use Cat #	S.F. Each
118	Seminar	100	280
213	Seminar	100	240
216	Classroom	100	622
218	Classroom	100	655
220	Classroom	100	806
224	Classroom	100	654
201	Classroom	100	667
126	Classroom	100	820
136	Classroom	100	825
138b	Classroom	100	681
Total General Use			6,250

Total Existing Net Square Footage 45,585

5 • C Utilization of Existing Space by Facility, Room and/or Function

See Attached Drawings.

5 • D Physical Deficiencies

Roofing: The roof was replaced in the summer of 2003 and should only require minor modifications due to work associated with the remodel.

Wall Systems: Existing masonry walls are structurally sound but lack insulation and the interior plaster finishes limit the possibility of needed mechanical/electrical upgrades.

Masonry: Minor tuckpointing will be required and flashing updated where needed.

Window Systems: Existing windows will be replaced with thermally broken insulated units and insulated panels installed in some areas to improve energy efficiency.

Asbestos and Lead Abatement: All asbestos and lead remaining in the building that has not been removed in previous projects will be removed prior to construction.

Lighting: Parking lot and grounds lighting is adequate and fits the overall lighting theme of the UNK campus.

Fire Protection: The wet sprinkler system does not serve the entire building. A new fire service entrance was recently installed and main corridors sprinkled. The IT area should have an alternate fire suppression system to avoid water in the server area.

Temperature Control: The control system technology in the building is pneumatic with compressed air used to power and signal temperature-controlled devices. The system is in need of replacement to satisfy building temperature and humidity requirements, as well as to improve the energy efficiency of the mechanical system. Pneumatic controls do not provide the “tight” regulation of a temperature-control system now available with electronic digital controls.

Lighting: Although many fixtures have been changed to T-8, there remain a number of old, inefficient fixtures.

Power Distribution: The power available to the building is substandard.

Emergency Power: Generator power is not available to serve all the needs of IT, heating, and life safety.

5 • D Physical Deficiencies (cont.)

Telecommunications: Primary pathways are inadequate. There is limited existing space and little adherence to standardized pathway distribution. Secondary pathway methodology is inconsistent. These are instances of wire draped over conduit, ductwork, false ceiling, and attachment to superstructure with numerous types of fastening and termination used. Cable supporting methods do not comply with current industry standards. Horizontal cabling is a mixture of coaxial, legacy twisted pair, Category 3, and Category 5. This arrangement tends to give the appearance of a rather disheveled arrangement, but more importantly, hampers efficient and effective system maintenance activities. The horizontal cable system does not meet the requirements of the ANSI/TIA/EIA 568-A Telecommunications Cabling Standard for commercial buildings. The existing grounding system is not adequate for a modern structured wiring plan. Operations of the information technology department are exposed to security risks. The department is scattered throughout the building without secure access other than cipher locks. Windows, wall construction, and public access threaten the integrity of the technology systems.

5 • E Programmatic Deficiencies

The programmatic deficiency in the existing facility is the lack of space for existing developments and an overall inefficient use of space by programs in the building. The project will reconfigure a portion of the building to better utilize shared space among the computer departments, improve traffic flows, and centralize the technology spine of the facility.

5 • F Replacement Cost of Existing Building


The replacement cost for 65,964 square feet of new construction to replace only the existing facility is budgeted at \$215.00 per square feet. The anticipated cost of \$14.2 million would not include land acquisition, relocation costs and additional square footage programmed for department growth and new mechanical and electrical systems. The location of the building on the campus is a major factor in the decision to renovate a section of the building and consolidate other programs to other locations on campus.

College of Fine Arts
and Humanities

College of Business
and Technology

College of Business
and Technology

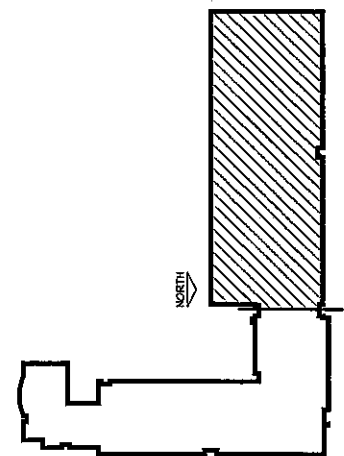
College of Business
and Technology

North  First Floor - West Wing

Utilization of Existing Space

University of Nebraska - Kearney Nebraska
Otto Olsen Program Statement

Wilkins Hinrichs Stober Architects L.L.C.



KEY PLAN:

College of Natural and Social Sciences

Computer Services

College of Natural and Social Sciences

Computer Services

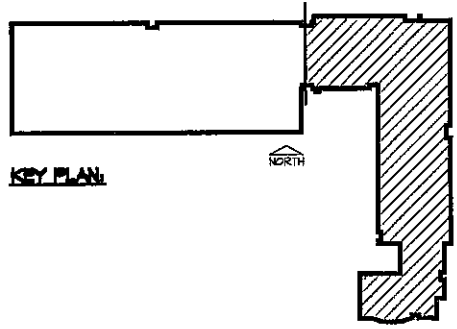
Computer Services

College of Natural and Social Sciences

Human Resources

Human Resources

Human Resources



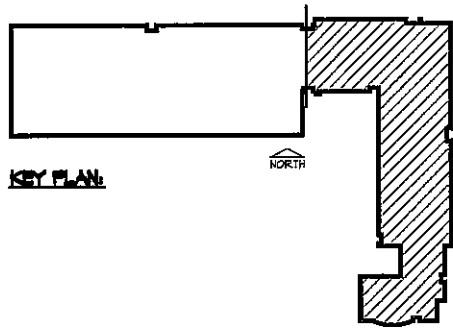
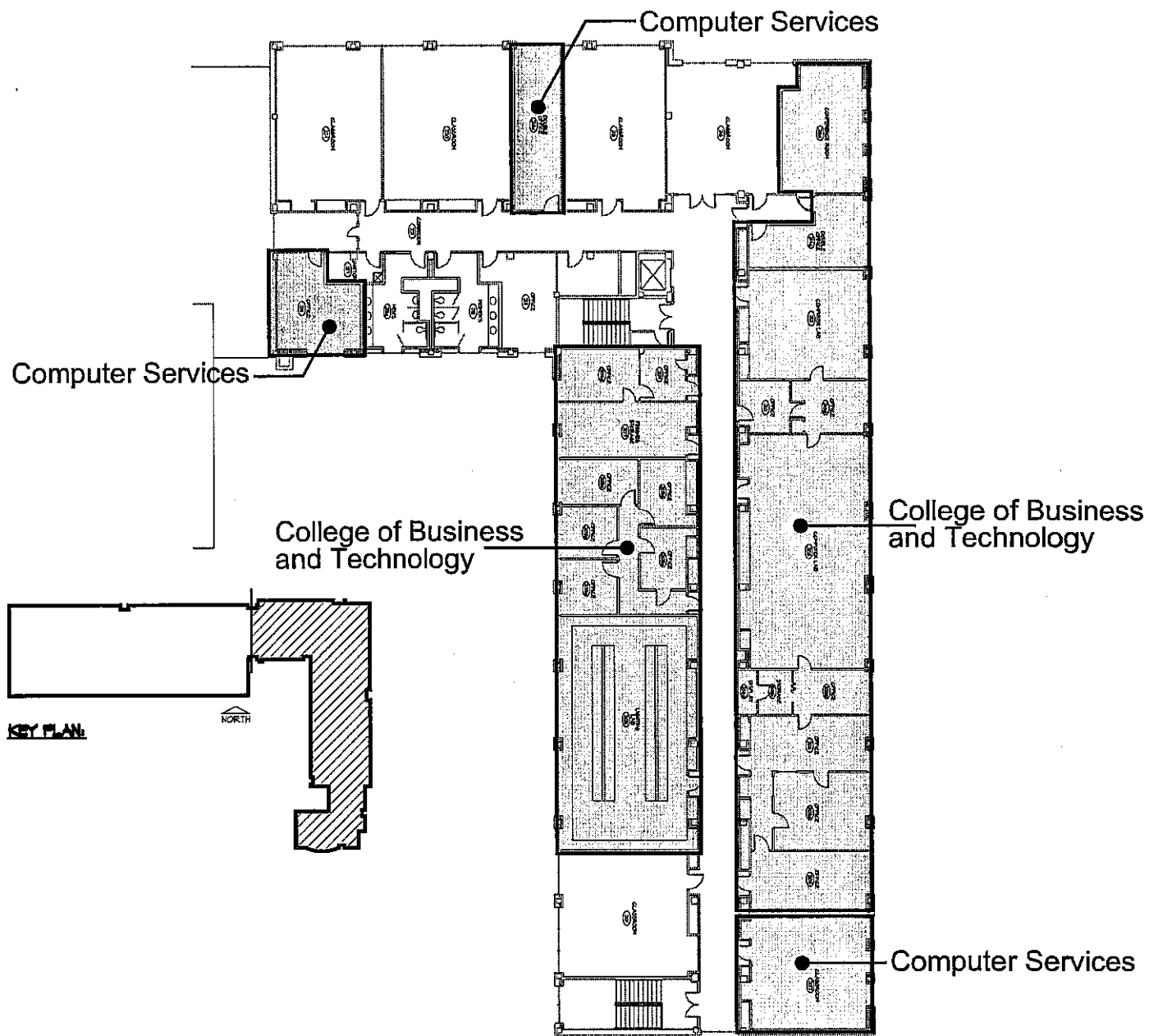
First Floor - East Wing

North

Utilization of Existing Space

University of Nebraska - Kearney Nebraska
Otto Olsen Program Statement

Wilkins Hinrichs Stober Architects L.L.C.




Second Floor - East Wing

Utilization of Existing Space

**University of Nebraska - Kearney Nebraska
Otto Olsen Program Statement**

Facility Requirements

6 • A Functions/Purpose of the Proposed Program

1. Activity Identification and Analysis (See information in 5.A.)
2. Personnel Projections

College of Business and Technology

Department	Existing F.T.E.	Existing Adjusted Headcount		Projected Adjusted Headcount	
		FT	PT	FT	PT
<i>Family Studies & Interior Design</i>					
Academic/Administrative	10	9	3	10	1
Managerial/Professional	0	0	0	0	0
Office and Service	1	1	0	1	0
Students	1	0	2	0	5
Family & Consumer Sciences Total	12	10	5	11	6
<i>Industrial Technology</i>					
Academic/Administrative	12	12	4	14	6
Managerial/Professional	1	1	0	1	0
Office and Service	1	1	0	1	0
Students	0	0	3	0	5
Industrial Technology Total	14	14	7	16	11
Total Staff	26	24	12	27	17

College of Natural & Social Sciences

Department	Existing F.T.E.	Existing Adjusted Headcount		Projected Adjusted Headcount	
		FT	PT	FT	PT
<i>Computer Science/Information Systems</i>					
Academic/Administrative	5	6	1	8	1
Managerial/Professional	0	0	0	0	0
Office and Service	1	1	0	1	0
Students	0	0	1	0	1
Total Staff	7.5	7	2	9	2

Information Technology Services

Department	Existing F.T.E.	Existing Adjusted Headcount		Projected Adjusted Headcount	
		FT	PT	FT	PT
<i>Information Technology Services</i>					
Academic/Administrative	1	1	0	1	0
Managerial/Professional	11	11	0	13	0
Office and Service	8	8	0	10	0
Students	2	0	7	0	10
Total Staff	22	20	7	24	10

Human Resources

Department	Existing F.T.E.	Existing Adjusted Headcount		Projected Adjusted Headcount	
		FT	PT	FT	PT
<i>Child Development Center</i>					
Academic/Administrative	0	0	0	0	0
Managerial/Professional	1	1	0	1	0
Office and Service	3	3	0	6	1
Students	9	0	24	0	30
Total Staff	13	4	24	7	31

College of Fine Arts & Humanities

Department	Existing F.T.E.	Existing Adjusted Headcount		Projected Adjusted Headcount	
		FT	PT	FT	PT
<i>Sculpture and Glass Studio</i>					
Academic/Administrative	1	1	1	2	0
Managerial/Professional	0	0	0	0	0
Office and Service	0	0	0	0	0
Students	0	0	0	0	0
Total Staff	1	1	1	2	0

Facility Requirements

6 • B Space Requirements

1. Square Footage by Individual Areas and/or Functions

College of Business and Technology - Family Studies & Interior Design

Space	Room Use Cat #	S.F. Each	Sub Totals	Totals
1.0 Teaching Spaces				
Classroom	110	840		
Classroom	110	840		
Classroom	110	600		
Classroom	110	600		
Seminar Room	110	770		
Seminar Room	110	625		
Total Teaching Spaces				4,275
2.0 Learning Areas				
Interior Design Studio	220	1,700		
Family Resource Center Lab	220	350		
Observation Room - Family Res.	220	350		
Lighting Design Studio	220	1,700		
Gallery	220	300		
Total Learning Areas				4,400
3.0 Offices				
Department Chair's Office	310	190		
Faculty Office	310	120		
Faculty Office	310	120		
Faculty Office	310	120		
Faculty Office	310	120		
Faculty Office	310	120		
Faculty Office	310	120		
Faculty Office	310	120		
Faculty Office	310	120		
Faculty Office	310	120		
Staff/Secretary	310	120		
P / T Faculty Office	310	100		
Student Assistant	310	360		
Service/Reception	310	100		
Total Offices				1,950

Facility Requirements

Family Studies & Interior Design (cont.)

Activity Code #	Space	Room Use Cat #	S.F. Each	Sub Totals	Totals
4.0	Commons				
	Reading Room	430	300		
	Faculty/Staff Lounge	315	200		
	Student Lounge	650	200		
	Total Commons				700
5.0	Other Spaces				
	Conference Room	350	350		
	Storage	730	300		
	Storage	730	250		
	Total Other Spaces				900
	Total of College of Business & Technology				12,225
	Family Studies & Interior Design				

Facility Requirements

College of Business and Technology — Industrial Technology

Activity Code #	Space	Room Use Cat #	S.F. Each	Sub Totals	Totals
1.0	Teaching Spaces				
	Classroom	110	1,000		
	Classroom	110	800		
	Classroom	110	800		
	Total Teaching Spaces				2,600
2.0	Learning Areas				
	Construction Lab	220	2,850		
	Electricity / Electronics Lab	220	1,450		
	Telecommunications Lab	220	1,450		
	Machining Lab	220	2,350		
	Distribution Product / Automation Lab	220	1,600		
	Safety Demonstration Lab	220	500		
	Computer Lab (CADD)	220	1,225		
	Computer Lab (General)	220	1,225		
	Total Learning Areas				12,650
3.0	Offices				
	Department Chair's Office	310	190		
	Faculty Office	310	120		
	Faculty Office	310	120		
	Faculty Office	310	120		
	Faculty Office	310	120		
	Faculty Office	310	120		
	Faculty Office	310	120		
	Faculty Office	310	120		
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	Faculty Office	310	120		
	Faculty Office	310	120		
	Faculty Office	310	120		
	Faculty Office	310	120		
	Faculty Office	310	120		
	Faculty Office	310	120		
	Faculty Office	310	120		
	Staff Secretary	310	75		
	Service/Reception	310	180		
	Managerial / Professional	310	120		

Facility Requirements

Industrial Technology (cont.)

Activity Code #	Space	Room Use Cat #	S.F. Each	Sub Totals	Totals
	P/T Faculty Office	310	120		
	P/T Faculty Office	310	120		
	P/T Faculty Office	310	120		
	Student Assistant	310	300		
Total Offices					3,025
5.0	Commons				
	Student Lounge	650	200		
Total Commons					200
Total of College of Business and Technology Industrial Technology					18,475

Facility Requirements

College of Natural and Social Sciences — Computer Science/Information Systems Department

Activity Code #	Space	Room Use Cat #	S.F. Each	Sub Totals	Totals
1.0	Teaching Spaces				
	Classroom	110	1,200		
	Classroom	110	720		
	Classroom	110	600		
	Total Teaching Spaces				2,520
2.0	Learning Areas				
	CSIS Computer Lab	220	600		
	Research Lab (Dividable)	220	2,400		
	Total Learning Areas				3,000
3.0	Offices				
	Faculty Office	310	120		
	Faculty Office	310	120		
	Faculty Office	310	120		
	Faculty Office	310	120		
	Faculty Office	310	120		
	Faculty Office	310	120		
	Faculty Office	310	120		
	P/T Faculty Office	310	120		
	P/T Faculty Office	310	120		
	Student Assistant	310	60		
	Student Reception	310	180		
	Total Offices				1,320
5.0	Other Spaces				
	Access Grid Conference Room	350	1,000		
	Student Lounge	650	400		
	Network Room	710	250		
	Storage Room	730	200		
	Total Other Spaces				1,850
	Total of Computer Science/Information Systems				8,690

Facility Requirements

Information Technology Services

Activity Code #	Space	Room Use Cat #	S.F. Each	Sub Totals	Totals
2.0	Learning Spaces				
	Computer Lab		220	2000	
	Teaching Lab		220	500	
	Library Stack Space		420	120	
	Total Learning Spaces				2,620
3.0	Offices				
	Directors' Office Asst. Vice Chancellor		310	240	
	Director of Information Services		310	180	
	Network Manager		310	140	
	Client Services Manager		310	140	
	System Manager		310	140	
	System Manager		310	140	
	Operations Manager		310	140	
	Multimedia Specialist		310	140	
	Multimedia Specialist		310	140	
	Application Development Manager		310	120	
	Programmer Analyst		310	120	
	Network Analyst		310	140	
	Computer Operator		310	140	
	Hardware Tech		310	140	
	Network Tech		310	140	
	Secretary/Reception		310	120	
	Total Offices				2,320
5.0	Other Spaces				
	Conference Room		350	350	
	Computer Machine Room		710	1200	
	Network Room		710	750	
	Central Telephone Room		710	250	
	Printout Distribution Center		715	120	
	Computer Helpdesk (4 staff)		715	560	
	Computer Store		715	500	
	Storage		730	500	
	Total Other Spaces				4,230
	Total of Information Technology Services				9,170

Facility Requirements

College of Fine Arts & Humanities – Sculpture and Glass Studio

Activity Code #	Space	Room Use Cat #	S.F. Each	Sub Totals	Totals
1.0	Teaching Spaces				
	Classroom	110	750		
	Total Teaching Spaces				750
2.0	Learning Areas				
	Steel Fabrication / Welding	200	750		
	Wood Shop	200	750		
	Mold Making / Bronze Foundry	220	1,000		
	Ceramic Shell	220	100		
	Cold Working	220	300		
	Hot Shop	220	750		
	Stoneworking	220	750		
	Total Learning Areas				4,400
3.0	Offices				
	Faculty Office	310	120		
	Faculty Office	310	120		
	Total Offices				240
5.0	Other Spaces				
	Tool Crib	730	150		
	Student Storage	730	270		
	Material Storage	730	252		
	Total Offices				672
	Total of College of Fine Arts & Humanities Sculpture and Glass Studio				6,062

Facility Requirements

Human Resources – Child Development Center

Activity Code #	Space	Room Use Cat #	S.F. Each	Sub Totals	Totals
2.0	Learning Spaces				
	Multi-Purpose Room	220	900		
	Infant Room	220	500		
	Toddler Room	220	350		
	Preschool Room	220	1,200		
	2 Year Old Room	220	300		
	3 Year Old Room	220	300		
	School Age Room	220	300		
	Observation Room	220	125		
	Total Learning Spaces				3,975
3.0	Offices				
	Department Chair's Office	310	190		
	Faculty Office	310	120		
	Faculty Office	310	120		
	Faculty Office	310	120		
	Student Assistants	310	360		
	Student Assistants	310	150		
	Total Offices				1,060
5.0	Other Spaces				
	Child Development Kitchen	555	250		
	Child Development Laundry	555	150		
	Conference Room	350	500		
	Storage	730	300		
	Conference Room / Library	410	160		
	Total Other Spaces				1,360
	Total of Human Resources – Child Development Center				6,395

Summary

College of Business and Technology - Family Studies & Interior Design

CODE		SQUARE FEET
100	Teaching Spaces	4,275
200	Learning Areas	4,400
300	Offices	1,950
400	Commons	700
500	Other Space	900
	Subtotal	12,255

College of Business and Technology - Industrial Technology

CODE		SQUARE FEET
100	Teaching Spaces	2,600
200	Learning Areas	12,650
300	Offices	3,025
500	Commons	200
	Subtotal	18,475

College of Natural and Social Sciences - Computer Science/Information Systems

CODE		SQUARE FEET
100	Teaching Spaces	2,520
200	Learning Areas	3,000
300	Offices	1,320
500	Other Space	1,850
	Subtotal	8,690

Information Technology Services

CODE		SQUARE FEET
200	Learning Areas	2,620
300	Offices	2,320
500	Other Spaces	4,230
	Subtotal	9,170

College of Fine Arts & Humanities – Sculpture and Glass Studio

CODE		SQUARE FEET
100	Teaching Spaces	750
200	Learning Areas	4,400
300	Offices	240
500	Other Space	672
	Subtotal	6,062

Human Resources – Child Development Center

CODE		SQUARE FEET
200	Learning Areas	3,975
300	Offices	1,060
500	Other Space	1,360
	Subtotal	6,395

TOTAL PROJECT 61,017

Facility Requirements

6 • B Space Requirements (cont.)

2. Basis for Square Footage/Planning Parameters

Square footage projections are based on input provided by the department deans and department chairs currently housed in the facility. The departments looked at their current needs and the anticipated growth or changes affecting their curriculum. Room types and square footages were then calculated using the University of Nebraska Space and Land Guidelines.

3. Square Footage Difference Between Existing and Proposed Areas (net and gross)

	Existing	Programmed	Difference
Net Square Feet	45,585	61,017	15,432
Gross Square Feet	66,000	89,730	23,730
Building Efficiency	69%	68%	

6 • C Impact of the Proposed Project on Existing Space

1. Reutilization and Functions

A majority of the programs currently housed in the facility have changed drastically since the building was constructed. The Industrial Technology area has evolved from a hands on Vo-Tech Program with large equipment needs to a highly technology based curriculum. The large volume spaces currently used by the program are neither cost nor energy efficient for today's teaching methods.

The Family Studies and Interior Design Department has changed from its origins as a Home Economics based program with an emphasis on cooking, clothing, and life skills. The program today deals with life issues and interior design and requires specialized spaces and technology to meet these needs.

The location of the building on campus, the acceptable condition of the east wing building envelope and the existing data and telephone hubs that are housed in the facility make it a good candidate for reutilization. Although major remodel work will be required and some sections of the building may need to be removed and other areas added, the building can once again serve the needs of the University.

6 • C Impact of the Proposed Project on Existing Space (cont.)

2. Demolition

The existing two story east wing is constructed of poured in place post and beam concrete and lends itself well to renovation/reutilization. The large volumes and the big expanses of glazing in the west wing make it difficult to be renovated to fit today's programs. Demolition of this wing and construction of newly designed space as a building addition elsewhere on campus is justified.

The small addition on the southeast corner of the building that houses the Child Development Center should also be considered for demolition. Ceiling heights, accessibility and space limitations justify the need for new construction.

3. Renovation

A majority of the east wing building is structurally sound and by updating the electrical and mechanical systems and providing some minor architectural changes, it can continue to be a viable teaching center for years to come. The goal of the project is to make the building more efficient and accessible and to remodel the space to provide a better quality educational environment.

As part of the renovation we will provide an adequate electrical supply with back-up generator capability to meet the sensitive needs of the computer equipment and systems housed in the building. A new electrical service will be installed throughout the building and a cable management system to handle the phone and data requirements of the students and staff.

- The renovation will require a new HVAC system, a new electrical system, and a complete fire protection system.
- Asbestos containing materials need to be removed.
- The exterior solid masonry walls will need to be furred out and insulated.
- New wall finishes will be provided on interior surfaces in public spaces and as needed in the remainder of the facility.
- All new acoustical ceiling systems will be required to decrease the volume of the spaces, increase the acoustics between spaces and allow for new lighting sources. (Lower ceilings in the corridors will also provide much needed plenum space for new ductwork, equipment and conduit.)
- New floor finishes will be provided where required.
- The existing elevator will be replaced with a new elevator which meets today's accessibility and safety requirements.
- Existing windows will be replaced with thermally broken energy efficient insulated units and/or insulated panels.
- An addition to the facility will be required to house the new mechanical system and for increased programmatic needs.

Equipment Requirements

7 • A List of Available Equipment for Reuse

We will reuse available equipment where possible.

7 • B Additional Equipment

We will provide new fixed, moveable, and special/technical equipment where required.

Special Design Considerations

8 • A Construction Type

The existing facility consists of a two story east wing of poured in place, post and beam construction and south and west one story additions which are structural steel frame construction. All exterior walls are brick and block construction with no insulation and a plaster finish on the interior surface.

The renovation will add insulation to all exterior walls and new interior walls will be constructed of metal studs with G.W.B. finish. Care will be taken to work around or incorporate all existing structural elements into the final design.

Additions to the building must be done in a manner sympathetic to the architectural character of the building. The exterior material, color and texture should be compatible with existing architectural detailing.

8 • B Heating, Cooling and Information Technology Systems

Mechanical

HVAC, Electrical and Information Technology Systems:

Design Considerations:

Outdoor Winter Dry Bulb: Minus 10°F

Outdoor Summer Coincident Dry Bulb/Wet Bulb: 95°F

Indoor Design Temperatures: Winter 72°F

Indoor Design Temperatures: Summer 75°F/50% R.H.

Mechanical systems should be designed to comply with current State and National Codes and Standards and with Design Guidelines published by the University of Nebraska at Kearney.

A new water service main to support an automatic fire sprinkler system for the entire building was installed under Phase 1. The system will need to be modified to accommodate new room layouts and extended into portions of the building not presently covered. The domestic water meter should be replaced and a backflow prevention device installed.

New toilet rooms were installed under Phase 1. Additional toilet rooms will be installed with fixtures of type and quantity to meet Uniform Building Code and ADA Requirements. Water and sewer piping should be replaced with new piping material.

A new chilled water service entrance will be installed and pipe distribution made within the building to support air conditioning.

The building will be air conditioned with a new variable volume control air-handling system. Air-handling units will be controlled by variable frequency drives and be configured to allow free (outside air) cooling. Existing window air conditioners will be removed. Existing telephone room and computer room air-conditioning systems will be replaced with new, redundant self-contained units specific to the telephone and IT spaces.

8 • B Heating, Cooling and Information Technology Systems (cont.)

Air conditioning will be supported by chilled water as the cooling medium with chilled water piped from the west campus energy center. Chilled water will be routed underground to the campus chilled water system as it is extended east from Cushing. Pumping systems within Otto Olsen will be controlled by variable frequency drives.

Ventilation systems in the building will be replaced with new air-handling equipment with exhaust ventilation appropriate for each space. Special ventilation system will be provided for the vocational technology spaces as appropriate. Ventilation systems will be designed to comply with national standards for indoor air quality. The new rooftop ventilation unit installed to serve the new toilets under Phase 1, has DX cooling, steam heat, and a heat recovery wheel. This unit will be kept in service if the toilet rooms remain, but the steam coil will be changed to hot water.

The steam heating system will be replaced with a new hot-water-based heating system. Steam will continue to be used as the heating medium with energy transferred to hot water through heat exchangers and hot water circulated to perimeter heating equipment and to coils in air-handling units. Steam and condensate piping will be replaced. All steam fin-tube perimeter heating will be removed. The new heating system will have duplex (redundant) heat exchangers and pumps and be filled with 30% propylene glycol solution.

The ceramic kiln venting system will be replaced. Duct and particulate extraction systems for the vocational technology spaces will be replaced.

The fire sprinkler system installed in Phase 1 will be extended to individual rooms and to any planned additions.

The roof drainage system will be replaced as roof repair/replacement work is done and an overflow drainage system installed to meet current building Code. Storm drainage piping will be replaced.

All plumbing water piping will be replaced except for new distribution piping installed under Phase 1 for the new toilet rooms.

The waste and vent piping system will be replaced except for new piping installed under Phase 1 for the new toilet rooms.

The hot water heater and piping system will be replaced.

8 • B Heating, Cooling and Information Technology Systems (cont.)

Electrical

The design and installation of all electrical systems and devices will be in accordance with relative portions of the following Codes and Publications:

- National Electrical Codes: NFPA No. 70-1990 Edition
- National Fire Protection Association (NFPA) Codes
- National Electrical Safety Code (NESC)
- Uniform Building Code (UBC)
- Model Energy Code
- Uniform Fire Code (UFC)
- American National Standards Institute (ANSI) Standards
- Underwriters Laboratories, Inc. (UL)
- Illuminating Engineering Society (IES) Handbook
- All governing Local Codes and Standards

The existing building is served by a 12.5 KV – 120/208 V, 3 phase, a 4W 500 kVA padmount transformer located on the east side of the building. The main disconnecting means is a 1600 A, 3P, 208V main switch. The switchboard also feeds a 120/240V, 3 Phase, 4W 300 kVA transformer which in turn serves 3 Phase and 1 Phase distribution switchboards. Some of the existing panelboards do not have replacement parts available and there is not adequate clearance available. The existing panelboards do not have enough spares or spaces. The main computer room has an Uninterrupted Power Supply (UPS), but does not provide adequate capacity for expansion or redundancy.

A new larger power distribution system for the remodeled and expanded building is required to replace old panels, feeder, and conduits with new 3 Phase panels, feeders, and conduits. A minimum of 25% spares and spaces will be provided for growth. Surge protection, isolation transformers, or power conditioners, are needed to reduce harmonic distortion for computers.

Adequate grounding systems will be designed to serve this computer intensive facility. Clean power will be essential for proper operations. Surge protection will be provided on the main service to the facility and at individual panels. Individual surge protectors to protect equipment will be installed.

The electrical distribution system will be upgraded to provide adequate power for the entire building. Obsolete panels will be removed. The 240 volt portion of the distribution system will be removed. New panelboards will be sized and located to efficiently serve the remodeled spaces. The grounding system will be upgraded.

The existing addressable fire alarm system will be modified as the building is renovated and new space is added.

8 • B Heating, Cooling and Information Technology Systems (cont.)

New lights will be installed throughout the building. Lighting systems will meet “Green Lights” requirements. In general, parabolic fluorescent fixtures with T-8 lamps and electronic ballasts will be used in offices, corridors, and classrooms. Fluorescent down lights will be used in selected areas.

Pathways will be provided for installation of telecommunications cabling. Pathways will be arranged to provide flexibility for future system modifications.

The existing emergency generator is not large enough to handle the additional life safety and computer loads required in the new building arrangement. A new emergency generator will be installed to serve life safety and computer loads as required based on the building configuration and use.

Information Technology

As the use of Otto Olsen is programmed, the Information Technology Department must be considered a primary department. This department plays a vital role in the University system but also serves clients external to UNK.

The decision to relocate or retain and renovate the Otto Olsen Campus IT Infrastructure Services Group must take into consideration the business continuity, future growth needs, and project financial impact of the options. Information must be gathered to drive the programming recommendations.

8 • C Life Safety/ADA

Life safety and ADA issues to be addressed in the project include renovating the building to meet current accessibility guidelines for buildings and facilities, upgrading the fire sprinkler system to fully cover the building and updating the fire detection system to meet current regulations.

8 • D Historic or Architectural Significance

Although the building has been a part of the University campus since 1954, it does not have any significant details or background. Anticipated modifications to the building entrances and required additions should be compatible with the architectural character of the original building and have similar materials and detailing.

8 • E Artwork

A portion of the construction amount will be set aside for the University mandated artwork budget. A committee chosen by the University will determine how the money is allocated.

8 • A Phasing

To allow the programs currently housed in the building to remain in operation during the renovation, phasing of the construction will be required. Individual departments will need to be relocated to other parts of the campus or into additions on other buildings on campus.

The sensitive nature of the campus Telephone Hub and Information Technology Networks currently housed in the building will require a seamless transition from their existing location to new or renovated space. This can be accomplished by freeing up additional growth space for the department with-in the building envelope or constructing new space adjacent to the existing specialized spaces.

Although multiple phasing will increase the construction period and overall budget of the project, the lack of vacant space on campus makes it necessary to fully renovate the facility.

8 • A Future Expansion

Future expansion of the building after the completion of this project is not anticipated. As current departments continue to grow and evolve, some programs may need to relocate to other areas of the campus.

Project Budget and Fiscal Impact

9 • A Cost Estimates Criteria

1. Sources used to develop the cost estimate including data compiled from recent projects completed on the UNK campus, input from the local general contractors and the R.S. Means Cost Estimating Guide.
2. Cost per square foot estimates were compared to projects completed in the years 2002 – 2004 and an annual inflation factor of 3.5% added to bring the estimate up to current construction climates.
3. A net square footage of 61,017 programmed space was used for estimating purposes with a building efficiency of 68%. The total Gross Square Footage of 89,730 would necessitate new construction either at the Otto Olsen site or other locations on campus.
4. Total Project Cost per Gross Square Foot \$215
5. Construction Cost per Gross Square Foot \$174

9 • B Total Project Cost

See attached sheet.

UNIVERSITY OF NEBRASKA
PROJECT COST ESTIMATE

Annual Inflation Rate: Per University Guidelines
Date of Estimate: November 1, 2004
Midpt. Construction Date: January 1, 2008
Date used for Budget Purposes

University of Nebraska at Kearney
Project: Otto Olsen

	Current Costs 11/1/2004	Total % Inflation to Midpt. of Construction	Inflated Cost 1/1/2008
1. CONSTRUCTION COSTS			
a) General	7,178,000	11.2%	7,981,936
b) Mechanical	2,692,000	11.2%	2,993,504
c) Electrical	1,794,000	11.2%	1,994,928
d) Data Telecommunication	400,000	11.2%	444,800
e) Elevator	5,000	11.2%	5,560
f) Fixed Equipment	294,000	11.2%	326,928
SUBTOTAL (Items 1a-e)	12,363,000	11.2%	13,747,656
2. UTILITIES (beyond 5 line)	224,000	11.2%	249,088
3. SITE WORK			
a) Parking	0	11.2%	0
b) Drives, Roads and Walks	75,000	11.2%	83,400
c) Landscaping	52,000	11.2%	57,824
d) Asbestos Demolition, etc	100,000	11.2%	111,200
Subtotal (a-d)	227,000	11.2%	252,424
SUBTOTAL (items 1-3)	12,814,000	11.2%	14,249,168
4. CONTINGENCY	1,281,400	11.2%	1,424,917
SUBTOTAL CONSTRUCTION COSTS (items 1-4)	14,095,400	11.2%	15,674,085
5. MOVABLE EQUIPMENT	538,000	11.2%	598,256
6. SPECIAL AND TECHNICAL EQUIPMENT	250,000	11.2%	278,000
7. LAND ACQUISITION	0		0
8. PROFESSIONAL SERVICES			
a) Basic Services	1,198,000	11.2%	1,332,176
b) Reimbursables	70,000	11.2%	77,840
c) Additional Services	60,000	11.2%	66,720
d) Consultants	141,000	11.2%	156,792
e) In-House Services	70,000	11.2%	77,840
f) Construction Administration	282,000	11.2%	313,584
g) Other Services (construction management)	500,000	11.2%	556,000
TOTAL PROFESSIONAL SERVICES (Items 8a-f)	2,321,000	11.2%	2,580,952
9. ARTWORK	136,000	11.2%	151,232
10. OTHER COSTS			
a) Insurance: 1) Professional Liability	0	11.2%	0
2) Builders Risk	34,000	11.2%	37,808
b) Soils Tests, Surveys, etc.	15,000	11.2%	16,680
c) Moving and Relocation Costs	25,000	11.2%	27,800
d) Other (specify)	10,000	11.2%	11,120
TOTAL OTHER COSTS (Items 10a-d)	84,000		93,408
SUBTOTAL NONCONSTRUCTION COSTS (items 5-10)	\$3,329,000		\$3,701,848
TOTAL PROJECT COSTS (Items 1-10)	\$17,424,400		\$19,375,933

9 • C Fiscal Impact Based on First Full Year of Operation

Otto Olsen

Physical Plant

a. General Administration	0
b. Physical Plant Administration	\$9,143
c. Building Maintenance	\$99,353
d. Custodial	\$76,326
e. Utilities	\$144,697
f. Landscape & Grounds	\$13,746
Subtotal	<u>\$346,264</u>

Support Services

a. Communications/Telephone	\$17,835
b. Security/Police	\$22,219
c. Mail Service	\$2,165
d. Insurance	\$3,237
e. Environmental Health & Safety	<u>\$12,338</u>
Subtotal	\$57,794
TOTAL	<u><u>\$401,000</u></u>

Funding

10 • A Total Funds Required

Total funds required \$19,375,933.00.

10 • B Project Funding Sources

100% of the project funding will come from State Funds.

10 • C Fiscal Year Expenditures for Project Duration

FY 2004 - 2005	- 0 -
FY 2005 - 2006	\$1,700,000
FY 2006 - 2007	\$6,500,000
FY 2007 - 2008	\$4,500,000
FY 2008 - 2009	\$6,675,933
TOTAL	\$19,375,933

Time Line

11 • A

Need Statement	N/A
Program Statement	12/04
Funding	7/05
Professional Consultants Selection	7/05
Design Development Documents	10/05
Receive Bids for Construction	4/06
Award of Contract /Start of Construction	5/06
Completion of Construction	6/09

Higher Education Supplement

12 • A CCPE Review

Review by the Coordinating Commission for Post- Secondary Education is required for this project.

12 • B Method of Contracting

The proposed method of contracting will be design/bid/build by a general contractor with a guaranteed maximum price (CM/GMP). This method was selected because of the scope, budget, and complexity of the project which involves both new construction and renovation.

TO: The Board of Regents
 Business Affairs

MEETING DATE: January 15, 2005

SUBJECT: University of Nebraska-Lincoln (UNL) Temple Building Renovation and Addition

RECOMMENDED ACTION: Approve the program statement and budget for the UNL Temple Building Renovation and Addition.

PREVIOUS ACTION: None

EXPLANATION: This project will renovate the first floor of the Temple Building and construct an addition of approximately 10,600 gross square feet that wraps around the east and south sides of the building.

The addition includes a new scene shop, a side stage for the existing Howell Theatre, a shipping and receiving area, and a loading dock/recycling area. The renovation of the first floor of the Temple Building will include a new Studio Theatre/Sound Stage, a new theatre class lab, a theatre CAD lab, and office space for graduate assistants. The project will also provide accessible restrooms on the first floor and re-open the north entrance to R Street.

Retired entertainer and UNL graduate Johnny Carson donated \$5.3 million to the University of Nebraska-Lincoln. This gift, made through the NU Foundation, will support the renovation of the Temple Building. With acceptance of this gift, the Regents express on behalf of the University of Nebraska and the University of Nebraska-Lincoln, their deepest gratitude and appreciation for the generosity of Mr. Carson.

Proposed start of construction	November 2005
Proposed completion of construction	November 2006

PROJECT COST: \$4,400,000

ON-GOING FISCAL IMPACT:	Annual Operating Costs (will be included in the FY 07 Budget)	\$104,143
	2% Assessment	\$88,000

SOURCE OF FUNDS:	Trust Funds	\$4,300,000
	Cash Funds	\$ 100,000

SPONSOR: Christine A. Jackson
 Vice Chancellor for Business & Finance

APPROVAL: _____
 Harvey Perlman, Chancellor
 University of Nebraska-Lincoln

DATE: December 17, 2004

University of Nebraska-Lincoln (UNL)
TEMPLE BUILDING RENOVATION AND ADDITION

Campus: UNL-City Campus
Date: December 1, 2004
Prepared by: UNL Facilities Planning

Phone No. (402) 472-3131

1. Introduction

a. Background and history

In 1996 a Center of Excellence was proposed and accepted to provide training in the fields of Film and New Media production to the students of the University of Nebraska-Lincoln. In 1999 faculty members in the Department of Theatre Arts began teaching these courses. Concurrent to that, plans were proposed to build a new Mary Riepma Ross Media Arts Center, which, in addition to exhibiting films, would provide space for Film and New Media training. That building was completed in 2002 and is located adjacent to the Temple building.

This project was programmed at the same time as the Mary Riepma Ross Media Arts Center project with the intent of constructing both buildings at the same time. Because funding for the Temple project was not available, the Temple Building renovation and expansion project was delayed. However, the University Foundation recently received a gift of \$5.3 million from Johnny Carson. Of that amount, \$4.3 million will be used for the renovation and construction of an addition to the Temple Building. The remaining gift funds will be used as an endowment to support the purchase of new technology in the future. An additional \$100,000 from Cash Funds will be used to complete a project budget of \$4.4 million.

Previous renovations to the 1906 Temple Building did not address the Howell Theatre space. Originally, the theatre had a depth of eight feet upstage of the proscenium making it appropriate for rhetorical performances such as speeches and debates, yet unsuitable for fully mounted theatrical productions in that it lacked stage depth, wing space, and a rigging system to fly scenery. Line-sets were added and the depth of theatre space was increased in the 1940's. Expansion of the wing space was not completed at that time probably due to existing buildings adjacent to the Temple to the south (which were demolished to make way for construction of the Van Brunt Visitors Center/Mary Riepma Ross Media Arts Center).

The Temple Building was renovated again in the early 1980's, but not in a way that improved upon the Howell Theatre stage space proper. A classroom on the third floor was converted into the Studio Theatre. Offices, classrooms, and dressing rooms were renovated and/or added, the lobby was redesigned, and a scene shop was built. Due to architectural restrictions, the shop's floor level sat ten inches higher than that of the stage floor. This is not correctable without extensive reworking of the Temple Building foundation.

b. Project description

The Temple Theatre Building Renovation and Addition project proposes to provide an addition and renovation at the first floor of the existing UNL Temple Building on 12th and R Streets. The addition provides for a new scene shop to include a welding area, a paint storage area, a tool storage area, a lumber storage area, and a flat storage area. The addition will also include a new side stage area for the existing Howell Theatre stage. A new shipping/receiving area, loading dock, and waste/recycling area are to be provided as part of the addition. These functions will be shared with the Van Brunt Visitors Center/Mary Riepma Ross Media Arts Center.

The renovation of the existing first floor of the Temple Building will include a new Studio Theatre with flexible seating, prop shop, a new theatre class laboratory, a theatre Computer Assisted Design (CAD) lab, and office space for graduate assistants. New men's and women's accessible restrooms will be added to the first floor as part of the renovation. Currently no restrooms are located on the first floor. The new restrooms will accommodate students, faculty, and the audience of the new Studio and Howell Theatres.

The existing Howell Theatre has several accessibility deficiencies and safety concerns which will be addressed as part of this project. These upgrades will include:

- Providing an accessible route to the existing Howell Theatre stage and proposed Studio Theatre.
- Providing assisted listening devices and interpreters at the Howell Theatre and proposed Studio Theatre.
- Providing an accessible control booth for the proposed Studio Theatre.
- Improving and replacing the old rigging at the Howell Theatre stage.

c. Purpose and objectives

The existing scene shop in the Howell Theatre, directly adjacent to the Film and New Media classrooms in the Van Brunt Visitors Center/Mary Riepma Ross Media Arts Center will be converted into a Studio Theatre/film soundstage. A new scene shop will be relocated to the east side of the Temple Building which, in conjunction with the Studio Theatre/sound stage, will support the filmmaking

courses and activities in Film and New Media production, as well as continued support for the academic theatre productions. The soundstage will allow student filmmakers to shoot in a controlled environment using lights and sets. It will provide students the opportunity to shoot movies all year round, sheltered from inclement weather and ambient street noise. The soundstage will serve double duty as a replacement for the Studio Theatre in the Temple building.

The transformation of the current Temple scene shop into a sound stage will permit the timely and much needed renovations to the Temple Building directly adjacent to the proposed sound stage and scene shops. The current scene shop is ten inches higher than the stage floor so that movement of scenery during a production is nearly impossible. Therefore, the new scene shop will be built on the same level with the loading doors of the stage. The existing stage rigging, which in recent inspections has been deemed unsafe, will be replaced. The stage will be expanded to the south by twenty feet to allow for movement of scenery within a production and will accommodate easy access to the new scene shop. With these renovations, the stage will be capable of presenting musical theatre and plays that require the shifting of scenery. Graduate student offices and a computer-aided design lab will also be relocated. By renovating the current scene shop space, one much needed classroom will be reclaimed and a public restroom will be added adjacent to the current theatre lobby.

These renovations to the Howell Theatre and the Temple Building will support the Film and New Media production courses, bring the existing facilities up to the size and scope suitable to the needs of the Department of Theatre Arts, and make all spaces accessible according to the Americans with Disabilities Act (ADA). The proposed architectural changes will help address many of the issues raised in the accreditation report submitted to the department in 1997 by the National Association of Schools of Theatre concerning its facilities. It will also correct many of the safety concerns inherent in the building at this time.

The new sound stage and Studio Theatre will improve upon the existing Studio Theatre in several ways. It will have a higher lighting grid and closer proximity to the scene shop, dressing rooms, costume shop, and ticket booth. Public restrooms adjacent to the theatre on the first floor for both Studio and Howell Theatre patrons will provide more comfort to audiences and comply with ADA requirements. The Howell Theatre stage will be accessible for mobility-impaired persons for the first time.

2. Justification of the Project

- a. Data which supports the funding request

Several considerations justify the need for these renovations at this time. The Department of Theatre Arts, in conjunction with the Broadcasting Department, the Film Studies Program, the School of Music, and the Department of Art and Art History, has developed courses in Film and New Media. The new Studio Theatre/sound stage will provide a controlled environment free of ambient noise for students to make films and take courses in film production. No other such facility exists on this campus to support this initiative. Students with this training are assured of well-paid employment in the various aspects of the digital imaging fields, and this training is in the most demand in the fine arts.

- Renovating the scene shop into a sound stage is an efficient use of resources. Its adjacency to the Film and New Media classrooms makes it an ideal location. Additionally, in a recent facilities inspection, the University was told that the east and south walls of the Temple building were in need of repair and bracing. By linking the existing structure with the new scene shop, this condition will be rectified.
- These renovations solve many concurrent problems with the Howell Theatre interior such as lack of wing space and unsafe rigging. The Howell Theatre's lack of wing space severely limits the kind of productions that can be mounted. It is customary to be able to shift scenery in two ways, to fly it in from above and to roll it on from the sides. With only eight feet of side space on stage right, and six feet on stage left, rolling scenery is not an option. By expanding the stage left space, the theater will be able to present larger musicals or multi-set shows, which require this kind of space. According to the consultation report submitted by Jay O. Glerum and Associates, the existing line-sets that fly the scenery in are old and need to be replaced within three years.
- These renovations will permit the construction of a new scene shop. The current scene shop is ten inches higher than the Howell Theatre stage floor, meaning that crews must lift scenery up and down when loading in and out of the spaces. This is dangerous and prohibits storing and shifting scenery during load-ins and performances. The new scene shop, located on the same level as the Howell Theatre, will alleviate this problem.
- There is a need for restrooms and the ticket booth on the same floor as the theatres. Public surveys have identified these concerns as unsatisfactory elements of the theatre-going experience.
- The existing Studio Theatre, in addition to being located two floors above the ticket booth, is difficult for many first-time theatre patrons to find, in that it lacks public access from the street. Patrons get lost trying to locate it. Moving it to the first floor would make it more accessible.

- The lighting grid in the Studio Theatre is too low at 12 feet and the ceiling height of less than 10 feet in some locations severely impacts productions. The new Studio Theatre will have a standard 20 foot high grid.
- The number of students in the program dictates that more classroom space is needed. The old Studio Theatre can be used for classes and student directed productions. The new classroom-acting lab will help the department provide more acting courses for non-majors, which are in demand.
- Sub-standard facilities were a major concern in the 1997 accreditation report submitted by the National Association for Schools of Theatre. This renovation will put this department at the level of other Research I institutions.

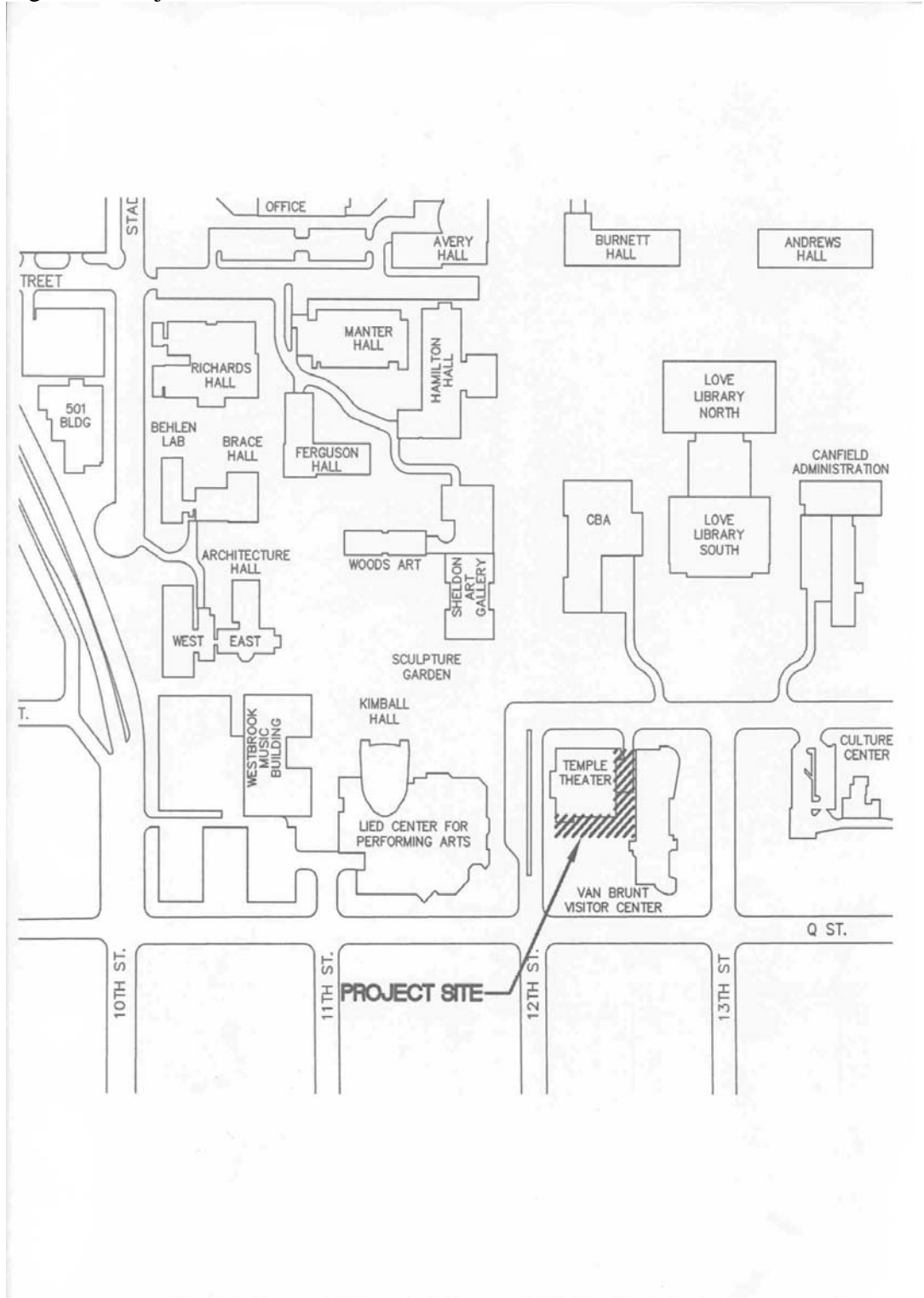
b. Alternatives considered

One alternative to this project was to construct a sound stage as a part of the Mary Riepma Ross Media Arts Center project. This alternative was not pursued because of the limited funds designated for the Mary Riepma Ross Media Arts Center and because it would be just as efficient to modify the Temple Building scene shop to be a sound stage while also correcting some of the structural problems of the Temple Building.

3. Location and Site Considerations

- a. County
Lancaster
- b. Town or campus
University of Nebraska-Lincoln – City Campus
- c. Proposed site
See Figure 1
- d. Statewide building inventory (not required for new buildings)
531

Figure 1: Project Location



e. Influence of project on existing site conditions

(1) Relationship to neighbors and environment

The existing five-story Temple Building is located on the northwest quarter of the block bounded by 12th, 13th, R, and Q Streets. The two primary façades of the Temple Building face north and west. The north façade faces the College of Business Administration building across R Street and the campus side of the proposed site. The west façade faces the Lied Center, Lied Center Plaza, and the Sheldon Memorial Art Gallery sculpture garden.

The south and east façades consist of brick walls with no exterior openings or architectural detail. The east façade is adjacent to the Van Brunt Visitors Center/Mary Riepma Ross Media Arts Center and the south façade faces the Madden Garden which features the Torn Notebook sculpture.

(2) Utilities

The existing utilities (sewer, steam, chilled water, and telecommunications) serving the Temple Building will be used and expanded as necessary. The capacity of the electrical service to the building will be verified and increased as required to serve the new equipment.

(3) Parking and circulation

The renovation and addition to the Temple Building will not affect the number of public parking spaces at the site. No off-street parking is provided strictly for the Temple Building and the street parking on R Street and 12th Street will not be affected by the project. There will be a loss of up to five parking spaces for service vehicles. Access from the west edge of the site would no longer be available due to the proposed addition.

4. Comprehensive Plan Compliance

a. Year of the agency's comprehensive plan and updates or revisions

The UNL Campus Master Plan was approved in 1999.

b. Consistency with the agency comprehensive capital facilities plan

The project complies with the following objectives of the University of Nebraska Strategic Framework 2000-2004, adopted by the Board of Regents, February 26, 2000:

- *“Promote quality teaching and learning at all levels of the University education...”*
- *“Strengthen outreach to Nebraskans and their communities...”*

- *“Enhance research and creativity throughout the university...”*
- *“Develop and maintain excellence in selected, clearly focused fields, collaborative efforts and programs.”*

- c. Consistency with the current version of the Statewide Comprehensive Capital Facilities Plan
The Statewide Facilities Plan states that, “Nebraskans will advocate a physical environment for each of the state’s post secondary institutions that support its role and mission.”

5. Analysis of Existing Facilities

- a. Functions/purpose of existing programs as they relate to the proposed project
The Department of Theatre Arts is committed to the philosophy that prospective practitioners of theatre arts must be provided with thorough education, training and practical abilities and skills for employment in professional, university/college, community, or secondary theatre settings. The Department also educates students preparing for careers in theatre-related fields such as film, television, and new media. With all of these factors in mind, the Department of Theatre Arts will pursue the following goals:
- To educate and train students for professional work in theatre and related fields to the highest degree of the students’ artistic and intellectual ability.
 - To unify the inseparable values of classroom and production by applying theoretical principles to actual production.
 - To help all theatre students as well as other university students to develop intellectual and cultural foundations with discriminating taste and critical judgment.
 - To offer varied and meaningful theatrical and cultural experiences for the members of the University community, for the people of the city of Lincoln, and for the citizens of the state of Nebraska through regular public performance.
- b. Square footage of existing areas
See Table 1.
- c. Utilization of existing space by facility, room, and/or function (whichever is applicable)

Table 1: Utilization of Existing Space

<i>Existing Temple Building</i>	<i>Space</i>	
	<i>Classification</i>	<i>NSF</i>
Classroom space	100	584
Class laboratory space	200	12,994
Office & Administrative space	300	5,057
Library space	400	115
Special use – media production	500	125
Public assembly space and support areas	600	15,656
Telecommunications support space	700	312
Total Net Assignable Square Feet		34,843

d. Physical deficiencies

Howell Theatre Stage Area

The Howell Theatre stage area is too small and has no wing space on either side of the stage. The stage is also not accessible by the disabled. Standard design parameters require a wing width of one-half of the proscenium opening on either side of the stage. The existing opening is 27 feet wide. Because of the step-up into the existing scene shop, it is not possible to create acceptable wing space on the stage-right side. Providing approximately 20 feet of wing space on the upstage section of the stage-left side will provide much needed off-stage scenery storage for productions and actor access.

Stage Rigging

In 1998 an inspection of the Howell Theatre stage rigging was conducted by Jay O. Glerum & Associates. During programming it was inspected again. The rigging is worn out, unsafe, and needs to be replaced. Twenty-five new line sets, including fire curtain rigging, need to be installed. The access to the loading bridges also needs to be improved. At present, access to the bridges is unsafe and they are difficult to use.

Rigging Support Steel

With the opening in the stage-left wall for side stages, the rigging must be moved to stage-right. This will require the installation of new head block beams, loading bridges, and access ladders. The wide-flange head-block beams should be sized to hold 1,000 pounds per foot in both horizontal and vertical directions.

Howell Stage Work-Light System

Currently there is not an adequate work-light system on the Howell Theatre stage making it difficult for staff and students to do the various technical tasks safely. A new work-light system needs to be installed as part of the project.

Scene Shop

The existing scene shop floor is about 10 inches above the level of the stage floor. This makes it impossible to roll wagon scenery on the stage and also makes it difficult to move all items from the shop to the stage. The new scene shop will provide level access to the stage, making it much safer and easier to move scenery from space to space. In addition, it will be connected to the stage-left wing addition and greatly improve the operation of the stage by providing on-grade access in two directions.

Studio Theatre

The ceiling of the existing Studio Theatre on third floor ceiling is too low at 12 feet. A minimum of 16 to 20 feet is required. Because it is two floors above the shop, getting scenery to and from the space is very difficult and time consuming. The existing studio space can be used for much needed rehearsal space.

The new studio can also be used as a sound stage for Film and New Media production courses. Placing it next to the new scene shop will make it more efficient to move scenery from the shop to the stage.

A house light system that allows zone control for flexible seating should be provided. Since the configuration of the chairs can change, the house light zones will have to accommodate the various configurations. A higher level of work light for setting in scenery and working in the space is required. It may be possible to use the existing shop work-light system for this purpose.

The existing wood floor may be usable with a topping layer of Masonite.

Existing Mechanical/Electrical Analysis

The Temple Building is already air conditioned by central air handling units. The conversion of the scene shop to a new studio performance space will require a new air handling unit for that space. The existing studio and rehearsal rooms on the second floor will require minor heating, ventilation and air conditioning (HVAC) upgrades. The removal of the sound control booth will require some adjustment to air delivery. The HVAC system for the Howell Theatre is located in the basement. Air conditioning capacity of this unit will be upgraded and additional outside air provided to meet indoor air quality (IAQ) requirements. The system will be checked to determine that acoustic performance and duct silencers are provided as required to meet UNL Guidelines for noise in theatre spaces.

The electrical distribution system will be expanded to accommodate new mechanical equipment. The existing fire alarm system in the Temple Building does not meet Life Safety Code requirements. A system incorporating voice evacuation will be required.

- e. Programmatic deficiencies
Current physical facilities in the Temple Building affect departmental programs in the following negative ways.
 - students are prevented from designing traditional theatrical shows in which the scenery can be rolled on and off the stage on wheeled platforms;
 - moving construction materials, scenery, and props from delivery vehicles to the loading dock, from the loading dock into the scene shop, and from the scene shop onto the stage is extremely difficult and unsafe;
 - the current Studio Theatre on the third floor does not serve the program appropriately because it was not originally designed as a performance space;
 - the necessary support areas usually appropriately equipped with dressing rooms, lighting grid, a public lobby, sound isolated rehearsal and performance spaces, and scene construction shop are either inappropriately located or absent entirely. In addition, the Howell Theatre stage is not wheelchair accessible.
- f. Replacement cost of existing building
\$19,766,060 (inflated to June 30, 2004)

6. Facility Requirements and the Impact of the Proposed Project

- a. Functions/purpose of the proposed program
 - (1) Activity identification and analysis
The activities that will take place in the new and renovated facilities include set design and construction in the new scene shop space to support fully staged productions with sophisticated scenic devices, as well as other performances offered by the Department of Theatre Arts and the Nebraska Repertory Theatre; rehearsals and performances by students and the Nebraska Repertory Theatre, along with instruction and creative activities with appropriate technology in Film and New Media in the newly renovated Studio Theatre/sound stage; enhanced instruction in theatre technology in the newly renovated design lab and classroom spaces; appropriate office work space to support graduate assistants in the department's expanding graduate program; safer and more appropriate storage for properties, scenery and equipment used in all facets of the programs in the department; and appropriate and safe ADA accessibility

for students and faculty, as well as for patrons who attend departmental theatrical events.

- (2) Projected occupancy/use levels

Table 2: Personnel Projections

	Current FTE	Projected FTE
Academic /Administration	15.25	18.00
Managerial/Professional	2.00	2.00
Office/Service	4.00	4.00
Students		
Grad Research	N/A	N/A
Grad Teaching	6.64	9.00
Hourly	4.20	5.00
TOTALS	32.09	38.00

- (3) Basis for square footage/planning parameters
The square foot assignments were based on an assessment of the existing space and future needs done by the Theatre Department, Bahr Vermeer and Haecker Architects, and their theatre consultant, Jay O. Glerum.
- (4) Square footage difference between existing and proposed areas (net and gross). The existing space that is being renovated is shown on Table 4.

Table 3: Comparison of Current and Proposed Space

Temple Building Renovation and Addition

	<i>Space Classification</i>	<i>Existing NSF</i>	<i>Proposed NSF</i>	<i>Difference</i>
New Construction				
Admin and Support Space (offices)	300	297	888	591
Public Assembly Support Space (side stage)	600	0	380	380
Storage and Shop Space (includes scene shop)	700	5,188*	5,957	769
New Assignable Space Total		5,485	7,225	1,740
Shipping/Receiving and Dock	yyy	na	840	
Mechanical Equipment	yyy	na	560	
Building Service Total			1,400	
New Construction Space Total		5,485	8,625	
Renovation				
Class laboratory space (includes sound stage)	200	285	4,516	4,231
Special use – audio-visual, radio, television	500	0	112	112
Prop Shop and storage	700	0	926	926
Renovated Assignable Space Total		285	5,554	5,269
Women’s Restrooms	xxx	na	286	
Men’s Restrooms	xxx	na	224	
Custodial	xxx	na	72	

Total Net Assignable Square Feet	6,136
* Includes prop shop & storage in renovated nsf	
Total New and Renovated Net Square Feet	14,761
Net to Gross Space Ratio	71.76%
Total Gross Square Feet	20,569

b. Impact of the proposed project on existing space

(1) Reutilization and function(s)
Not applicable

(2) Demolition
Not applicable

(3) Renovation
This project primarily affects the first floor of the existing Temple Building, specifically the Howell Theatre, stage, scene shop existing prop shop, CAD lab, north entrance, and associated support functions. The first floor and lobby renovations are not included as part of this project.

Minor modifications to the second floor of the Temple Building are anticipated to accommodate a proposed control room for the proposed Studio Theatre. These modifications will occur at the location where the second floor overlooks the existing first floor scene shop.

7. Equipment Requirements

- a. List of available equipment for reuse
The Theatre Arts Department will reuse any suitable equipment from the existing building.
- b. Additional equipment
The allowance for movable equipment is \$95,166 and for special and technical equipment is \$102,980. Specific lists of equipment will be developed during the design process.

8. Special Design Considerations

- a. Construction Type
Type III – 1 Hour
- b. Heating and cooling systems
 - The new lab, theatre classroom, and prop shop will be served by the existing HVAC system.
 - The new Studio Theatre, scene shop, welding area, paint storage, tool

storage, and lumber and flat storage areas will be served by a built-in-place air handling unit.

- Theatre air distribution will be a low pressure, low velocity ductwork.
- Special exhaust systems will be provided for the scene shop equipment and special use rooms such as the paint shop, wood shop, and metal shop.

c. Life Safety/ADA

The building addition will be equipped with a fire sprinkler system and include audio/visual evacuation signals. The project will meet all Life Safety Code requirements as well as the requirements of the Americans with Disabilities Act.

d. Historic or architectural significance

The 1906 Temple Building, while not listed on the National Register of Historic Places, is considered a significant structure which contributes to the overall historic character of the original southwest section of the UNL campus. The addition must respect the character and context of the building.

e. Artwork (for applicable projects)

The requirement to allow 1% of the construction budget for art is not applicable to this project since it is not a state-funded project. The budget includes a \$25,128 allowance for artwork.

f. Phasing

Not applicable

g. Future expansion

Future expansion is limited by the Van Brunt Visitors Center/Mary Riepma Ross Media Arts Center to the east and the Madden Garden (including the Torn Notebook sculpture) to the south.

9. Project Budget and Fiscal Impact

a. Cost estimates criteria

- (1) Identify recognized standards, comparisons, and sources used to develop the estimated cost

The construction cost estimate was prepared by Bahr Vermeer and Haecker Architects.

- (2) Identify the year and month in which the estimates are made and the inflation factors used

The estimate was prepared in April 2000 and was inflated to November 2004. The rate of inflation used to calculate the budget was 4%.

- (3) Gross and net square feet
20,569 gross square feet
14,761 net square feet
- (4) Total project cost per gross square foot
\$213.91
- (5) Construction cost per gross square foot
\$178.49

Probable Project Costs

Construction Costs	
General Contractor	\$2,886,276
Structural Repairs	\$135,000
Environmental Remediation	\$10,000
In House Labor	\$285,721
Other Construction	\$21,816
Telecommunications	\$35,000
Construction Contingency	\$297,495
Subtotal Construction Costs	\$3,671,308
Non-construction costs	
Movable Equipment	\$95,166
Special and Technical Equipment	\$102,980
A&E Basic Services	\$254,523
A&E Reimbursable Expenses	\$4,000
In House Services - Project Management	
--Project Management	\$65,628
-- Inspection	\$43,753
Other Consultants	\$72,429
Risk/Quality Management	\$11,050
Builders Risk	\$2,188
Moving and Relocation	\$20,000
Signage	\$2,500
Other Non-Construction	\$21,420
Non-construction Contingency	\$33,055
Subtotal Non-Construction Costs	\$728,692
Total Project Costs	\$ 4,400,000

- b. Fiscal Impact based upon first full year of operation (include proposed funding

sources and percentage of each)

- (1) Estimated additional operational and maintenance costs per year
\$104,143
- (2) Estimated additional programmatic costs per year
Not applicable
- (3) Applicable building renewal assessment charges
\$88,000

10. Funding

- a. Total funds required
\$4,400,000
- b. Project Funding sources
Trust Funds - \$4,300,000
Cash Funds - \$ 100,000
- c. Fiscal year expenditures for project duration
 - 2004-2005 \$140,052
 - 2005-2006 \$2,839,965
 - 2006-2007 \$1,419,983

11. Time Line

- a. Complete program statement* December 6, 2004
- b. Approval of Program Statement by Board of Regents January 15, 2005
- c. Central Administration submits Program Statement to CCPE for review January 17, 2005
- d. Complete Schematic Design March 1, 2005
- e. Complete Design Development June 1, 2005
- f. Complete contract documents October 1, 2005
- g. Bid project November 1, 2005
- h. Start construction November 15, 2005

- i. Substantial completion October 15, 2006
- j. Occupancy November 1, 2006

*Program statement was approved by the Project Review Board in August 1999

12. Higher Education Supplement

- a. CCPE Review

CCPE review is required.

- b. Method of contracting

- (1) Identify method

The project will be contracted as low bid, general contractor.

- (2) Provide rationale for method selection

The project is not large or unusually complicated. The bidding climate has been good and the University believes that the low bid method will be the least costly method of contracting.

TO: The Board of Regents
Business Affairs

MEETING DATE: January 15, 2005

SUBJECT: Corporation Sponsorship: Department of Intercollegiate Athletics,
University of Nebraska-Lincoln

RECOMMENDED ACTION: Approve a five-year sponsorship agreement between St. Elizabeth Regional
Medical Center (St. Elizabeth) and the intercollegiate athletic programs of
the University of Nebraska-Lincoln (UNL).

PREVIOUS ACTION: None.

EXPLANATION: Over a term of five years, St. Elizabeth will pay to UNL and to the
University of Nebraska Foundation for the benefit of the Department of
Intercollegiate Athletics at UNL the aggregate sum of \$1,100,000. The
agreement shall consist of (1) a License Agreement, permitting the use of
UNL trademarks in the promotion of St. Elizabeth services and products;
and (2) a qualified Sponsorship Agreement; which consists of a charitable
donation from St. Elizabeth for which St. Elizabeth will receive major
signage and other permitted forms of sponsorship recognition in various
athletic venues.

Members of the public and news media may obtain a copy of the proposed
agreements in the Office of the University Corporation Secretary, 3835
Holdrege Street, Lincoln, Nebraska 68583, between the hours of 8:00 a.m.
and 5:00 p.m., Monday through Friday, except University holidays.

SPONSORS: Steve Pederson
Director, Intercollegiate Athletics

Christine Jackson
Vice Chancellor for Business & Finance

APPROVAL: _____
Harvey Perlman, Chancellor
University of Nebraska-Lincoln

DATE: December 17, 2004

TO: The Board of Regents
Business Affairs

MEETING DATE: January 15, 2005

SUBJECT: 2 Landmark Centre East Lease Agreement for the University of Nebraska Press

RECOMMENDED ACTION: Authorize the Vice Chancellor for Business and Finance to execute a five-year lease with Nebco, Inc., to provide 12,190 square feet of office space for the University of Nebraska Press

PREVIOUS ACTION: February 26, 2000 – The Board of Regents approved 5-year lease for 24,000 gross square feet at a cost of \$1,170,000 with B&J Partnership for space in the H.P. Lau Building, located at 247 North 8th Street.

EXPLANATION: The University of Nebraska Press has an opportunity to relocate its offices from the H.P. Lau Building, at 247 North 8th Street to 2 Landmark Centre East, located at 1111 Lincoln Mall, Suite 400. This move to a smaller location will accommodate the Press' need to reduce rent expense. The lease specifies a cost of \$10.82 per net square foot, including rent and building operating expense.

The lease term is for five years at a cost of \$131,860 per year for a total of \$659,302.

Members of the public and news media may obtain a copy of the proposed agreement in the Office of the University Corporation Secretary, 3835 Holdrege Street, Lincoln, Nebraska 68583, between the hours of 8:00 a.m. and 5:00 p.m., Monday through Friday, except University holidays.

PROJECT COST: \$659,302

SOURCE OF FUNDS: Revolving Funds

SPONSORS: Prem S. Paul
Vice Chancellor for Research

Christine A. Jackson
Vice Chancellor for Business & Finance

APPROVAL: _____
Harvey Perlman, Chancellor
University of Nebraska-Lincoln

DATE: December 20, 2004

C. FOR INFORMATION ONLY

None.

D. REPORTS

1. University of Nebraska-Lincoln (UNL) Schematic Design Report for Modular Biological-Safety Level 3 Laboratory. Addendum XI-D-1
2. Bids and Contracts for the period ended December 9, 2004. Addendum XI-D-2
3. Ad Hoc Gender Equity Report. Addendum XI-D-3

TO: The Board of Regents
 Business Affairs

MEETING DATE: January 15, 2005

SUBJECT: University of Nebraska-Lincoln (UNL) Schematic Design Report for
 Modular Biological-Safety Level 3 Laboratory

RECOMMENDED ACTION: Report

PREVIOUS ACTION: June 5, 2004 – The Board approved the Program Statement for the UNL
 Modular Biological-Safety Level 3 Laboratory.

EXPLANATION: The project will construct a modular laboratory building north of the
 Veterinary Diagnostic Center on the East Campus of UNL. The
 proposed 2,000 gross square foot facility will provide space for
 Biological-Safety Level 3 (BSL-3) laboratory research.

The purpose and objective of the project is to provide suitable BSL-3
 laboratory space to carry out externally funded research that currently
 cannot be performed at UNL due to lack of facilities.

Proposed start of construction	January 2005
Proposed completion of construction	July 2005

PROJECT COST: \$1,511,000

ON-GOING FISCAL	Annual Operating Costs (will be included in the FY05 budget)	\$20,000
IMPACT:	2% Assessment	\$30,220

SOURCE OF FUNDS: Cash Funds

SPONSORS: Prem S. Paul
 Vice Chancellor for Research

Christine A. Jackson
 Vice Chancellor for Business & Finance

APPROVAL: _____
 Harvey Perlman, Chancellor
 University of Nebraska-Lincoln

DATE: December 6, 2004

Modular Biological-Safety Level 3 Schematic Design Report

University of Nebraska- Lincoln

Project Description

The project will construct a modular laboratory building north of the Veterinary Diagnostic Center on the East Campus of the University of Nebraska-Lincoln (UNL). The proposed 2,000 gross square foot facility will provide space for Biological-Safety Level 3 (BSL-3) laboratory research.

The purpose and objective of the project is to provide suitable BSL-3 laboratory space to carry out externally funded research that currently cannot be performed at UNL due to lack of facilities.

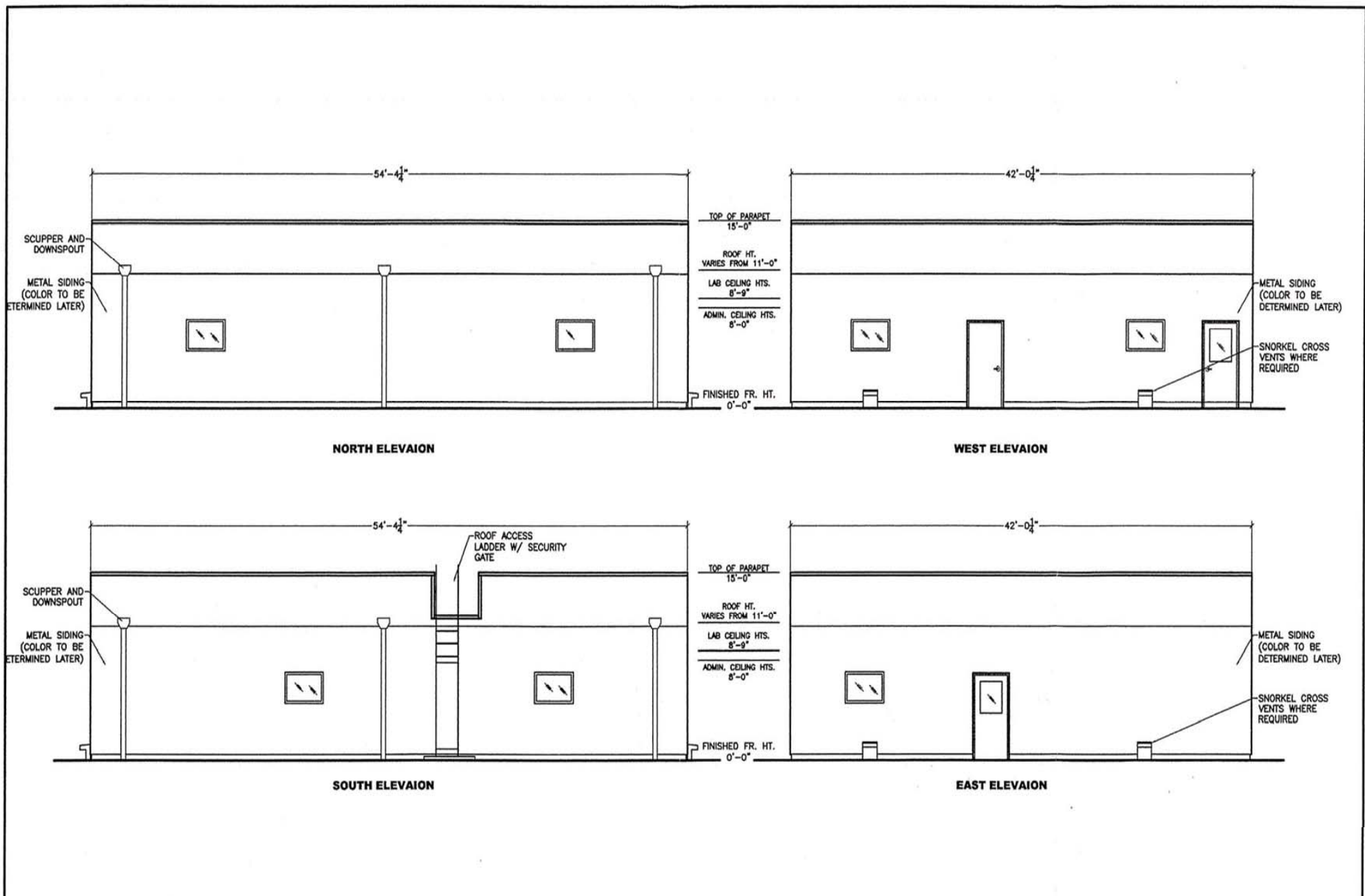
To date a schematic design has been created, packaged with the program statement and other pertinent documents, and sent out as a Request for Proposal (RFP) to various manufacturers of modular laboratory facilities. On Tuesday, October 19, 2004 the University of Nebraska-Lincoln Purchasing Department received responses to the RFP. A committee is currently evaluating the responses to the RFP to determine which company will be awarded the construction contract.

Cost

Total project cost	\$1,511,000
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Project Schedule

Schematic Design Complete	October 19, 2004
Design Development Complete	November 15, 2004
Construction Documents Complete	November 30, 2004
Start of Construction	January 2005
Substantial Completion	July 2005



Modular Biological-Safety Level 3 Elevations

TO: The Board of Regents

Business Affairs

MEETING DATE: January 15, 2005

SUBJECT: Report of Bids and Contracts

RECOMMENDED ACTION: Report

PREVIOUS ACTION: None

EXPLANATION: The attached report is a summary of bids and contracts as provided by the campuses pursuant to Section 6.4 of the *Bylaws of the Board of Regents of the University of Nebraska* for the period ended December 9, 2004.

The report outlines the following: type of action; campus; description and use of the product, service, or project; funding source; approved budget amount; contract amount; contractor or vendor; and a bid review or bid explanation if the low responsible bid was not accepted.

PROJECT COST: None

SOURCE OF FUNDS: None

APPROVAL:

David E. Lechner
Vice President for Business & Finance

DATE: December 9, 2004

Type of Action	Campus	Description	Funding Source	Approved Budget Amount	Contract Amount	Contractor/ Vendor	Bid Review or Explanation
Personal Property Procurement	UNO	ICP Mass Spectrometer for Chemistry	Federal Funds General Funds	\$ 128,750	\$ 128,750	Varian Inc.	Sole Source: The Varian ICP -- MS instrument is the only technology that includes 90 degree reflecting ion optics and an all digital extended dynamics range detector.
	UNL	Titanium-Sapphire Crystals for Physics & Astronomy	General Funds	\$ 66,408	\$ 66,408	Crystal Systems	Sole Source: Crystal Systems is the only vendor that can meet the crystal specifications to be used in the new Laser.
	UNL	Siemens Fire Alarm system for Building Systems Maintenance-Facilities Management Department	Auxiliary Revolving Funds	\$ 116,045	\$ 116,045	Electronic Contracting Company	Sole Source: Electronic Contracting Company is the sole authorized distributor for Siemens Alarm Systems in our geographical region. Compatibility with existing Siemens alarm systems in the stadium complex is required.
	UNL	Repair passenger elevator in Nebraska Hall due to a fire.	State Funds	\$ 66,292	\$ 66,292	O'Keefe Elevator Company	Sole Source: Due to a fire emergency, O'Keefe Elevator Company was selected to do the repair work. O'Keefe Elevator Company currently has UNL's elevator service and maintenance contract.
	UNL	Acquisition of scientific research equipment for further development of the Bio Processing Development Facility area of Chemical Engineering.	Federal Funds	\$ 278,075	\$ 278,075	Dove Bid Auction Co.	Sole Source: Noncompetitive piece of used scientific equipment.
Personal Property Procurement	UNL	Acquisition of an Airborne Imaging Spectrometer for CALMIT	General Funds	\$ 100,000	\$ 100,000	Specim Ltd.	Sole Source: Specim Ltd. Is the only vendor that can provide all of the specifications that are needed for an upgrade of the current spectrometer in the aerial remote sensing platform.

University of Nebraska Board of Regents

Report of the 2004
Ad Hoc Gender Equity Committee
January 14, 2005



I. INTRODUCTION AND BACKGROUND

The representation of women in the ranks of university faculty is a multifaceted and complicated issue, not only for the University of Nebraska, but for the nation's higher education system. The proportional representation, meaningful engagement, and the success of women within the ranks of the University of Nebraska faculty are all important to the success of the institution. Only through the constructive engagement of all members of the University community will the mission of the University be realized.

This report of the Board of Regents Gender Equity Committee summarizes the history of gender equity programs and policies of the University, presents data on multi-year trends and current status on the representation of women in the faculty, and makes recommendations for the future.

History of Gender Equity Efforts since 1991

As a result of an April 19, 1991 presentation to the University of Nebraska Board of Regents concerning the status of women at the University, a committee was appointed to "reexamine policies and procedure presently in place, to evaluate recently developed measures designed to enhance gender equity, and to supplement present policies and procedures as necessary". This committee, chaired by Regent Charles Wilson, submitted goals and strategies which were approved by the Board of Regents on September 6, 1991. The 1991 Gender Equity Goals and Strategies are contained in the appendix of this report.

In February 1997 President L. Dennis Smith appointed a Gender Equity Task Force to review the goals and strategies adopted by the Board of Regents in 1991. This Task Force, chaired by Dr. Linda Pratt, included representation from the Board of Regents, faculty, staff, students and business and professional people from Lincoln, Omaha and Kearney. The 1997 Task Force report summarized statistical studies and reports, hearings held on the campuses, and a Gender Equity Survey of attitudes. The Task Force concluded that the 1991 Gender Equity Goals and Strategies were "appropriate and commendable" and also recommended additional strategies. Among the 1997 Task Force strategies were: better dissemination of the Regents' goals for gender equity; establishment of mentoring programs for all untenured members of the faculty; flexibility in the tenure-track schedule; and appointment of a person on each campus with line responsibility for gender equity. Tenure track flexibility was addressed in the 1999 Executive Memorandum No. 18 which extends the tenure clock for maternity, disability or family/medical leave.

During the 1997 session of the Nebraska Legislature LB 389 was passed challenging the University of Nebraska to equal or exceed the 50th percentile of its peer institutions in the employment of women and minority faculty members, by August 1, 2002. The university was also required to submit to the Legislature a plan containing yearly benchmark standards to be met in achieving the goal. Each campus therefore proposed a plan and strategies specific to their ranking in relation to their peers. The 2001 Legislature extended the deadline date and language in the appropriations bill indicates that "by August 1, 2005, the University of Nebraska system should be among the top fifty percent among the Board of Regents' peer institutions in the employment of women and minority faculty members." In 2003 the Legislature changed the deadline to April 1, 2006 to allow time for release of national data necessary for the comparison to peers. Each year since 1998 a report has been submitted to the Legislature providing the required information for full-time faculty.

Since the completion of the work of the 1997 Gender Equity Task Force, annual reports have been submitted to the Board of Regents by the University-wide Gender Equity Committee,

comprised of representatives from each campus. Annual campus and system-wide recommendations have been proposed in each report since the 1997 Task Force. A chart updating the status of recommendations proposed in annual University-wide Gender Equity reports since 1997 is included in the appendix of this report.

Diversity Funding

Since 2000 the University has been investing in the hiring of full-time tenured/tenure track faculty who are women and people of color. Initially, in 2000, diversity funding to campuses provided “half the salary of a qualified female or minority new hire, up to a maximum of \$25,000 per hire.” In 2003 the funding method was changed from support of new hires to allocation to each campus based upon net increase in minority and female faculty. Campuses now receive Diversity Enhancement allocations based on net changes in minority and female faculty for the three previous years and the allocations become a permanent increase in base funding. From 2000 through the 2004 fall semester a total of \$4 million has been added to the base budget of the campuses and a cumulative total of \$11.5 million has been expended on this program. Annual reports summarizing the use of this funding will be submitted beginning August 2005.

The 2004 Ad Hoc Gender Equity Committee

In February 2004 the Board of Regents appointed the 2004 Ad Hoc Gender Equity Committee chaired by Regent Charles Wilson. Regent Wilson articulated the following general goals for the 2004 committee:

- Compile and review the policies, recommendations, and appropriate data associated with gender equity issues across the university system
- Ensure effective application of policies and practices supporting gender equity
- Assure accountability for the policies and practices supporting gender equity.

The Committee met from April through December 2004. See Appendix I for membership of the 2004 Ad Hoc Gender Equity Committee

Scope of this Report

This report specifically focuses on faculty gender equity issues. Future review will address staff and student gender equity issues.

University of Nebraska Policies on Gender Equity

The Board of Regents Policy Manual, containing amendments through June 5, 2004, presents equal opportunity and affirmative action (EO/AA) guidelines for the University. These guidelines specify the means for internal and external communication, responsibility for administration, inventory of personnel, internal audits and reports, personnel policies and practices, and technical requirements.

Specifically, the President has ultimate responsibility for the development and implementation of the equal opportunity and affirmative action guidelines and operational plans. The Chancellors are charged with basic responsibility at the campus level, including annual campus EO/AA plans and designation of EO/AA Officers. The policies set out the expectation that all employees contribute to the equal opportunity philosophy by accepting and complying with the EO/AA Guidelines.

The Guidelines (Section 3.1.3.3.a; pages 32-33) require an annual study of the race-sex profile of the units at each campus addressing the following seven areas:

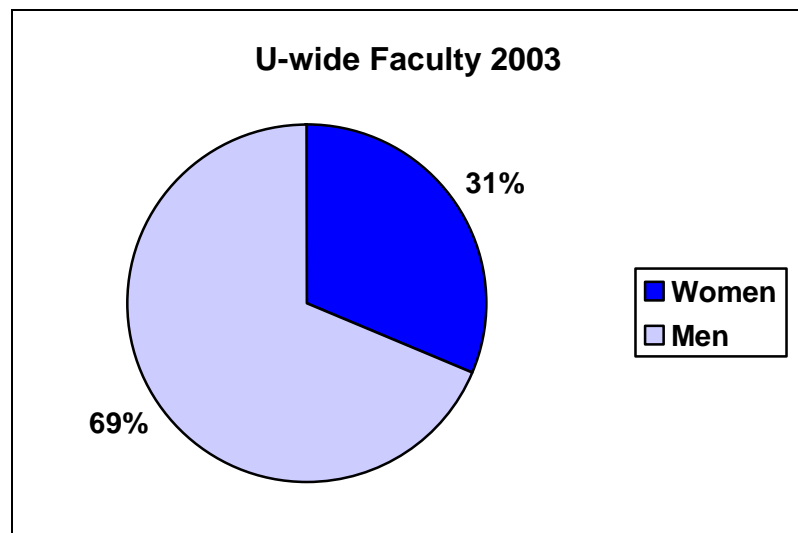
1. Minority and gender representation in the ranks and classifications throughout the unit.
2. Representation of women and minorities by job types.
3. Minority and gender representation in leadership roles
4. Relative distribution of minorities, women, and non-minority men in positions with potential for promotion.
5. Salary and rank differentials for minorities and females.
6. Staff turnover, vacancies, new appointments, recruitment, and promotions as they impact minorities and women.
7. Distribution and performance of women and minorities as graduate research and teaching assistants.

II. TEN YEARS OF PROGRESS IN GENDER EQUITY

Data sources for this report include the University of Nebraska Human Resources Database, biannual Integrated Postsecondary Education Data System (IPEDS) data, and annual American Association of University Professors (AAUP) data.

Representation of Women on the Faculty

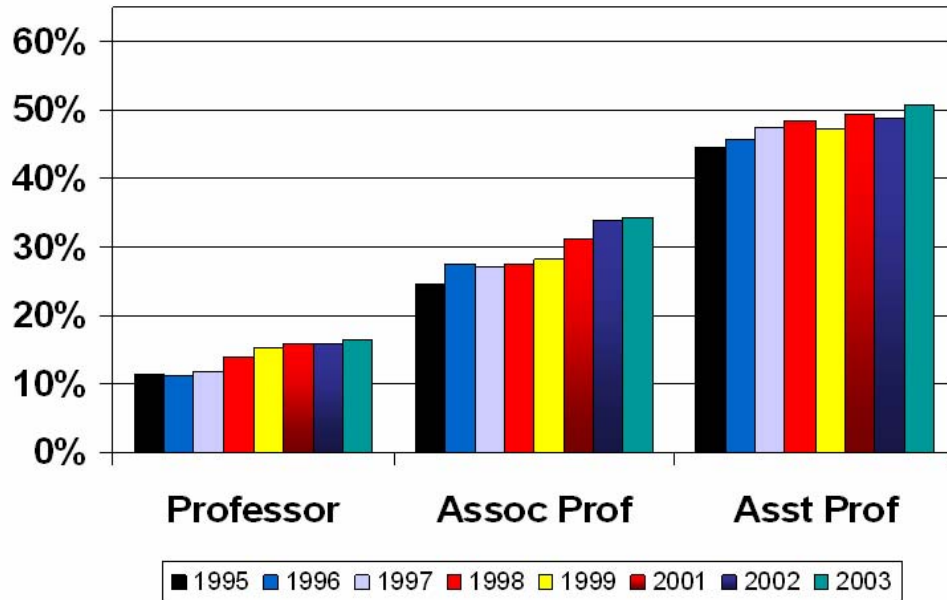
University-wide women represent 31% of tenured/tenure-track faculty.



Over the course of the nine year period from 1995 to 2003 representation of women on the faculty has increased at each rank. The percent of female full professors increased from 11.4% in 1995 to 16.3% in 2003, female associate professors increased from 24.6% to 34.3%, and female assistant professors increased from 44.6% to 50.6%.

**NU HR Data - Females as % of Total Full-Time Tenure Track Faculty
By Rank (excluding nonresident aliens)**

U-Wide



UNMC Data Not Available 1994 and 2000

Source: University of Nebraska HR Data

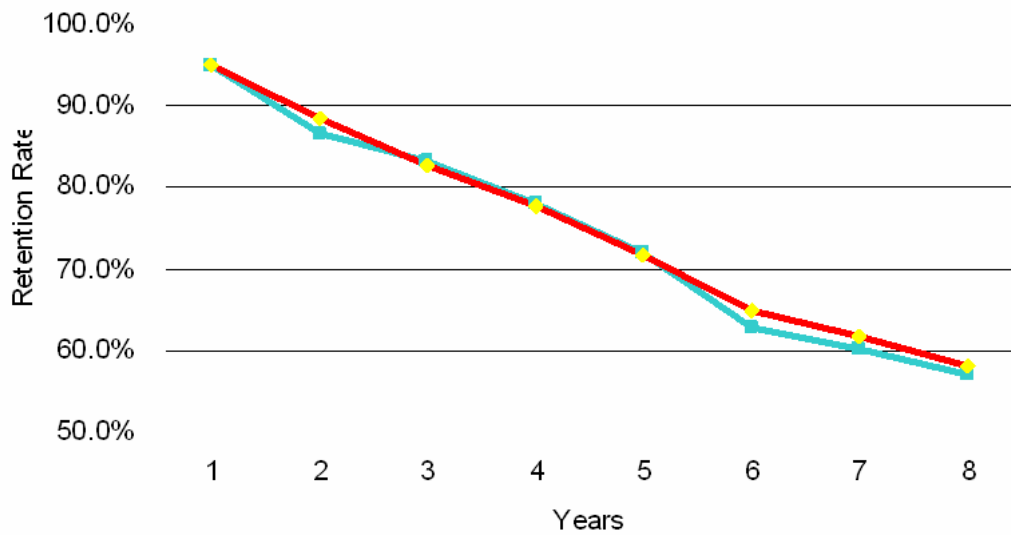
For all campuses, women have greatest representation at lower academic ranks but have also made gains in representation at higher ranks. Continued progress at higher ranks will be substantially affected by women's success in retention and promotion. Trends on retention and promotion are encouraging as noted in the following section

Retention and Promotion

Retention and promotion analyses examined annual cohorts of faculty in each year from 1994 to 1999 using the University of Nebraska Human Resources database (the analysis excludes UNMC because data are not available for retention and promotion of the faculty at UNMC). Percent retention was calculated for each successive year in each cohort. Percent promotion from assistant to associate professor and from associate to full professor was calculated in a similar manner.

Analysis of faculty retention shows a consistent retention of women faculty essentially equivalent to their male counterparts, [see Appendix IV for U-wide cohort rates for 1994 through 1999]

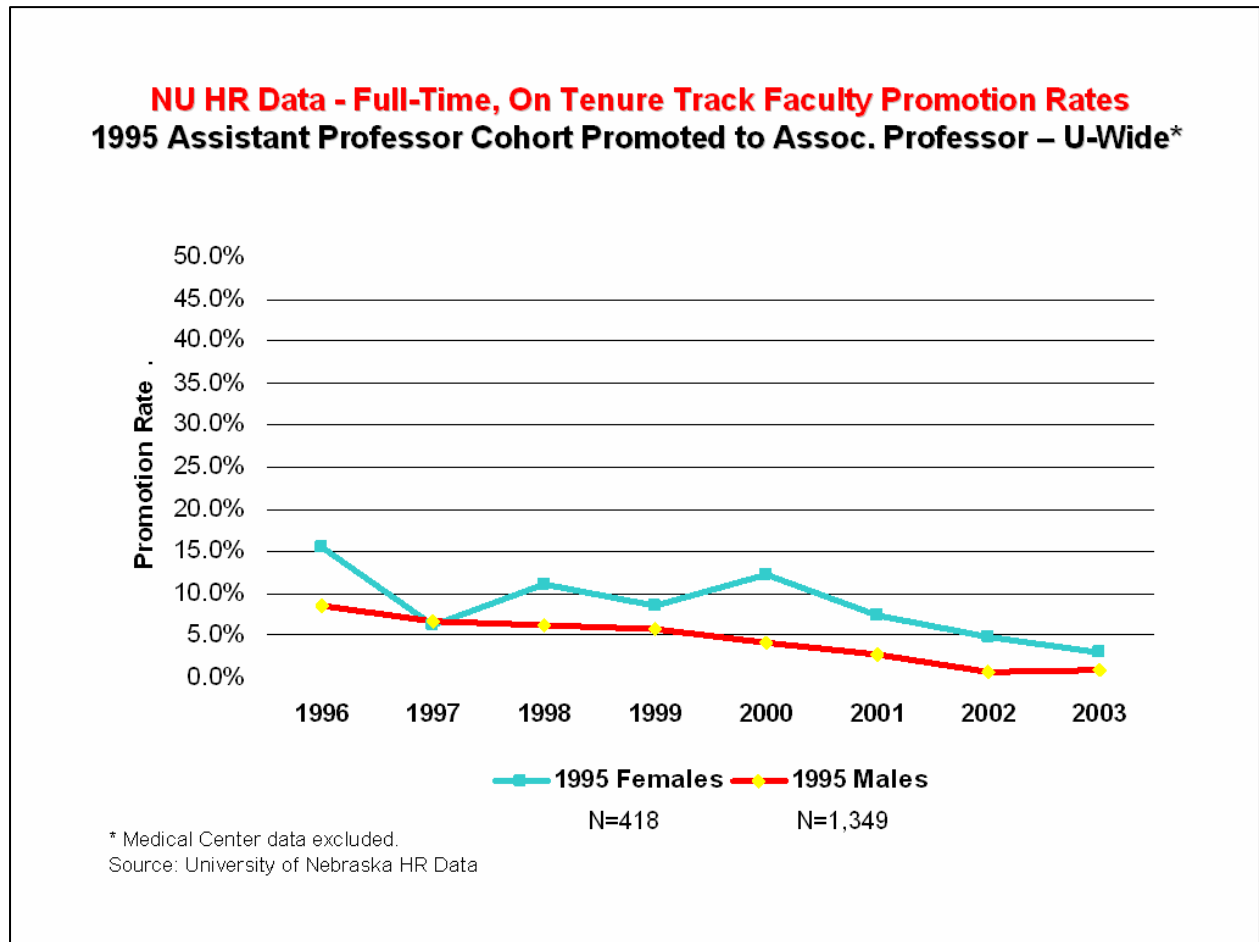
**NU HR Data - Full-Time, On Tenure Track Faculty Retention Rates
by Gender
1995 Cohort – U-Wide***



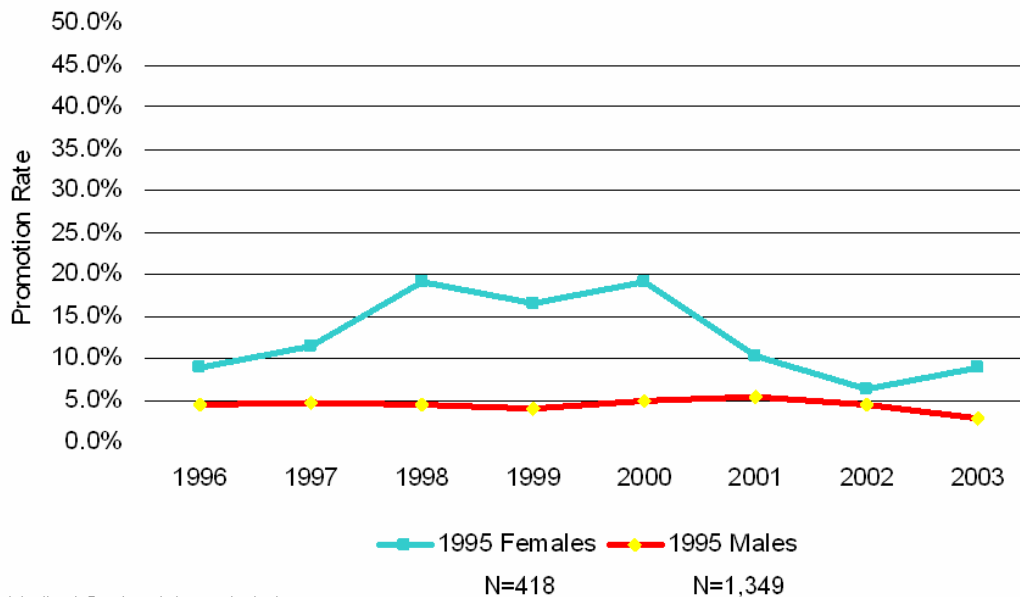
1995 Females N=418 1995 Males N=1,349

* Medical Center data excluded.
Source: University of Nebraska HR Data

Cohort analysis of promotion from assistant to associate professor and from associate to full professor consistently shows women promoted at a rate equal to or greater than that of men within the same cohort. [see Appendix IV for U-wide cohort rates by promotion level for 1994 through 1998]



**NU HR Data - Full-Time, On Tenure Track Faculty Promotion Rates
1995 Associate Prof. Cohort Promoted to Professor – U-Wide***



* Medical Center data excluded.
Source: University of Nebraska HR Data

Data Sources: IPEDS versus AAUP

The University of Nebraska relies predominantly on the Integrated Postsecondary Education Data System (IPEDS) rather than data from the American Association of University Professors (AAUP) for diversity analysis because IPEDS includes data on three important faculty characteristics that AAUP does not provide: 1) minority populations, 2) medical schools, and 3) tenured/tenure track faculty as distinct from non-tenure track faculty. All three characteristics are mandated for the reports to the Nebraska legislature. The differences between IPEDS and AAUP data are summarized below:

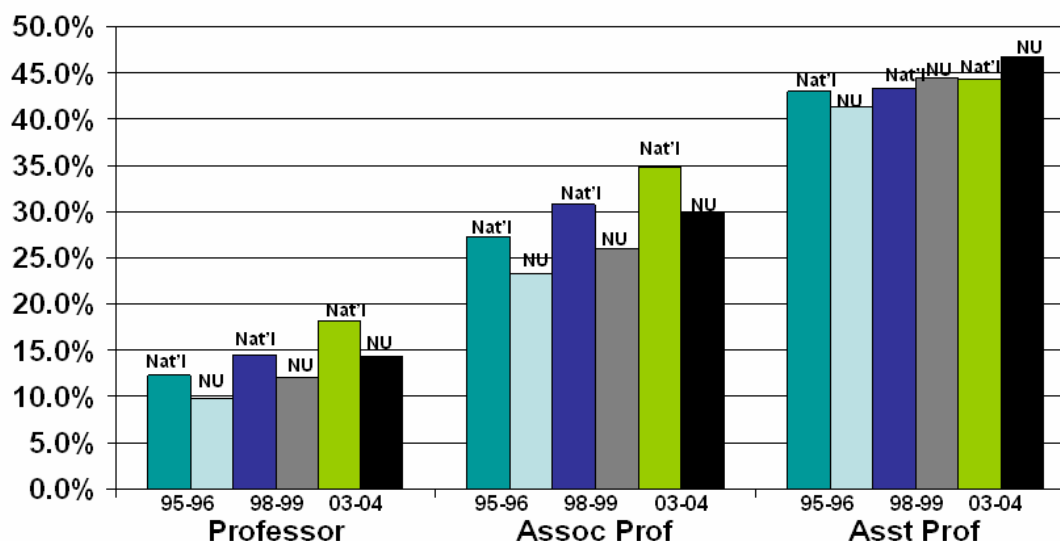
Comparison of Data Sources	
IPEDS	AAUP
Separate Tenured/Tenure Track and Non-Tenure Track Data	Combined Tenured/Tenure Track and Non-Tenure Track Data
Minority Data	No Minority Data
Medical School Data	No Medical School Data
Librarians Included	Librarians Excluded

Nonetheless, when possible we include AAUP data in this report.

National Comparisons

The American Association of University Professors (AAUP) compared national trends for female representation by rank at public doctoral institutions. The AAUP comparison includes all doctoral degree granting institutions, not limited to major research universities, and excludes medical schools. In Nebraska two institutions are included: UNL and UNO. Although the University of Nebraska ranks below the national percentages for associate and full professors, NU exceeds the national average at the assistant professor ranks. NU has maintained a trend of a steady increase since 1995. It should be noted that the data reported by AAUP includes both tenured/tenure track and non-tenure track full-time instructional staff with the exception of those in medical schools. At the rank of assistant professor the trend line for University of Nebraska shows greater gains than experienced for the same period among the national comparison group, resulting in the University surpassing the national representation of women at this rank. In 1995 the University of Nebraska lagged behind the national representation of women at the rank of assistant professor by 1.8 percentage points and by 2003 surpassed the national group by 2.4 percentage points. Representation at the rank of assistant professor in 2003 is at 46.8% for the University of Nebraska and at 44.4% for the national comparison group.

National - Female as % of Total Full-Time Faculty by Rank Public Institutions Offering Doctoral Degrees—AAUP Data

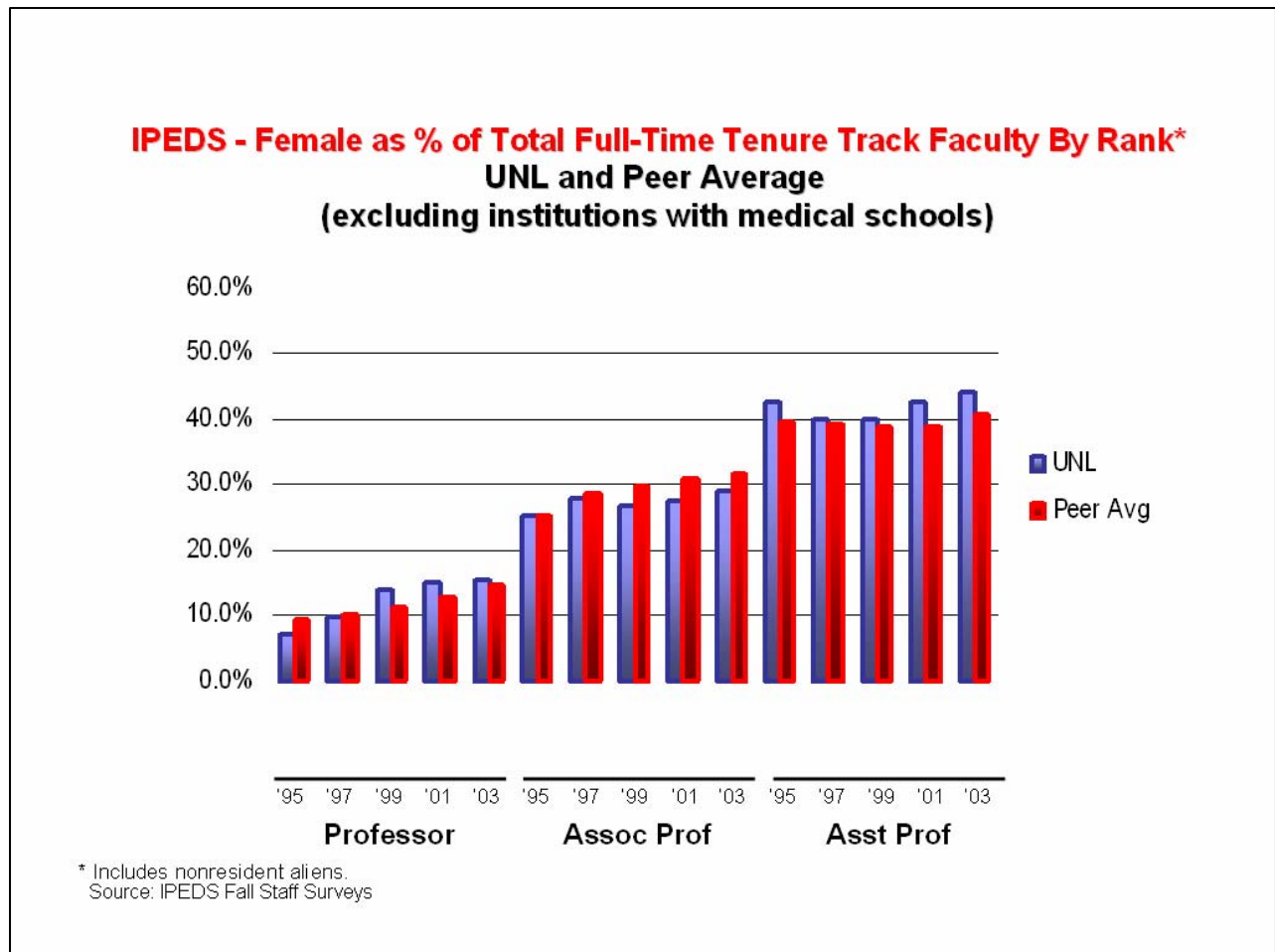


Notes: The figures cover full-time members of the instructional staff except those in medical schools.
Source: American Association of University Professors (AAUP) Academe, March/April publications.

Peer Comparisons

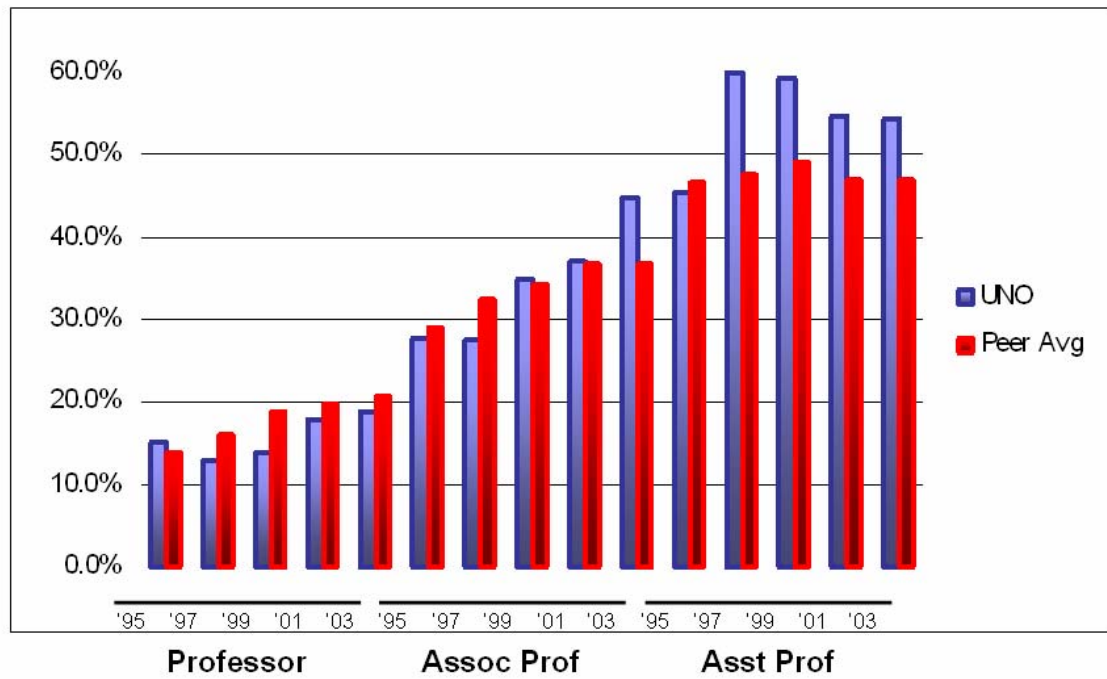
Comparisons of University of Nebraska campuses to their Board of Regents established peer institutions, using IPEDS data, indicate representation of women by rank to be higher in many instances within the University system. The data include comparisons for the years 1995, 1997, 1999, 2001 and 2003.

For UNL the representation of women at the level of full professor has consistently increased and exceeds that of the peer average. At the rank of associate professor UNL lags behind its peers for all years reviewed. For assistant professors UNL exceeds its peers for all years reviewed.



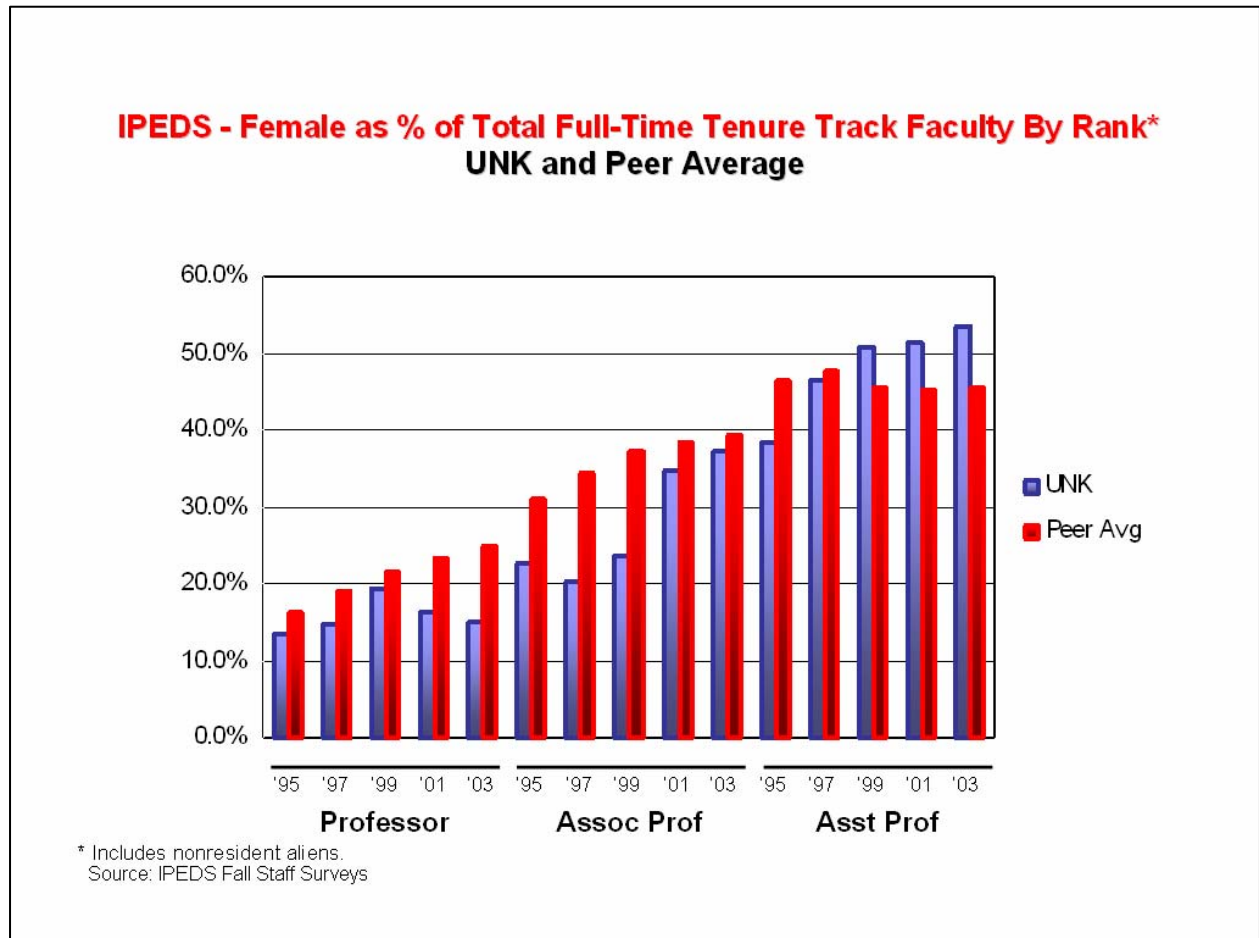
UNO has increased representation of women faculty at the rank of full professor in each year reviewed; however the campus has not closed the gap with its peers. At the rank of associate professor, UNO has exceeded the peer average for the last three years reviewed; the most recent values show the greatest difference with the peer average at 36.7% and that for UNO at 44.7%. For the rank of assistant professor UNO has maintained a substantial lead over its peers for the last four years observed.

**IPEDS - Female as % of Total Full-Time Tenure Track Faculty By Rank*
UNO and Peer Average**

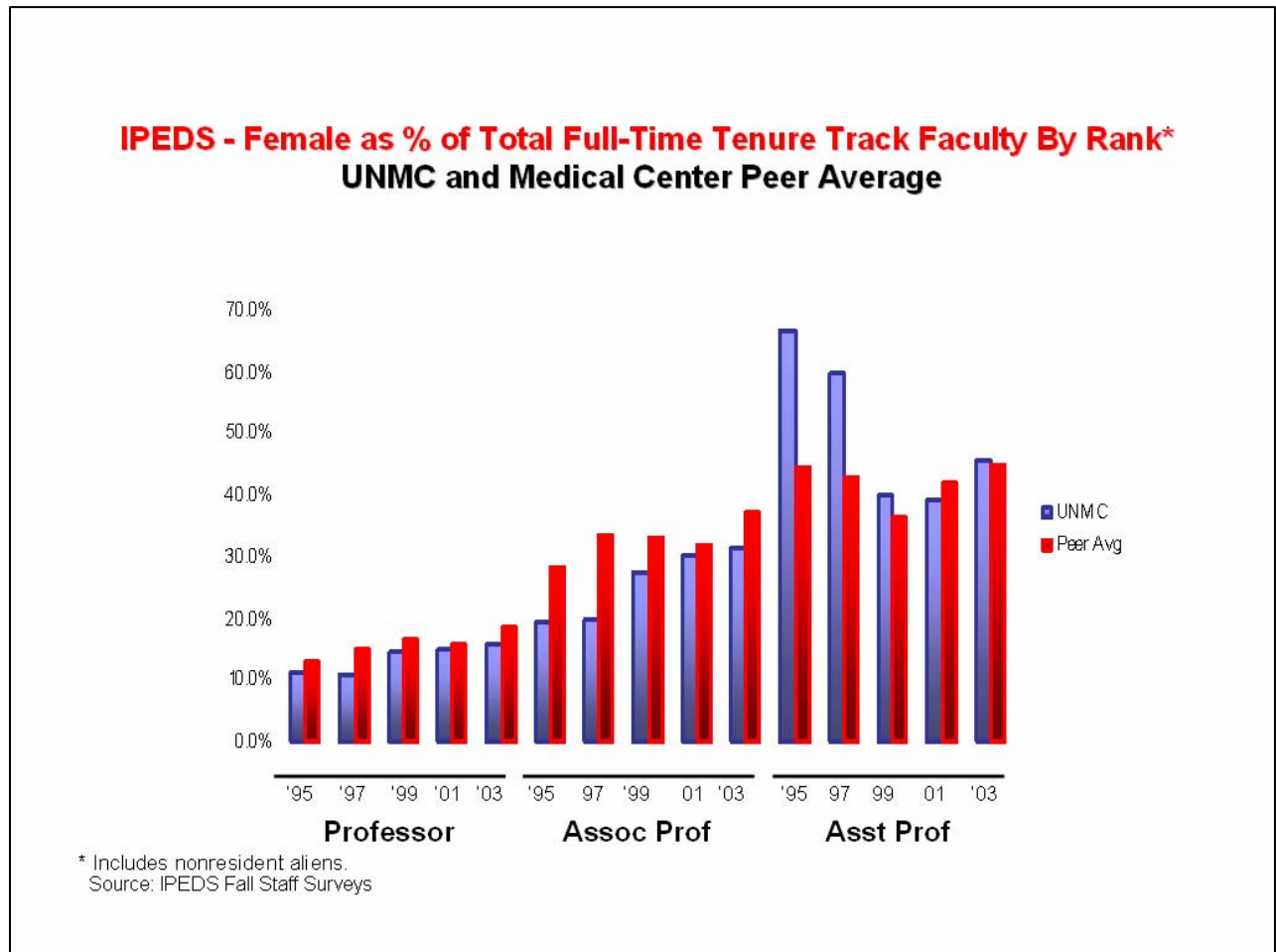


* Includes nonresident aliens.
Source: IPEDS Fall Staff Surveys

At the ranks of full professor and associate professor, UNK lags behind its peer institutions for all years reviewed. Increases are observed at the rank of associate professor for the last three years; however those increases have not brought the campus up to the peer average. For the three most recent years, UNK has surpassed its peers by 5 to 8 percentage points in the representation of women among assistant professors, showing a steady increase for all five years.



Peers exceed UNMC at professor and associate professor ranks but UNMC exceed peers at the assistant professor rank for five of the six years.



Representation of Women by Discipline

In order to more precisely examine the representation of women in the faculty seven academic groupings were formed to allow for gender comparisons within disciplines. Modeled after an approach used by the University of Michigan, the following groupings were created based on academic designations within the NU system (for a detailed listing of specific disciplines included in each grouping see Appendix IV):

- Life Sciences – including agricultural, biological and health science
- Social Sciences
- Education – including teacher education and teaching fields
- Physical Sciences
- Humanities – including arts, letters and languages
- Professional Disciplines
- Engineering

The percent of women at each rank within the established categories was analyzed for the ten year period of 1994 through 2003.

The academic groupings with the overall greatest female representation are the social sciences, education and the humanities (see data in Appendix IV). Engineering has the smallest number and representation of women among its faculty at all ranks; actual numbers of women do not exceed single digits at any rank (Appendix IV).

For the most recent year (2003) the greatest percentage of women at the rank of full professor (24.8%) is in the humanities; while the greatest increase in representation over the ten year period occurred among the social science disciplines, increasing from 12.5% in 1994 to 19.3% in 2003. At the rank of associate professor, representation of women in education for 2003 is at 50%, the highest at this rank for all groupings. The greatest growth in associate professors over the ten year period is also observed among the social sciences, increasing from 23.8% in 1994 to 41.9% in 2003. The top percent of female representation at the rank of assistant professor for the 2003 year is observed among the social science disciplines at 63.9%, with a growth of 14.6 percentage points over the ten year period

Since some national data bases on faculty gender include medical schools and others exclude medical schools the data in appendix IV provide both analyses. In examining the trends for the life sciences, when the grouping includes disciplines associated with the University of Nebraska Medical Center the percent representation of women at all ranks increases. In 2003, when life sciences are considered without the UNMC disciplines representation of women at the rank of full professor is 10.9%; when the additional disciplines are included representation is increased to 15.2%. Similarly, for associate professors the value increases from 14.3% to 27.7%; and for assistant professors from 37% to 44.2%.

The physical sciences have experienced minor change in representation within the rank of professor over the course of the ten years. Women in the physical sciences at the associate professor rank increased from 1.8% in 1994 to 14.3% in 2003. At the rank of assistant professor in the physical sciences representation increased from 18.4% in 1994 to 20.0% in 2003. The number of female faculty in engineering is very small for all years, ranging from 1 to 6 female faculty during the period from 1994 to 2003.

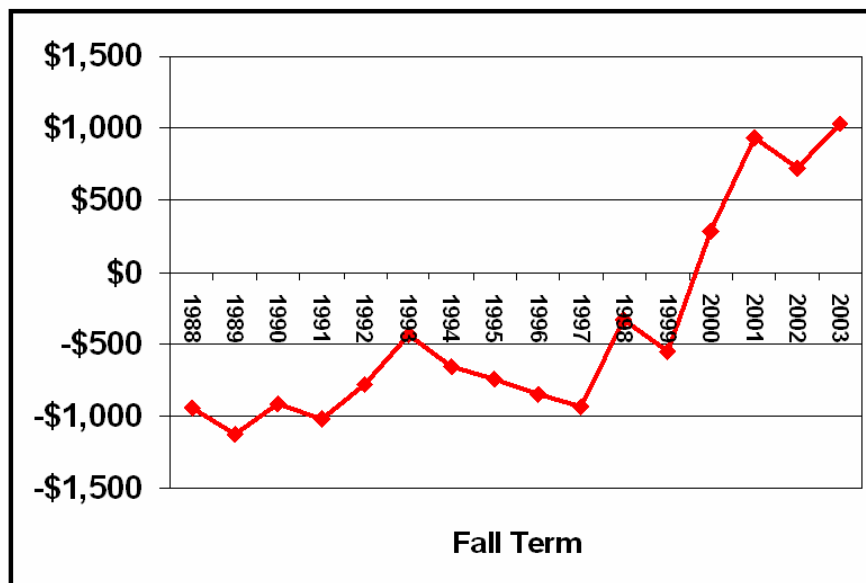
Faculty Salary Analysis

In July 1989 the Board of Regents approved a standardized method for assessing salary differentials by gender. The method is a statistical regression model which adjusts for the effect

of non-gender factors on salary. For UNL these factors include college, department, faculty rank, number of years in rank, tenure status, graduate faculty status, education level, number of years since terminal degree, year hired, chairperson status, professorship stipend level and type of professorship. For UNO the factors are college, faculty rank, years in rank, tenure status, educational level and year hired. The statistical method is used to determine more accurately the effect of gender on salary by removing non-gender factors from the salary data. This method is consistent with legal precedent set for salary discrimination cases in a 1997 U.S. Supreme Court decision¹. After controlling for non-gender factors affecting salary, the analysis calculates statistical significance of salary differentials. Differences are considered significant if the p-value is .05 or less (two standard deviations from the mean). Thus the differences are considered statistically significant if there is less than a 5% probability that the differences are attributable simply to random variation from the mean. This regressions analysis method has been used for UNL and UNO annually since 1988 and 1990 respectively. UNK will begin applying this method to its salary comparison in 2004-05.

In the 16 years of analysis for each of the three academic ranks (48 analyses of salary data), the male-female salary differential was statistically significant in only three years and only for the assistant professor rank at UNL (in 1989, 1991 and 1992). In all other observations salary differentials were not statistically significant.

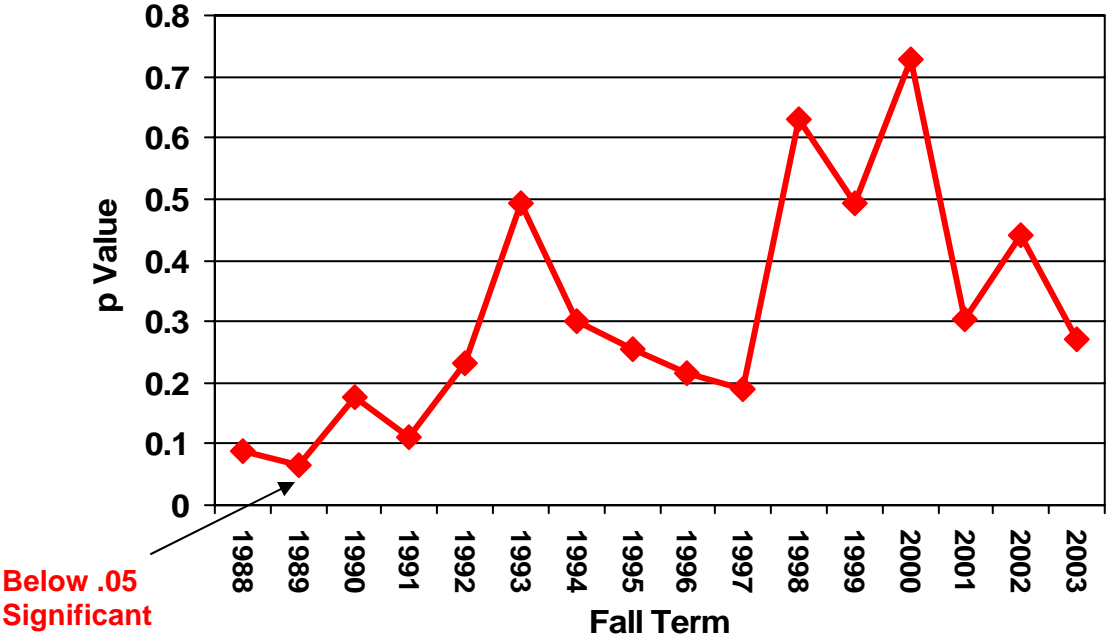
Male-Female Faculty Salary Comparisons University of Nebraska – Lincoln
Full Time Tenured Track Faculty
Salary Excess or Shortfall for Women
Fall 1988 – Fall 2003



Source: Male/Female Comparison Study by Dr. David Marx

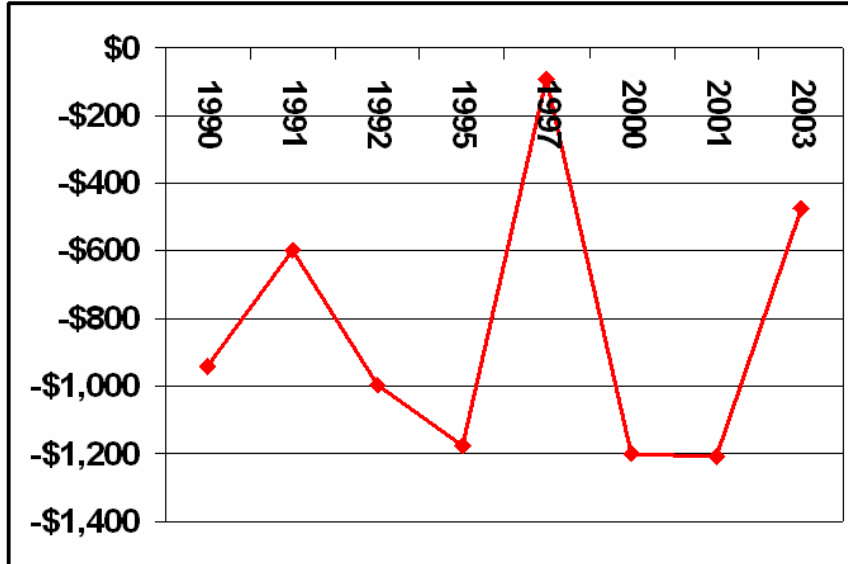
¹ “Statistical studies using multiple regression analyses are often used in salary discrimination cases as representations of an employer’s salary setting process. Federal courts have recognized use of multiple regression analyses by plaintiffs in proving what is called a *prima facie* case of salary discrimination. In considering the use of multiple regression analyses to determine whether or not unlawful salary discrimination may be present, federal courts have recognized that if a gender-based salary differential is statistically significant it is also legally significant. In *Hazelwood School Dist. V. United States*, 433 U.S. 299 (1997), the U.S. Supreme Court approved a “two or three standard deviation test” as evidence of unlawful employment discrimination.” (Excerpt from communication by Richard Wood to The Board of Regents of the University of Nebraska, dated April 18, 1991)

**Male-Female Faculty Comparisons University of Nebraska – Lincoln
All Full Time Tenured and Tenure Track Fall 1988 – Fall 2003
Statistical Significance of Salary Differential**

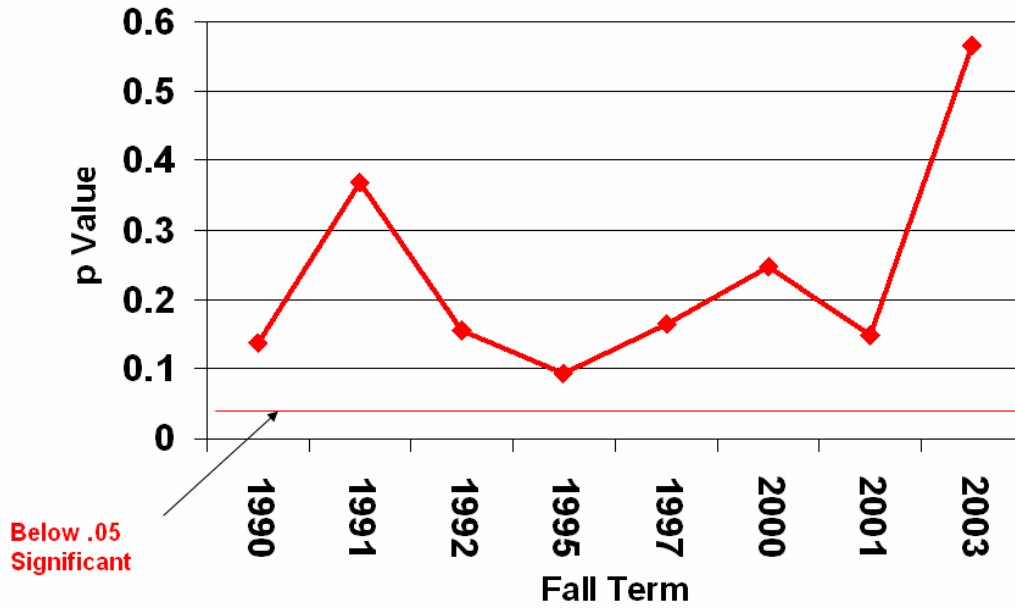


At UNO, salary differentials by gender have not been statistically significant in any year since the first year of analysis in 1990.

Male – Female Salary Comparisons University of Nebraska – Omaha
Full Time Tenure Track and Non Tenure Track Faculty
Salary Excess or Shortfall for Women
Fall 1988 – Fall 2003



Male Female Faculty Salary Comparisons University of Nebraska – Omaha
Full Time Tenure Track and Non tenure Track Faculty
Statistical Significance of Salary Differential
Fall 1990 – Fall 2003



III. A CAMPUS CLIMATE PROFILE²

Outcome of UNL Gallup Climate Survey for Women and Men Faculty

The University of Nebraska-Lincoln contracted with the Gallup Organization to survey and structure the process for responsive intervention associated with faculty and staff engagement and inclusiveness, two concepts that have repeatedly been shown by Gallup to significantly differentiate units that are highly productive, as measured in a variety of relevant ways, from less productive units. Using an actuarial approach, each scale (Engagement-- Q¹²[®] and Inclusiveness— I¹⁰[™]) includes items that are both inter-correlated and which statistically differentiate highly productive from non-productive units. In brief, engagement assesses the degree to which an employee is psychologically committed to her/his job. Inclusiveness assesses the degree to which an employee feels that his/her special skills or perspective are valued in the work place.

The initial survey, using the Engagement and Inclusiveness questionnaires, was conducted in 2002. Departments were provided with feedback from the survey responses and asked to develop and implement “impact plans” to improve the climate for members of that department and subsequent questionnaire results. The most recent survey using the same instruments occurred during the spring of 2004. The response rate for the 2004 survey was 74%. Results were compared across the two surveys to determine progress in addressing the issues of engagement and inclusion.

The rationale for using the Gallup Organization’s survey was based on the following assumptions:

- A positive work climate is critical to not only the successful recruitment and retention of women and men faculty, but is also key to their productivity
- While campus-wide climate surveys do provide some information about the climate for women and men faculty, they provide little insight as to what actions could be taken to improve the climate and do not differentiate among local departmental conditions.
- An alternative approach that would lead to action was sought.
- UNL administration recognized that the climate for women varied widely across campus departments.
- While many factors contribute to the climate for a faculty member, the single most important component occurs at the local level, the department.
- This view of climate matched up with the Gallup Organization’s approach to assessing and improving climate which provides not only a survey but also a process that departments can use to improve the climate in their unit.

The process employed the following steps:

- The Gallup Organization’s two climate surveys, Engagement and Inclusiveness were administered to all UNL employees in the spring of 2004.
- Seventy-four (74%) percent of all employees responded, one-percent more than in 2002.
- All employees were categorized into one of six categories: administrators, tenured/tenure-track faculty, equivalent rank faculty (Extension Educators), non-tenure track, managerial/professional, and office/service.
- The data were summarized based upon a number of individual characteristics, including position type and gender.

² Herbert Howe, Associate to the Chancellor, UNL, preliminary draft report December 2004.

Following are observations specifically segmenting the responses of faculty by gender, for each of the instruments used in the 2004 survey:

- On the “Inclusiveness” scale tenured/tenure track women had the lowest scores, followed by men extension faculty. Highest scores resulted for women extension educator faculty and tenured/tenure track men, essentially a tie on this scale.
- When the responses of tenured/tenure-track faculty to the “Engagement” scale are compared,(see graph in Appendix VI) women’s responses are, on average, similar to those of their male counterparts, with women reporting higher engagement on six items, lower engagement on five and no difference on the remaining item.
- Among extension educator faculty, women reported higher engagement than men on each of the twelve questions.
- Comparing “Engagement” responses, extension educator women faculty yielded the highest scores, followed respectively by tenured/tenure track women, tenured/tenure track men, and extension educator men. In contrast, the “Inclusiveness” scores of tenured/tenure track men were higher (see graph in Appendix VI) than their women counterparts on each of the scale items.
- Also on the ”Inclusiveness” scale, women extension faculty showed stronger inclusiveness scores on six items, men were higher on one item with three being essentially equivalent.

Next steps in the process as identified by the UNL administration are as follows:

- The changes in scores from the 2002 to the 2004 administration will be shared with deans, along with what plans each department has to improve the climate.
- Each department will be required to include plans for improving the climate for faculty in their strategic plans due on January 31, 2005.
- Colleges and higher level units’ impact plans will be developed and reported by subsequent dates.

IV. CONCLUSIONS AND RECOMMENDATIONS

FINDINGS AND CONCLUSIONS

The University of Nebraska has made progress in gender equity over the past ten years. Female representation is improving at all academic ranks. Although in some instances we are behind in the number of associate and full professors relative to our peers, trends suggest the opportunity to close these gaps. Retention rates for men and women faculty are comparable and promotion rates for women faculty are comparable or slightly better than for men faculty. Salary is equitable for men and women, when the analysis is corrected for confounding variables.

Based on the Gallup climate survey conducted by UNL, the campus appears to face challenges to enhance the climate for women faculty. The climate survey conducted by UNL revealed that tenured/tenure track women had the lowest scores on the "Inclusiveness," scale compared to male faculty. Other campuses have embarked on the assessment of climate for faculty as well. The UNL example underscores the need for on-going monitoring of climate at the departmental or unit level on each campus and, where indicated, the need to take measures that improve climate for women faculty.

As documented in the recent Chronicle of Higher Education Special Report on Women in Academe³, although there have been improvements in gender equity in the higher education environment, women continue to be underrepresented in academia. In order to remain competitive in attracting and retaining promising and talented women faculty the University of Nebraska must build on the accomplishments of the past decade.

RECOMMENDATIONS

The Ad Hoc Gender Equity Committee recommends enhancements and initiatives in six areas:

1. Accountability
2. Salary Studies
3. Discipline Specific Analyses
4. Family-Friendly Policies
5. Faculty Development
6. Climate Assessment and Modifications Where Indicated

In making these recommendations, the Ad Hoc Committee considered the suggestions which the committee solicited from the University-wide Gender Equity Committee, the faculty senates, and commissions or committees on the status of women for each campus

Accountability

Establishing accountability for progress toward our previously adopted gender equity goals is the predominant emphasis of the report. We recommend:

- The President should devise and maintain a system of accountability, from department level up, regarding the implementation of existing University policies on gender equity and the demonstrated progress made toward Board gender equity goals.
- Necessary resources to institute and maintain such a system should be provided from existing funds allocated to meet gender equity goals.

³"Women in Academe," Chronicle of Higher Education, December 3, 2004

- Annual tracking of diversity funding should include reports of how cumulative funding has been allocated and is being used to support gender equity issues.

Salary Studies

Monitoring and maintaining gender equity in compensation throughout the system is important. The need for broader dissemination of the process for determining salaries, and the results of salary studies, is evident.

In order to maintain equitable compensation the University should:

- Conduct periodic salary-and promotion-equity studies for all campuses, and make results available to the University community
- Provide briefings on salary practices for new faculty

Discipline specific analyses and interventions

Consistent with the need for discipline specific salary studies is the need for reviewing workforce issues by discipline. Based on data reviewed for this report the need to increase the number and proportional representation of women in particular fields is evident. Programs supporting the recruitment and development of faculty in these disciplines should be supported. The University should:

- In those departments where there is under-representation of female faculty relative to potential candidate pools and/or relative to our peers, charge department chairs with the responsibility of developing a plan and documenting efforts to increase the representation of women.
- Consider “cluster hires” to create a critical mass of women in disciplines where they are currently underrepresented.

Family-Friendly Policies

All universities must become more responsive to issues associated with the strains encountered by faculty and other university employees attempting to balance family demands and work expectations. Existing University of Nebraska policies address these issues, but it is essential that University leaders clearly communicate existing policies to all departments and administrative units and ensure uniform application. The University should:

- Consider revisions in policies and procedures for addressing tenure requirements which are responsive to gender related family factors which might have a different effect on women than men (such as adjustments created by 1999 Executive Memorandum No. 18 which extends the tenure clock for maternity, disability or family/medical leave).
- Ensure all deans, directors, and department chairs are aware of and uniformly apply family-friendly related policies
- Assess adequacy of daycare services for each of the campuses and, if appropriate and practical, enhance those services

Faculty Development

To enhance academic career development for women faculty, and to expand opportunities for women faculty to advance in administrative roles, the University should:

- Create mentoring programs to enhance academic advancement, including exposure to distinguished women scholars.
- Expand or enhance leadership programs to position women for administrative advancement, with particular emphasis on the departmental and college levels.

Climate Assessment

Faculty perception, of the degree to which the University's climate facilitates productivity and satisfaction, is important in retention of faculty. Factors perceived as important to a supportive climate will vary depending on the individual; nevertheless, at a minimum each campus should identify an appropriate mechanism for assessing climate on a regular basis.

Exit interviews have been identified as a strategy to aid in assessment of climate. In the past the Board of Regents has emphasized the value and importance of conducting such interviews. However, faculty members leaving the University are sometimes reluctant to be fully candid regarding equity concerns that may have contributed to the decision to leave. Consideration should be given to alternative methods of addressing the need to gather information about the climate while individuals are engaged in the system rather than after the decision has been made to leave.

Enhanced climate assessment should include:

- Assessment and monitoring of climate concerns by each campus
- Publication of periodic reports addressing climate issues, approaches for enhancing climate and progress accomplished compared to previous assessments.
- Reevaluation of exit interviews as a climate assessment strategy

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Appendix I
Committee Members

**UNIVERSITY OF NEBRASKA BOARD OF REGENTS
2004 Ad Hoc Gender Equity Committee**

Charles S. Wilson, M.D. – Chairperson
Member University Board of Regents

Charles Hassebrook
Member University Board of Regents

Denise B. Maybank, Ph.D.
Associate to the President, UNCA

Jay Noren, M.D.
Executive Vice President and Provost, UNCA

Kim M. Robak, J.D.
Former Vice President for External Affairs, UNCA

L. Dennis Smith, Ph.D.
President Emeritus, UNCA

Katie Weichman
Student Regent, UNL

Edward D. Wimes
Assistant Vice President for Business and Finance, UNCA

Appendix II
1991 Gender Equity Goals and Strategies

GENDER EQUITY GOALS AND STRATEGIES

Adopted by the University of Nebraska Board of Regents on September 6, 1991

- Goal 1:** Achieve gender representation throughout the University of Nebraska, including faculty, staff; students and administration, which reflects a position of leadership among similarly situated institutions.
- a. Create incentives for departments in the recruitment of women.
 - b. Establish Equal Opportunity/Affirmative Action review of job searches before beginning and again after screening, and especially before offer of employment is made.
 - c. Implement continual, periodic EEO/AA training/educational programs for administrative personnel, designed to account for participation, which shall be strongly encouraged.
 - d. Implement continual, periodic EEO/AA training/educational programs for faculty and staff; designed to account for participation, which shall be strongly encouraged.
 - e. Encourage enrollment of women students in those fields of study in which women are now underrepresented.
 - f. *Direct all campus chancellors to distribute annually the Regents' "Gender Equity Goals and Strategies" to vice chancellors, deans, and chairs/directors at meetings or workshops in which the implementation of the strategies is discussed. **
 - g. *Establish a pool of funds on each campus to support competitive hiring offers to women candidates (for use in salary offers, set zip costs, research grants, reduced teaching loads, travel allowances, dc). **
- Goal 2:** Facilitate hiring, career development, promotion, and retention of women faculty and staff
- a. Develop a system of incentives to reward administrators and departments for increased hiring and promotion of women faculty, staff; and administrators, and increased enrollment of women students, where there are deficits; this should be initiated as part of the annual performance review.
 - b. Establish a pool of faculty lines for distribution, with consideration of need, to departments which are able to recruit outstanding women faculty, especially senior faculty and faculty in areas where women are now underrepresented.
 - c. Establish programs to assist with spousal employment.
 - d. Continue development of "family support" policies including relief from tenure timetable, family leave, day care, geriatric day care, etc.
 - e. Encourage professional development opportunities and programs for women.
 - f. Continue pursuit of salary equity.
 - g. *Establish uniform maternity leave with maximum of paid six weeks and unpaid leave of up to the equivalent of one semester available to any*

woman who has been employed at the university at least one year.
(Pregnancies resulting in medical problems and illness that prevent one from working for health reasons will be treated under the provisions for medical leave.) *

- h. *Increase staff time and fellowship support for the Dual Career Program at Lincoln and extend this program to all campuses in the system. **
- i. *Clarify and standardize policies about stopping the tenure clock in the case of medical, maternity, or family leave.**
- j. *Provide support for on-campus day care for employees and full-time students. **
- k. *Maintain flexibility in making recommendations/or tenure before the seven year rule, or/or promotion in shorter spans of time than is the norm so that faculty may advance as soon as the record merits. **
- l. *In order to increase the pool of women prepared to assume administrative roles, the Chancellor's office should provide financial support for two or three women a year to attend national seminars or similar programs designed to prepare them for administrative leadership. **
- m. *Provide summer grants/or research or curricular development projects enhancing the success of women in traditional and non-traditional fields.**

Goal 3: Create and maintain a hospitable environment for women in the classroom and the workplace.

- a. Initiate appropriate education sessions for managers, directors, department heads, faculty and administrators on gender equity issues, sexual harassment, etc.
- b. Support workshops on women's issues.
- c. Support mentoring of women faculty and staff
- d. *Provide training for chairs on gender equity issues. **
- e. *Establish mentoring programs/or all untenured faculty. **

Goal 4: Improve and maintain a safer campus environment for all.

- a. **Optimize campus safety, lighting.**
- b. Establish or redirect channels for reporting and/or adjudication of student and staff sexual harassment complaints.
- c. Find methods to improve student awareness of avenues for help, e.g. advertising in campus newspaper, production of fliers.
- d. Encourage additional development of "self-help" programs to help with campus safety, such as dorm escorts, fraternity-sorority escorts, within-building staff-to-staff' help.

Goal 5: Establish open and effective channels for review of gender equity issues.

- a. Appoint Chancellor's Commission on the Status of Women for each campus and University-wide.
- b. Establish Ombudsperson for each campus.

- c. Support forums on women's issues at each campus.
- d. Initiate regular central administration participation and oversight of EEO/AA activities through regular University-wide meetings, possible central administration EEO/AA liaison individual (new or designated).
- e. Design informational programs and distribute materials to educate and assist faculty, staff and students about the proper channels through which to pursue gender equity issues. ~
- f. *Examine existing policies and practices to insure that they are sensitive to gender issues. **

Goal 6: Establish and maintain appropriate data bases on gender equity.

- a. Establish exit interviews for faculty in the Office of the Academic Vice Chancellor.
- b. Establish exit interviews for managerial/professional and office services personnel at Human Resources/Personnel.
- c. Determine why women faculty and administrators decline offers from the university.
- d. Establish proper and uniform format for reporting among the campuses and University Administration.
- e. *Require the Office of the Vice Chancellor/or Academic Affairs to request an exit interview with all departing members of the tenure-track/aciuity, and the Office of Human Resources to request an exit interview with all departing members of the full-time managerial/professional, and office staff who leave after at least one year at UN*
- f. *Require an annual report to the Board of Regents about the number and nature of exit interviews conducted and any pattern of results found in them. **

Goal 7: Establish accountability for achievement of gender equity goals.

- a. Initiate appropriate education sessions for managers, directors, department head, and administrators on gender equity issues.
- b. Include progress toward gender equity in annual performance reviews of administrators at all levels.
- c. Annual report to Board of Regents.
- d. Make gender equity a Board of Regents agenda item each year.
- c. Evaluate implementation of performance reviews of managers at all levels, and of all ranks and descriptions, reflecting the views and evaluations of those under the direction of the reviewed manager.
- f. *Appoint a person on each campus with line responsibility for gender equity who will report directly to the Chancellor. **

**Represents September, 1997 recommendations to the President by the Gender Equity Task Force chaired by Dr. Linda Pratt.*

Appendix III
University-wide Gender Equity Committee
Recommendation 1997-2003

**Gender Equity Committee Recommendations 1997-2003
December 2004 Status Update**

**Report of the Gender Equity Task Force – 1997
Recommendations to the President**

Recommendation ¹	Status					Comments
	NU	UNL	UNO	UNK	UNMC	
Direct all campus chancellors to distribute annually the Regents' Gender Equity Goals and Strategies to vice chancellors, deans, and chairs/directors at meetings or workshops in which the implementation of the strategies is discussed.	C	N/A	C	C	C	Appears to have occurred in history, but not clearly evident as a continuous or current practice. UNMC – Presentation of Goals and Strategies to Chancellor's Council UNO – Presentation of Goals and Strategies to Chancellor's Council and included on Institutional Portfolio
Establish a pool of funds on each campus to support competitive hiring offers to women candidates (for use in salary offers, set up costs, research grants, reduced teaching loads, travel allowances, etc.).	C	C	C	?	C	Variable across campuses. Is this documented under Diversity Funding? UNL – Has \$400K available for colleges and departments in which women are underrepresented to make such hires. UNMC – Funds are available for new faculty hires UNK – Not clear if such a fund was established. UNO – Funds are available for new faculty hires
Establish uniform maternity leave with maximum of paid six weeks and unpaid leave of up to the equivalent of one semester available to any woman who has been employed at the university at least one year.	C	C	C	C	C	UNL – Policy allows for 8 weeks paid leave with faculty released from teaching responsibilities for the semester; applies to both maternity

						<p>leave and primary caregiver in case of adoption. Guarantees tenure interruption for pre-tenure faculty.</p> <p>UNMC – Maternity policy in place</p> <p>UNO – Maternity policy in place</p>
<p>Increase staff time and fellowship support for the Dual Career Program at Lincoln and extend this program to all campuses in the system.</p>	NA	P	C	C	C	<p>UNL – On-campus program cut during recent budget cuts. A list of off-campus programs is made available to departments.</p> <p>UNMC – Dual career program in place through Human Resources</p> <p>UNK – Completed in June 1998 with the inauguration of the Dual Career Program, designed to assist accompanying partners at UNK.</p> <p>UNO – Dual Career Program in place and addressed at Search Committee Meetings</p>
<p>Clarify and standardize policies about stopping the tenure clock in the case of medical, maternity, or family leave.</p>	C	C	C	C	NA	<p>UNL – The policy is available on SrVCAA website</p> <p>UNMC - Health Professions Appointment in place of faculty</p> <p>UNO – Discussed at Deans' Forum</p>
<p>Provide support for on-campus day care for employees and full-time students.</p>	NA	P	C	C	C	<p>Different models for each campus; satisfaction is variable by site.</p> <p>UNL – For several years UNL has had a contract with the YWCA for day care. Because demand exceeds the available slots, a task force of faculty, staff and administrators is researching additional solutions.</p> <p>UNMC – Day care available on</p>

						campus UNK – In compliance as of 2001 UNO – Has a day care program on-campus and conducted a survey of the day care program
Maintain flexibility in making recommendations for tenure before the seven year rule, or for promotion in shorter spans of time than is the norm so that faculty may advance as soon as the record merits.	NA	C	C	C	NA	UNL – Policy available on Sr.VCAA website UNMC – Health Professions Appointment in place for faculty UNK – Flexibility in the tenure process is available. UNO – Flexibility in the tenure process is available.
The President's Office should create two Distinguished Professorships to be awarded among the four campuses every year in recognition of outstanding work to advance gender equity. Each Distinguished Professorship should be for a term of five years and carry a stipend of at least \$5,000 annually for the five year term. Both men and women would be eligible.	see note	N/A	N/A	C	?	A number of women have been appointed to distinguished professorships on the campuses
Provide summer grants for research or curricular development projects enhancing the success of women in traditional and non-traditional fields.	NA	P	C	U	?	UNK – Women are encouraged to work with the Office of Sponsored Programs to secure grant funding for different projects; resources also provided through the Scholarly Activity Support Program sponsored by the Office of Graduate Studies. UNO – Programs exist, such as STEM, Goodrich
Provide training for chairs on gender equity issues.	C	P/C	C	U	C	NU Deans and Department Chairs Retreat – January 10, 2002. (TBD for AY04) UNL – Has contracted with

						<p>BRIGHTLINE to provide on-line sexual harassment training which will be required for all administrators next spring. In addition, at annual retreats of chairs and deans a major focus is gender equity and diversity.</p> <p>UNMC – Presentation to College of Medicine Chairs on gender equity</p> <p>UNO – Has on-line sexual harassment training for faculty and a campus focus on gender equity and diversity.</p>
Establish mentoring programs for all untenured faculty.	C	C	C	U	P	<p>UNL- A seminar series is being offered to all untenured faculty. Most colleges also offer mentoring programs.</p> <p>UNMC- Mentoring encouraged through faculty development programs including new faculty orientation program</p> <p>UNO – Department Chairs are required to submit mentoring plans for untenured faculty.</p>
Design informational programs and distribute materials to educate and assist faculty, staff and students about the proper channels through which to pursue gender equity issues.		U	C	U	C	<p>UNMC – Ombudsman in place in addition to Equity Office</p> <p>UNK – The AA/EO office has brochures and posters, and distributes information at new employee orientation and to hall directors. Undergraduate catalog has some relevant sections.</p> <p>UNO – Strategic Plan addresses diversity, included on Institutional Portfolio.</p>

Examine existing policies and practices to insure that they are sensitive to gender issues.	C	P	C	U	C	UNL – CCSW asked to undertake this; resources are a major hurdle. UNO – Is planning assessment of faculty.
Require the Office of the Vice Chancellor for Academic Affairs to request an exit interview with all departing members of the tenure-track faculty, and the Office of Human Resources to request an exit interview with all departing members of the full-time managerial/professional, and office staff who leave after at least one year at UN.	NA	C	C	C	C	Implemented at some level for each campus. Quality of results variable. UNL – The Assoc. Sr.VCAA contacts everywoman faculty member and faculty of color who are departing. The CCSW has also been asked to do the same. The Bureau of Sociological Research has surveyed departing office/service and managerial professional staff through the end of FY04. Currently the survey is under review. UNMC – Yearly exit interview report generated through Faculty Senate for all departing faculty. Human Resources responsible for staff.
Require an annual report to the Board of Regents about the number and nature of exit interviews conducted and any pattern of results found in them.	C	C	N/A	C	C	Data not included in recent reports. UNMC – Annual report for faculty available through Faculty Senate each year UNK – The AA/EO Office annually provides reports summarizing exit interview information and survey data from people who decline offers of employment; this information is included in annual report to the Board of Regents.
Appoint a person on each campus with line responsibility for gender equity who will report directly to the Chancellor.	NA	C	C	C	C	Designated by title or function. UNL – Assistant to the Chancellor for

						<p>Equity, Access and Diversity Programs; Assoc. SrVCAA.</p> <p>UNMC – Director of Equity Office since 1/01/98 reports to Chancellor</p> <p>UNO – Assistant to the Chancellor, Diversity and Equal Opportunity.</p>
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Status: C=Completed or Current; P=Pending; U=Unresolved; ?=Unknown

¹ *Campus updates on these recommendations were provided in the 1998 Report to the Board of Regents. Deficiencies identified in 1998 were then addressed in the 1999 report; mentoring and childcare were emphasized as areas of concern for all campuses.*

Report of the University-wide Gender Equity Committee – 2000

Recommendation	Status					Comments
	NU	UNL	UNO	UNK	UNMC	
Provide continued funding to support an annual women's conference addressing issues of interest and concern to women on the University of Nebraska campuses.	C	C	C	C	C	Honoring Women's Voices – April 30, 1999; March 31, 2000; March 9, 2001. Proposed for 2004-05. UNL – Member of Nebraska Women in Higher Education UNO – Member of Nebraska Women in Higher Education
Increase and strengthen funding for women's studies on each campus. These departments received limited funding and often are dependent on sharing faculty or joint appointments with other departments. The opportunity for a faculty line in women's studies will provide more autonomy for women's studies and increase curriculum offerings focused on gender and feminist research.	NA	C	C	C Funding U Faculty line	NA	UNL – Funding has been provided for an Assoc. Director for Women's Studies. Renovation is currently underway in Seaton Hall to move the program to improved and more accessible quarters.
Establish a regular five (5) year review of the campus climate related to the gender issues survey.		C	C	P	?	UNO – Completed staff survey in 2003-2004; Planning faculty survey in 2004-2005

Status: C=Completed or Current; P=Pending; U=Unresolved; ?=Unknown

Report of the University-wide Gender Equity Committee – 2001

Recommendation	Status					Comments
	NU	UNL	UNO	UNK	UNMC	
Support a university-wide gender-related, climate survey to be carried out by an independent body, in the fall of 2001	NA	C	N/A	P	?	UNL – Gallup Climate Survey completed in spring 2002 and 2004. Results can be differentiated based on demographic variables, including gender.

<p>Continue to strengthen coalitions of support for women staff, faculty and administrators across the NU system to participate in professional development gender-related programs, conferences and events.</p>	C	C	C	C	C	<p>UNL – Leadership of UNOAPA sent to national meeting on an annual basis.</p> <p>UNMC – College of Medicine provides support for women faculty to attend AAMC professional development programs and Executive Leadership in Academic Medicine (ELAM) programs. College of Dentistry supports programs for women through the American Dental Education Association (ADEA). Human Resources provides opportunities for staff and administrators.</p> <p>UNO – Chancellor’s sponsorship of a Women’s Leadership Institute; Chancellor’s Commission on the Status of Women</p>
<p>Increase and strengthen funding for Women’s Studies programs on each campus</p>	NA	C	U	C	NA	<p>UNO – Budget Issue</p>

Status: C=Completed or Current; P=Pending; U=Unresolved; ?=Unknown

Report of the University-wide Gender Equity Committee – 2002

Recommendation	Status					Comments
	NU	UNL	UNO	UNK	UNMC	
Increase and strengthen funding for Women's Studies programs (UN continuation goal from 2001)	NA	C	U	?	NA	UNO – Driven by student demand
Continue to recruit and retain women faculty and administrators with emphasis on mentoring both new hires and tenured women for promotion, named professorships, and administrative roles.	C	C	C	?	C	UNL – Number of women in named professorships, including University professorships, has increased. Currently, six (of 13) members of the Chancellor's Seniors Administrative Team are women and four (of 10) women are deans. UNMC – Ongoing; Faculty Development activities, Administrative Colloquium for faculty and also for staff UNO – Has a number of women in named professorships
Work with local campus communities to continue and enhance efforts to retain and recruit female faculty, administrators, students and staff.	C	?	C	C	C	UNMC – Ongoing UNO – Ongoing
Complete a climate survey that relates to gender equity issues		C	C	P	?	UNO – Staff survey completed in 2003-2004; planning faculty survey in 2004-2005
Actively seek out and encourage female faculty and staff to participate in leadership development such as the University-wide Equity in Opportunity Administrative Fellowships and the Summer Institute for Women in Higher Education Administration at Bryn Mawr that encourage the development and promotion of women.	C	U	C	U	C	Three female Fellows in the course of the three years of the President's Equity in Opportunity Administrative Fellowship program. UNL – Feedback from participants in programs such as Bryn Mawr indicates they are not effective, especially if they do not immediately lead to an available administrative position.

						<p>UNMC – Participation in University-wide Equity in Opportunity Administrative Fellowship. Also AAMC programs for junior and mid-career women faculty. We have 3 graduates of the ELAM program on campus. ADEA also provide training for women in dentistry.</p> <p>UNO – Chancellor’s sponsorship of a Women’s Leadership Institute</p>
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Status: C=Completed or Current; P=Pending; U=Unresolved; ?=Unknown

Report of the University-wide Gender Equity Committee – 2003

Report contained only campus specific recommendations

Appendix IV Data

Gender Equity Issues: University of Nebraska

■ NU Trends

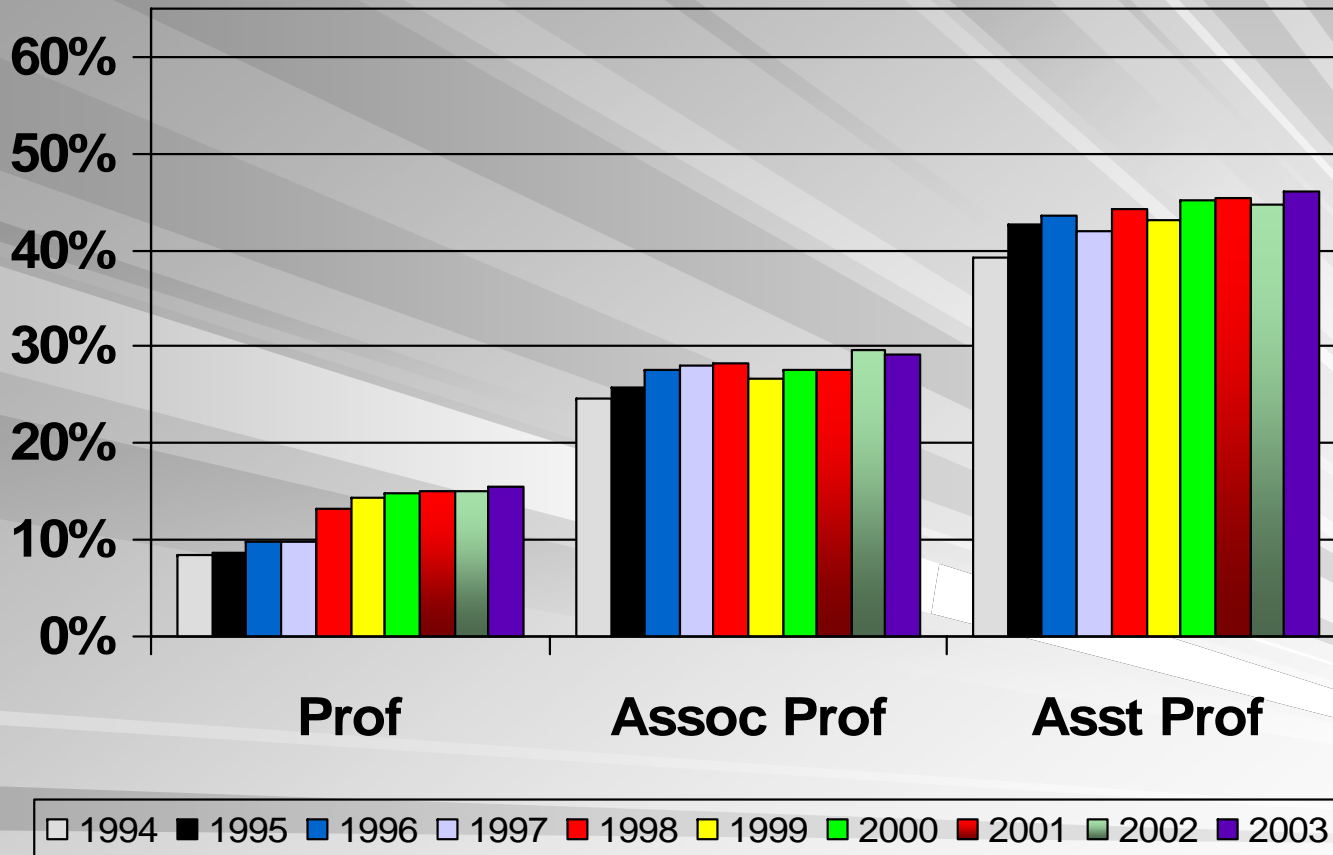
- Faculty % by Gender
- Salary by Gender
- Promotion & Retention by Gender — NU HR Data
- NU Trends: % by Gender and Academic Disciplinary Groups — NU HR Data

■ Comparative Trends

- Peer Comparisons: % by Gender—IPEDS Data
- Regional Comparisons: % by Gender —IPEDS Data
- National Comparisons: % by Gender—AAUP Data

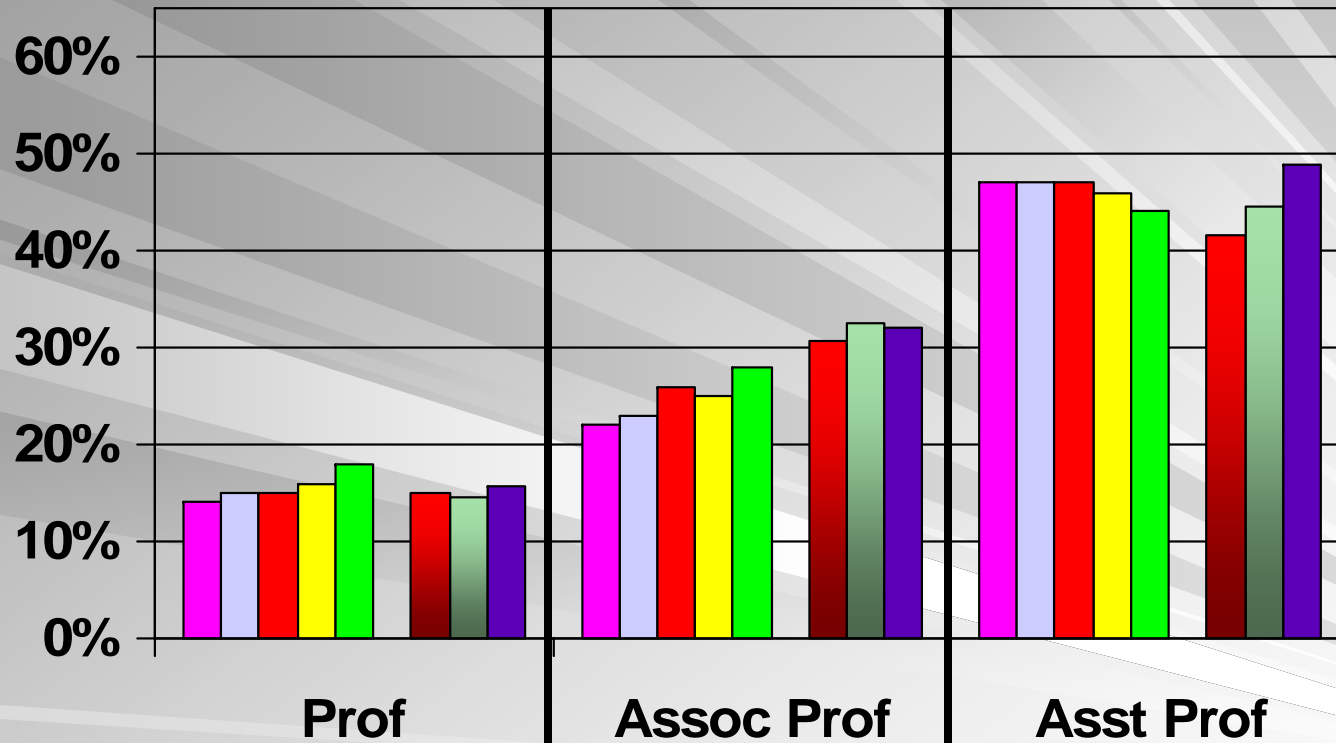
NU HR Data - Females as % of Total Full-Time Tenure Track Faculty By Rank (excluding nonresident aliens)

UNL



NU HR Data - Females as % of Total Full-Time Tenure Track Faculty By Rank (excluding nonresident aliens)

UNMC

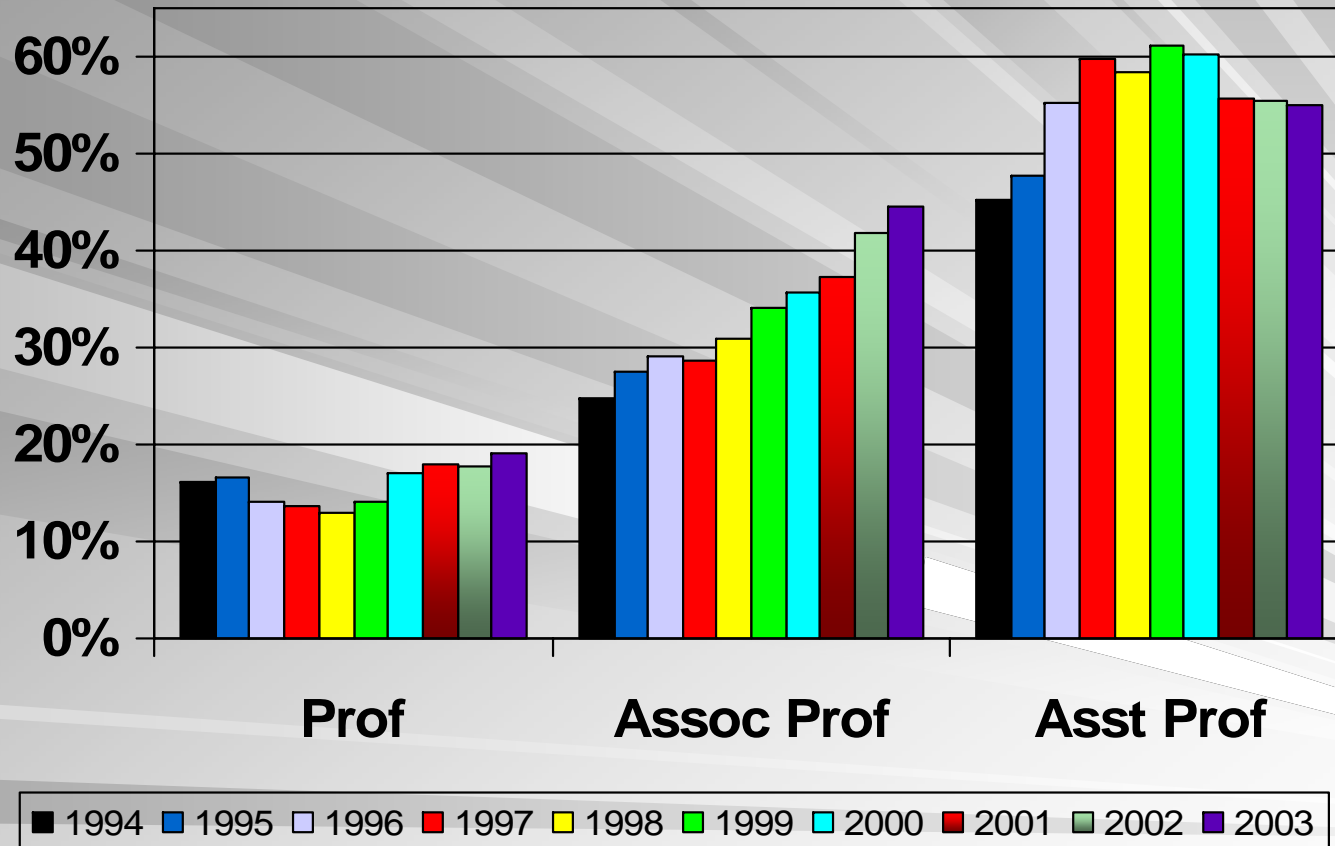


■ 1995
 ■ 1996
 ■ 1997
 ■ 1998
 ■ 1999
 ■ 2000
 ■ 2001
 ■ 2002
 ■ 2003

Note: Data for 2000 not available.
Source: University of Nebraska HR Data

NU HR Data - Females as % of Total Full-Time Tenure Track Faculty By Rank (excluding nonresident aliens)

UNO

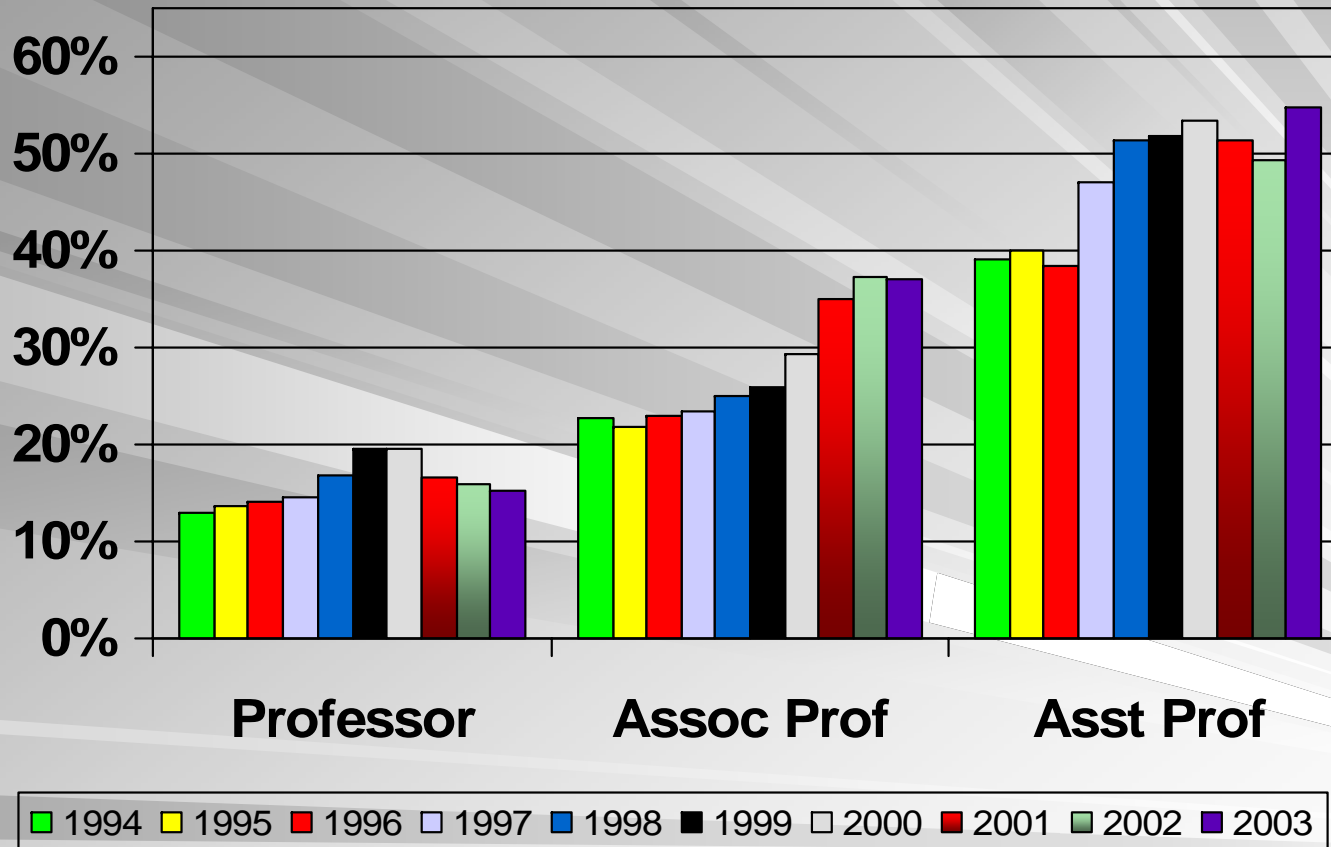


Source: University of Nebraska HR Data
January 2005

Office of the Executive Vice President
and Provost

NU HR Data - Females as % of Total Full-Time Tenure Track Faculty By Rank (excluding nonresident aliens)

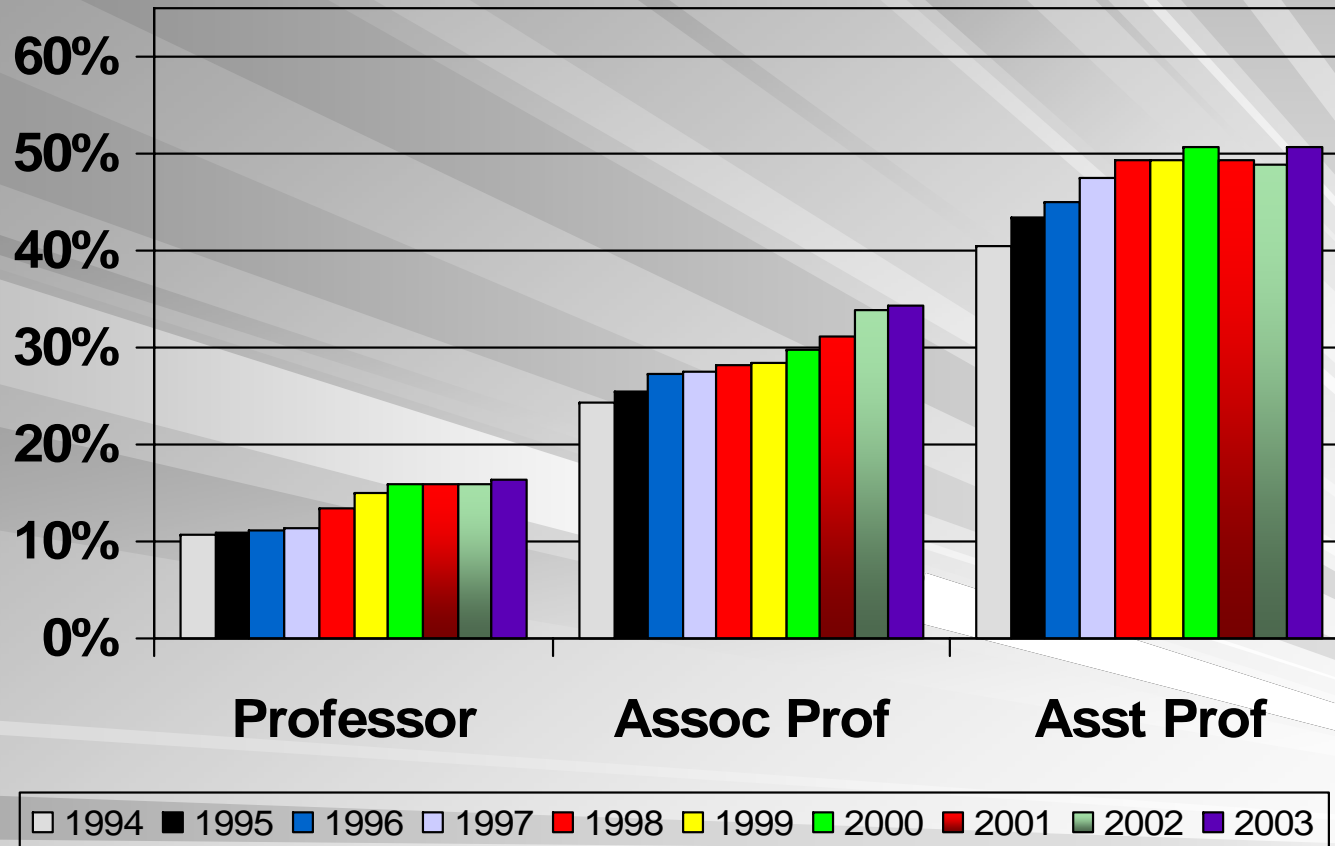
UNK



Source: University of Nebraska HR Data
January 2005

Office of the Executive Vice President
and Provost

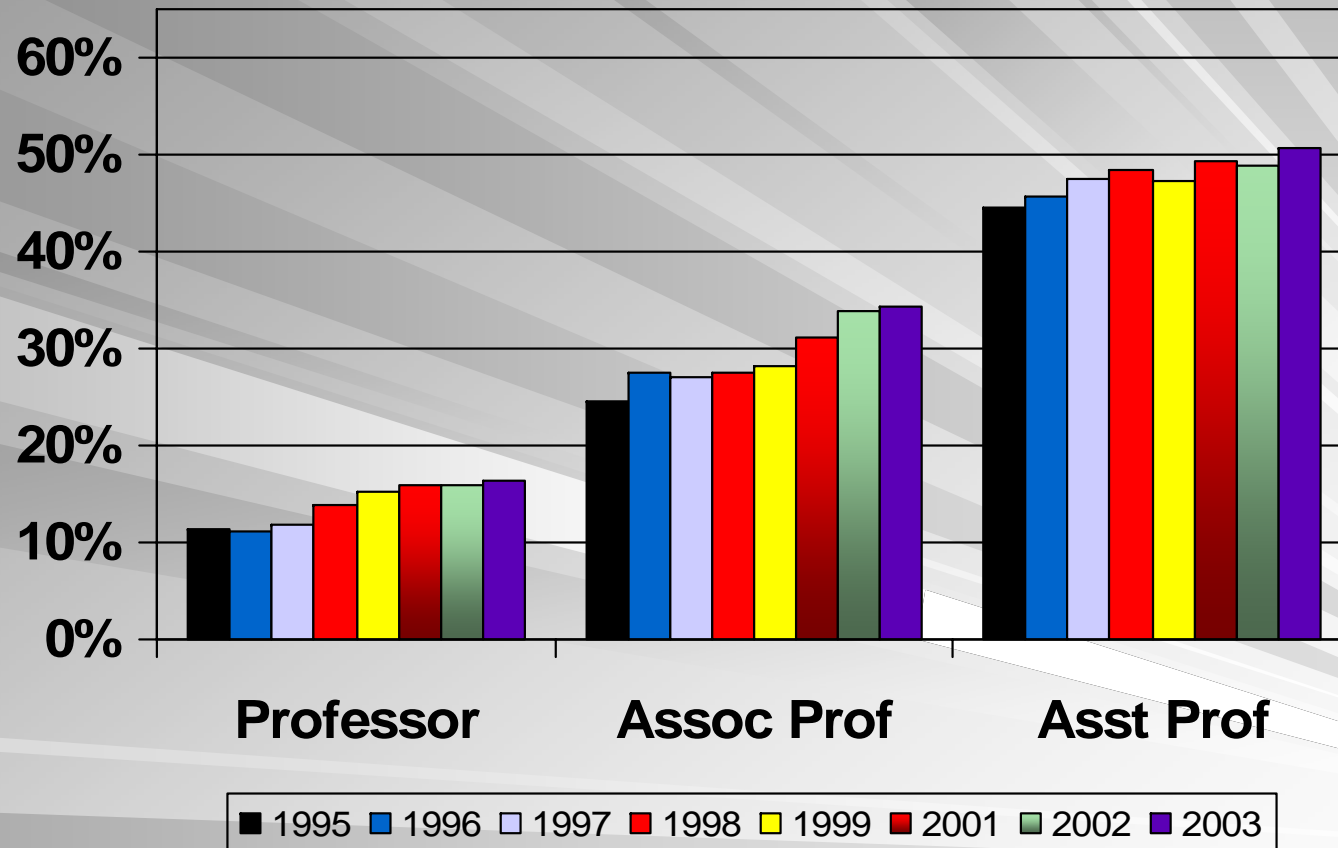
**NU HR Data - Females as % of Total Full-Time Tenure Track Faculty
By Rank (excluding nonresident aliens)
U-Wide (excluding UNMC)**



Source: University of Nebraska HR Data
January 2005

Office of the Executive Vice President
and Provost

**NU HR Data - Females as % of Total Full-Time Tenure Track Faculty
By Rank (excluding nonresident aliens)
U-Wide (With UNMC)**



Note: UNMC data not available for 1994 and 2000

Source: University of Nebraska HR Data

January 2005

Office of the Executive Vice President
and Provost

Gender Equity Issues: University of Nebraska

■ NU Trends

- Faculty % by Gender
- **Salary by Gender**
- Promotion & Retention by Gender — NU HR Data
- NU Trends: % by Gender and Academic Disciplinary Groups — NU HR Data

■ Comparative Trends

- Peer Comparisons: % by Gender—IPEDS Data
- Regional Comparisons: % by Gender —IPEDS Data
- National Comparisons: % by Gender—AAUP Data

Male-Female Salary Comparison Study Conducted for NU by Consultant Dr. David Marx

Analysis of covariance was used in this study to describe the relationship between a continuous dependent variable (salary) and one or more nominal independent variables which affect salary. These gender neutral variables which affect salary are: college, department, faculty rank, number of years in rank, tenure status, graduate faculty status, education level, number of years since terminal degree, year hired, chairperson status, professorship stipend level, and type of professorship.

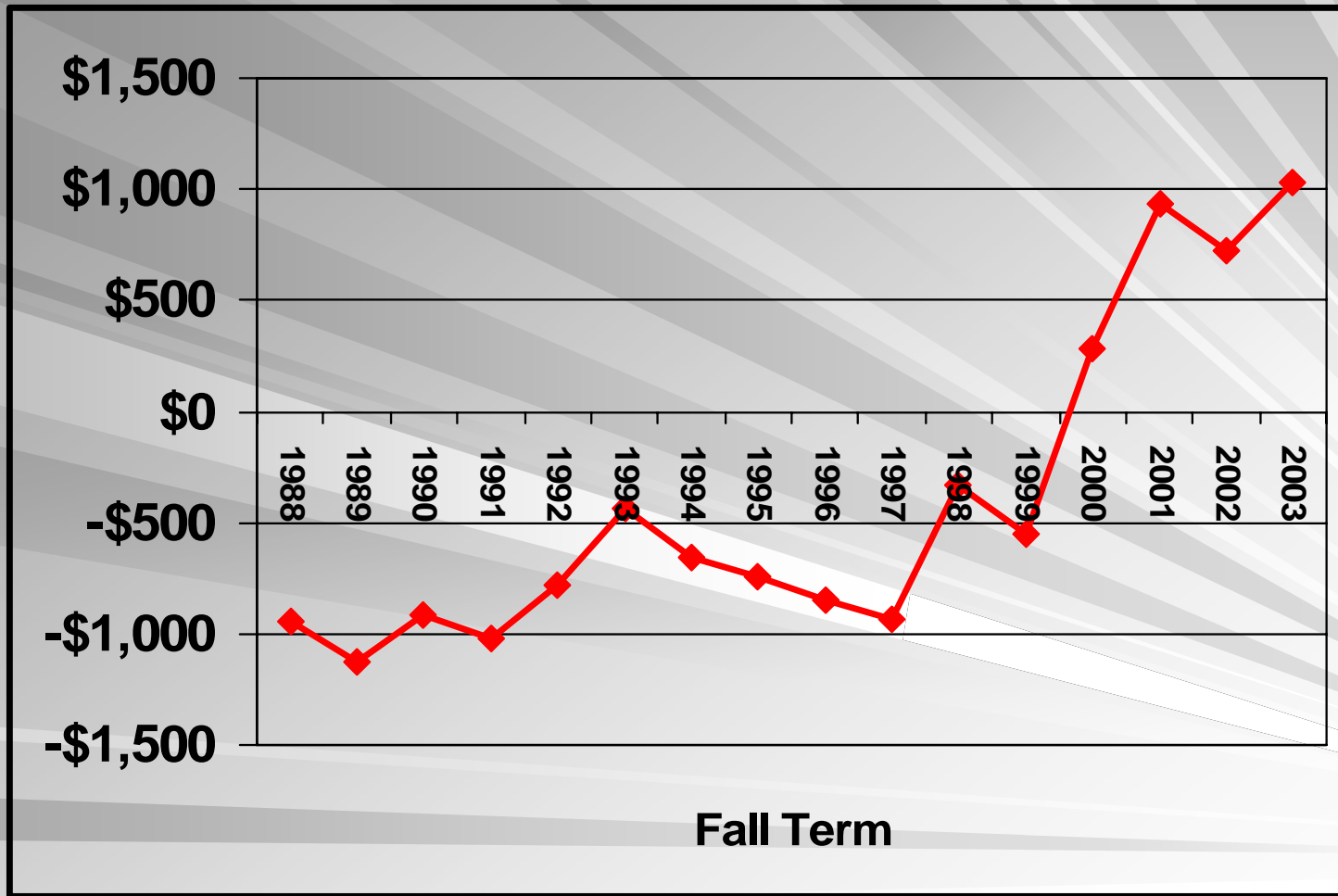
After accounting for the gender neutral variables the analysis will disclose whether there is any disparity in faculty salary levels which is attributable to gender. Using a U.S. Supreme Court approved statistical approach salary differences were analyzed. The salary differentials will be considered significant, both statistically and legally, if the p-value for the gender coefficient is .05 or less.

Methodology Differences on p Value Slides Controlling Variables For UNL and UNO

Variable	UNL	UNO
College	X	X
Department	X	Not Used
Faculty Rank	X	X
Years in Rank	X	X
Tenure Status	X	X
Active or Leave of Absence Pay	X	Not Used
Professorship Stipend	X	Not Used
Graduate Faculty Status	X	Not Used
Educational Level	X	X
# Years Since Terminal Degree	X	Not Used
Year Hired	X	X
Chairperson Status	X	Not Used

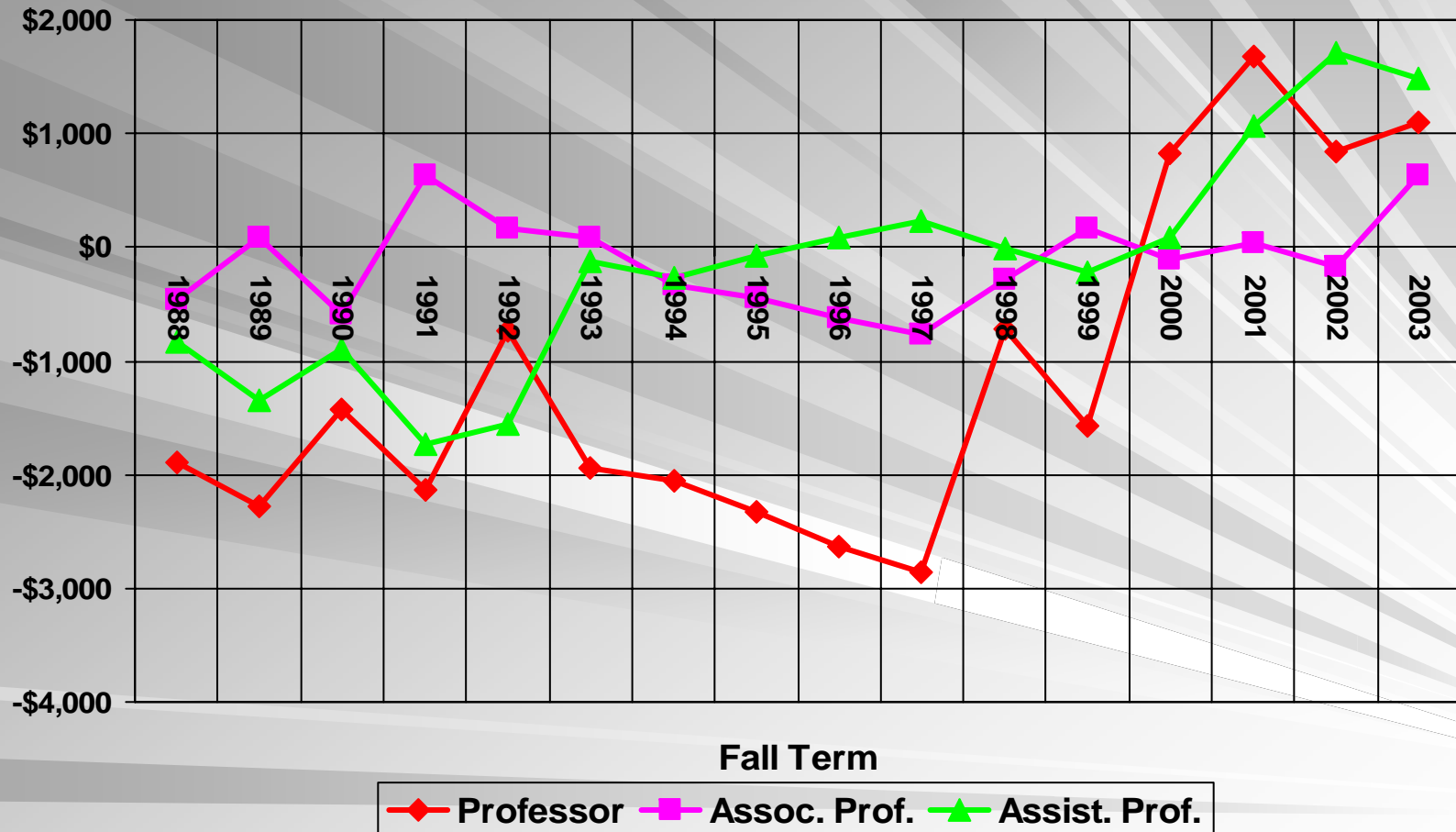
X=Variable Used

Male-Female Faculty Salary Comparisons University of Nebraska – Lincoln
Full Time Tenured Track Faculty
Salary Excess or Shortfall for Women
Fall 1988 – Fall 2003



Source: Male/Female Comparison Study by Dr. David Marx
 January 2005
 Office of the Executive Vice President
 and Provost

Male-Female Faculty Salary Comparisons University of Nebraska – Lincoln
Full Time Tenured Track Faculty
Salary Excess or Shortfall for Women
Fall 1988 – Fall 2003



Source: Male/Female Comparison Study by Dr. David Marx

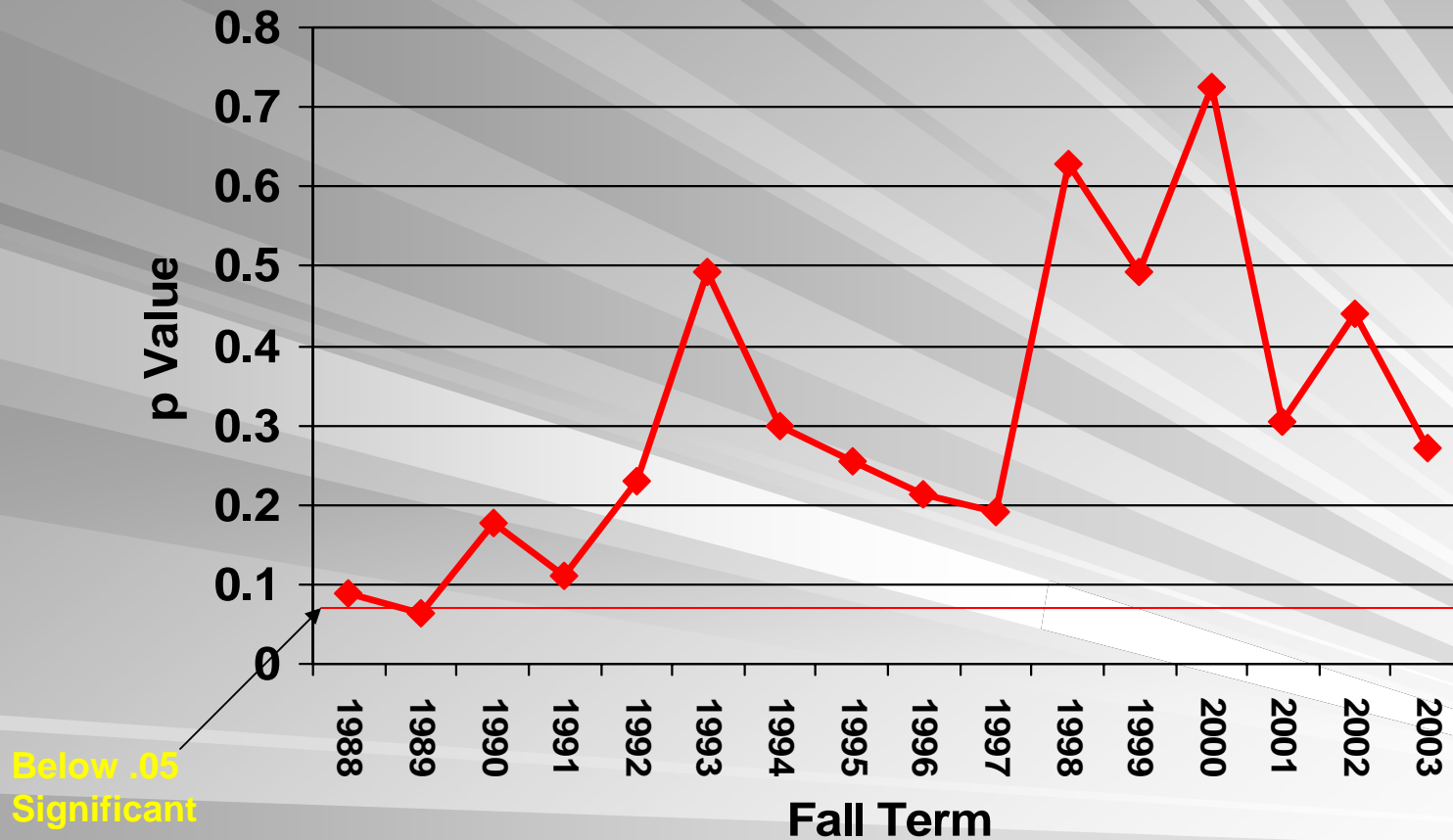
January 2005

Office of the Executive Vice President
and Provost

Male-Female Faculty Comparisons University of Nebraska – Lincoln

All Full Time Tenured and Tenured Track Fall 1988 – Fall 2003

Statistical Significance of Salary Differential

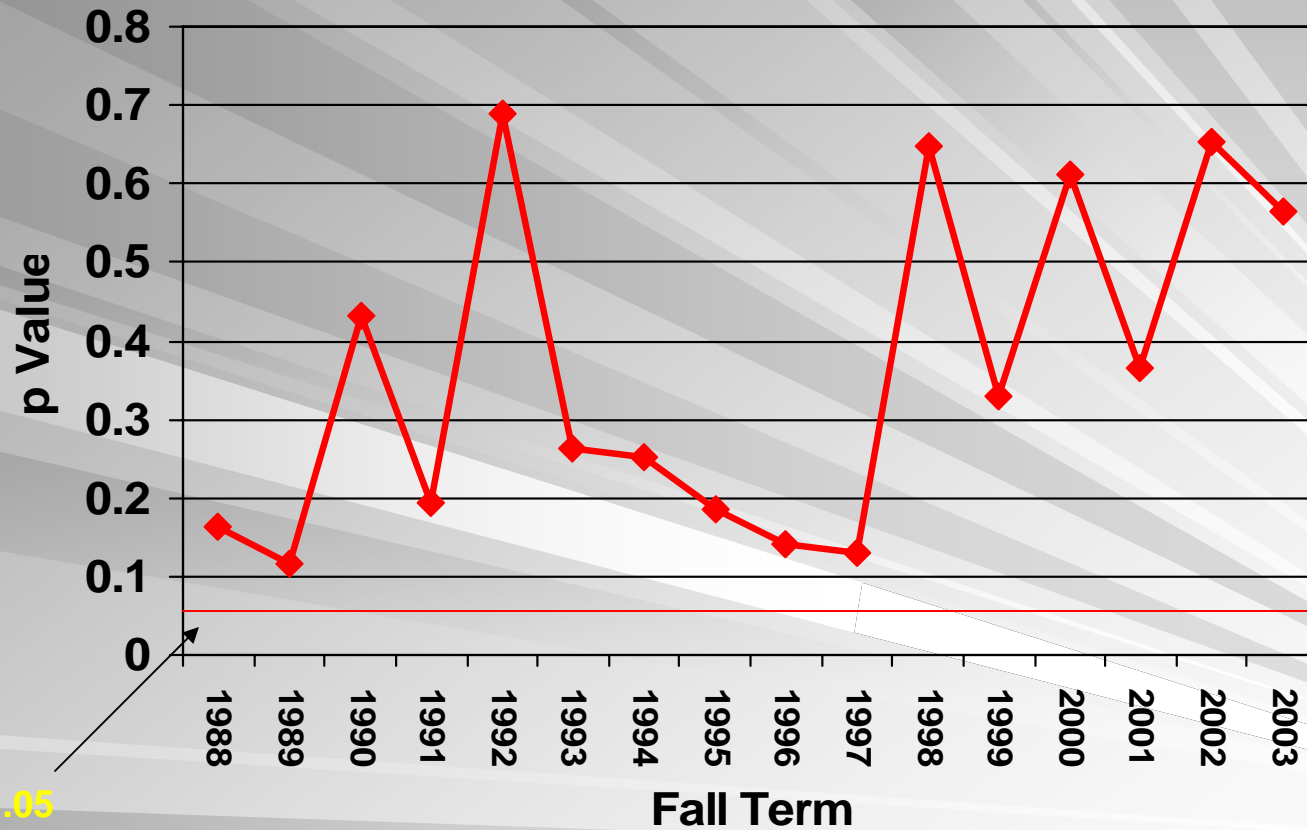


Source: Male/Female Comparison Study by Dr. David Marx

January 2005

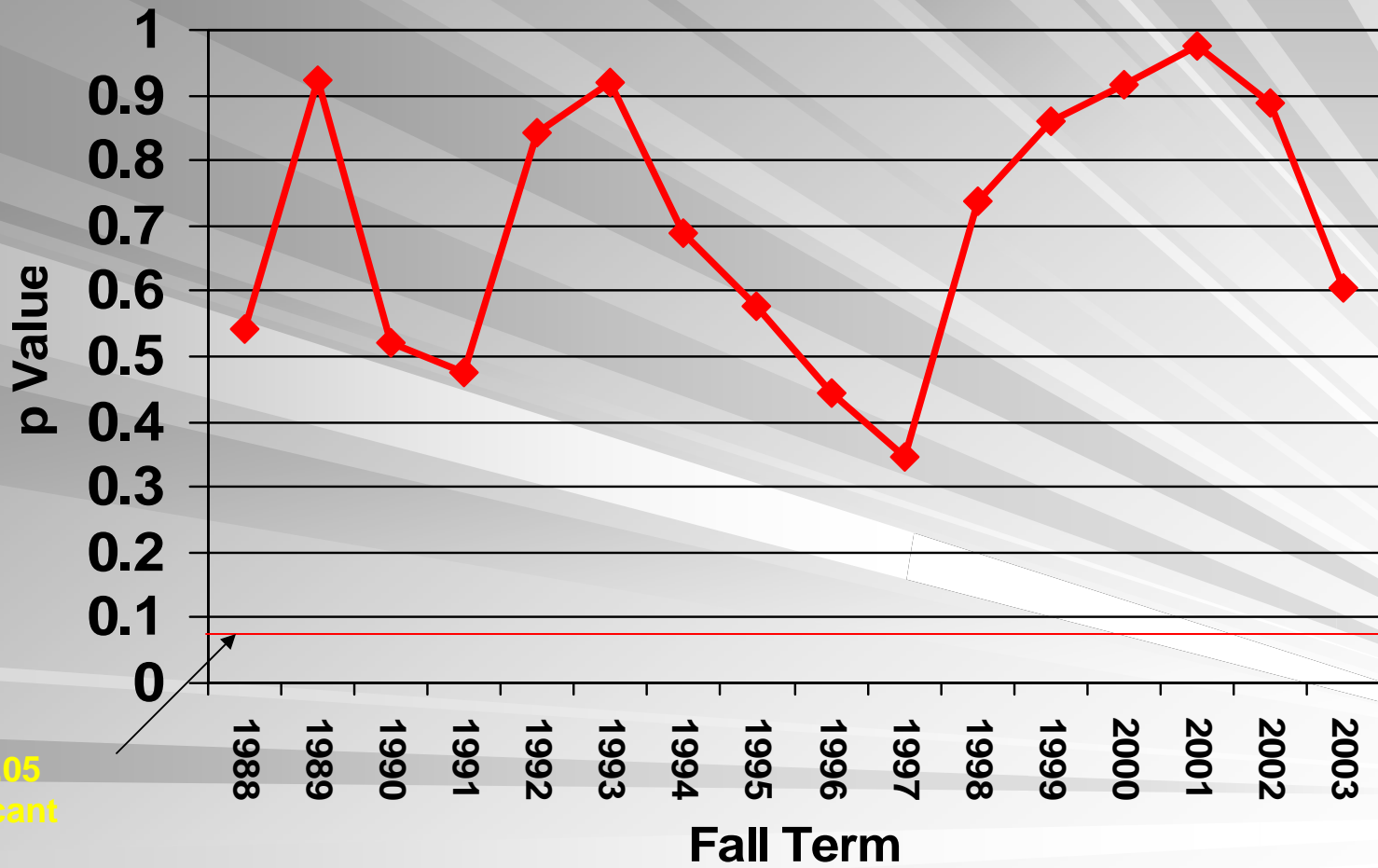
Office of the Executive Vice President
and Provost

Male-Female Faculty Comparisons University of Nebraska – Lincoln
Full Time Tenured and Tenured Track Professors Fall 1988 – Fall 2003
Statistical Significance of Salary Differential



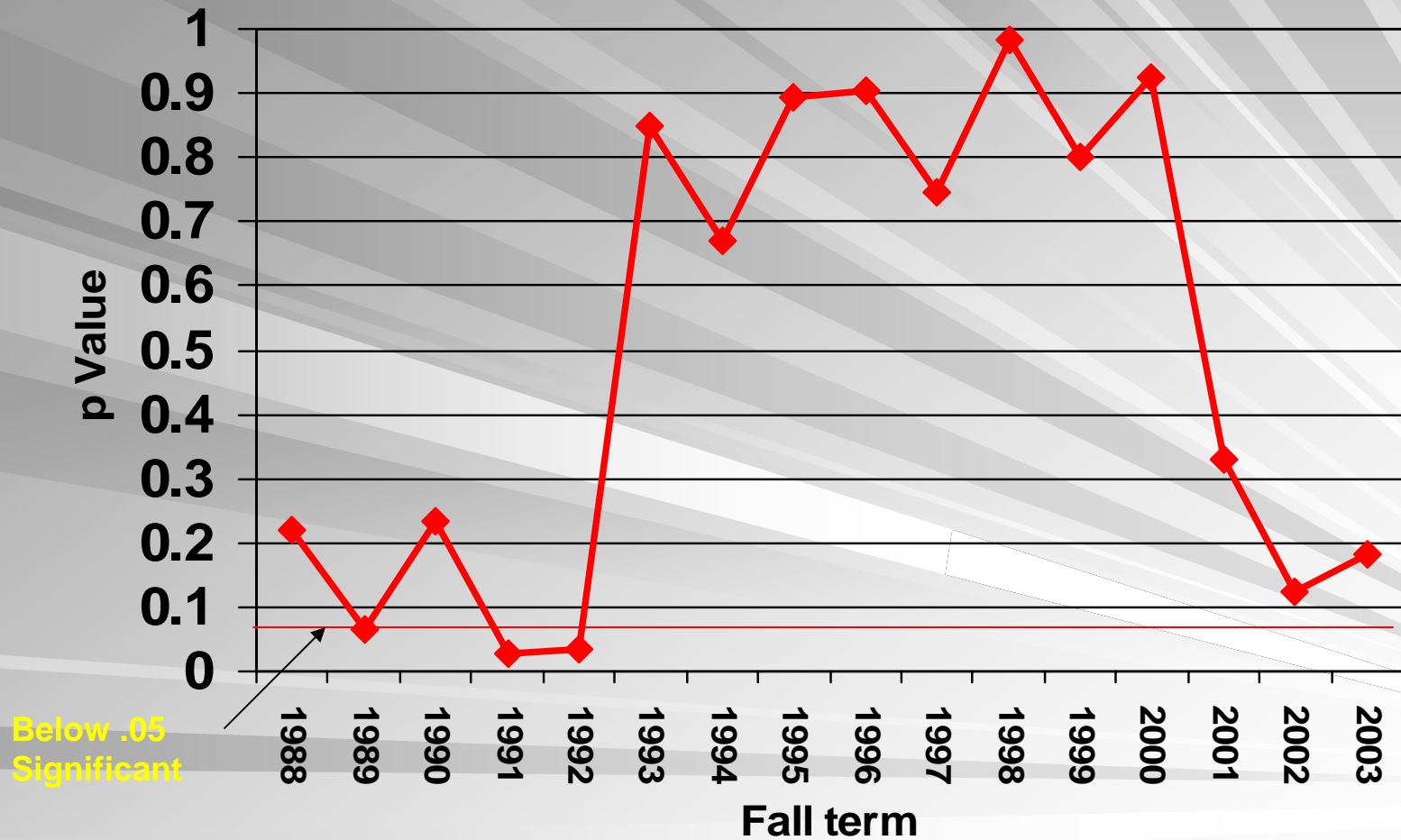
Below .05
Significant

Male-Female Faculty Comparisons University of Nebraska – Lincoln
Full Time Tenured and Tenured Track
Associate Professors Fall 1988 – Fall 2003
Statistical Significance of Salary Differential



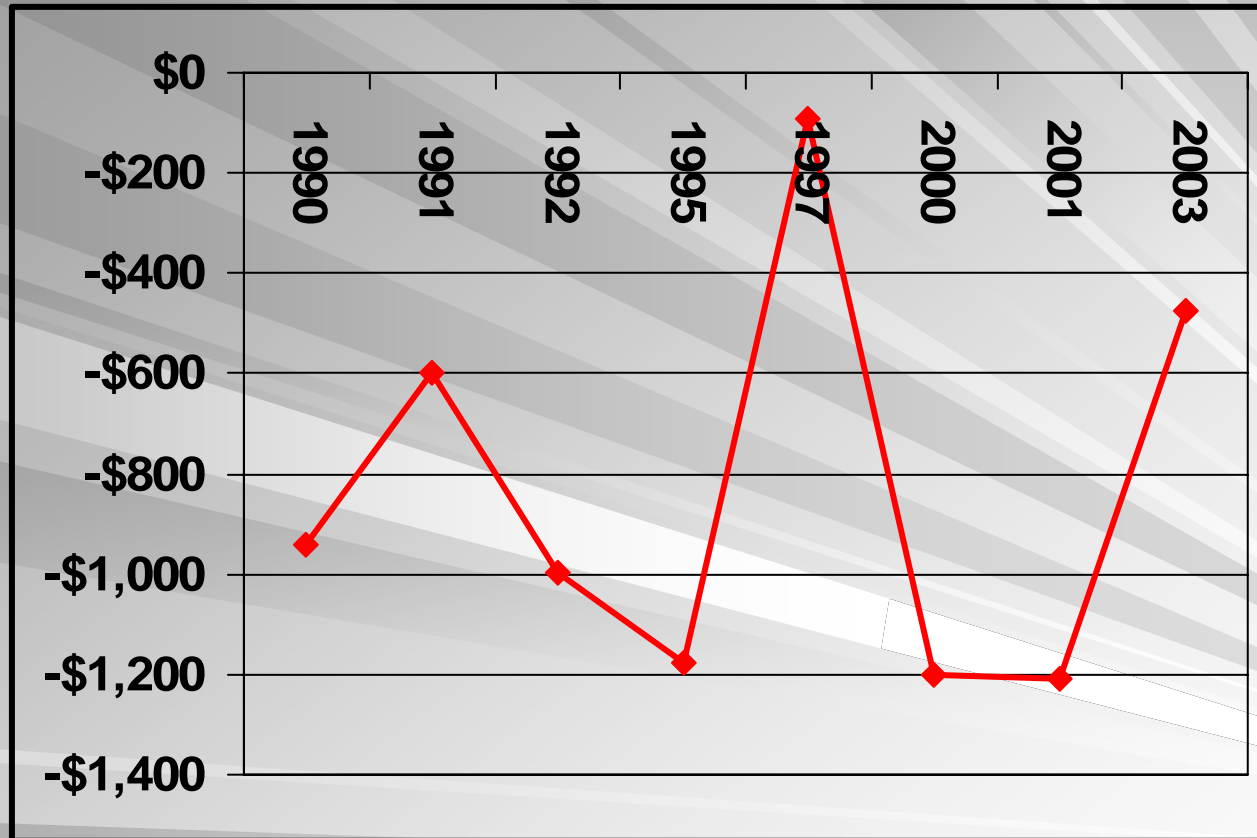
**Below .05
Significant**

Male-Female Faculty Comparisons University of Nebraska – Lincoln
Full Time Tenured and Tenured Track
Assistant Professors Fall 1988 – Fall 2003
Statistical Significance of Salary Differential

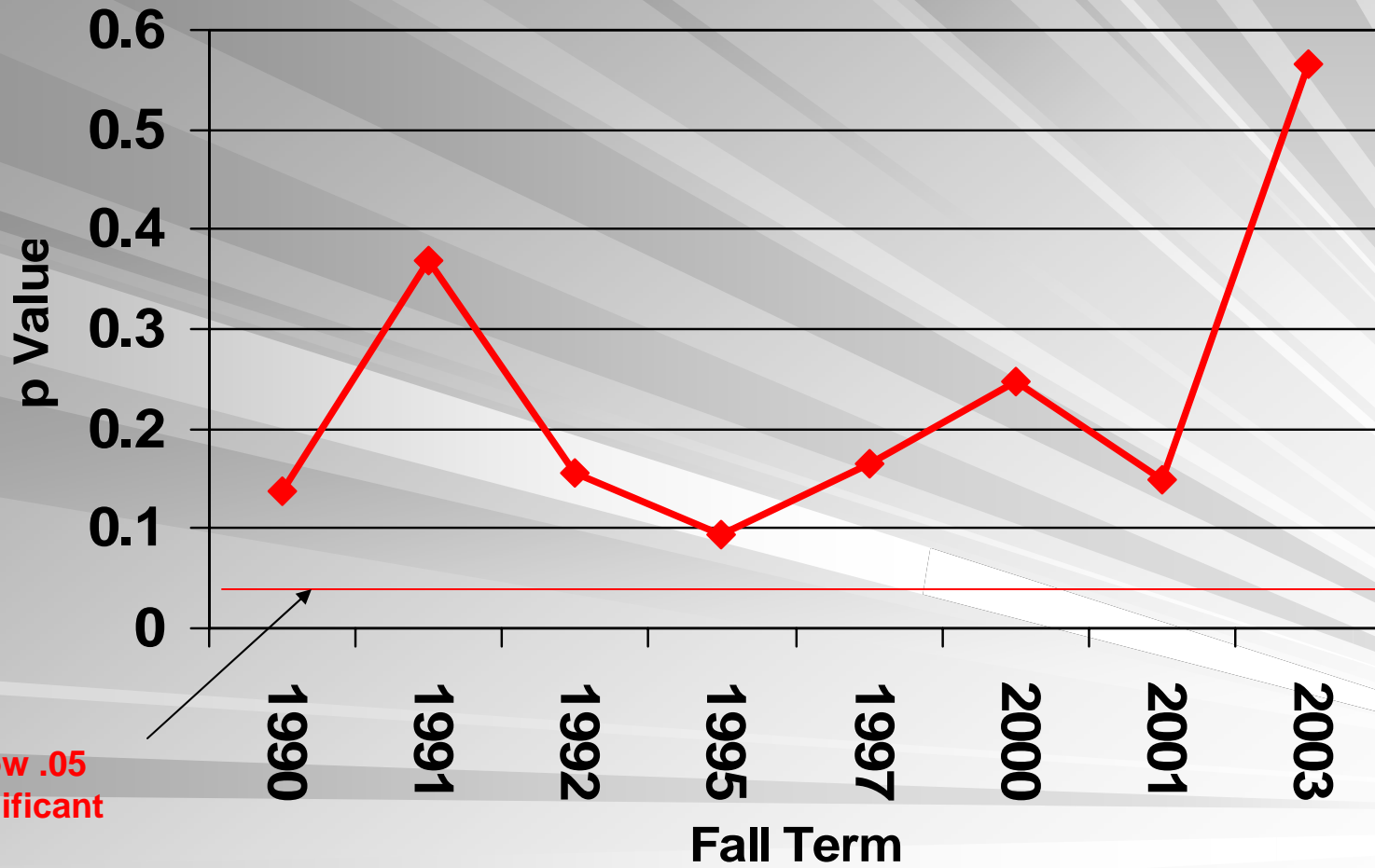


Below .05
Significant

Male – Female Salary Comparisons University of Nebraska – Omaha
Full Time Tenure Track and Non Tenure Track Faculty
Salary Excess or Shortfall for Women
Fall 1988 – Fall 2003



Male Female Faculty Salary Comparisons University of Nebraska – Omaha
Full Time Tenure Track and Non tenure Track Faculty
Statistical Significance of Salary Differential
Fall 1990 – Fall 2003



**Below .05
Significant**

Gender Equity Issues: University of Nebraska

■ Trends

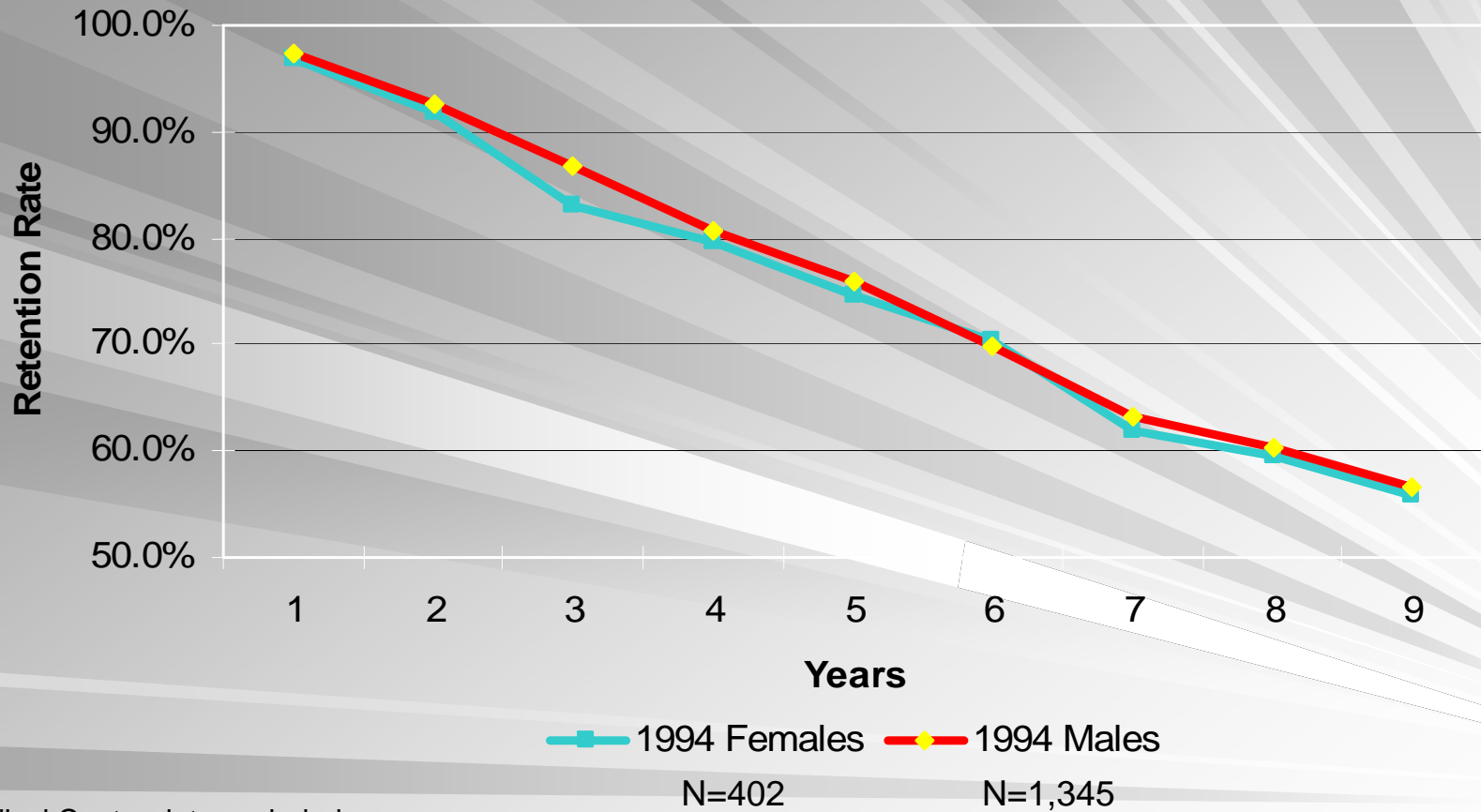
- Faculty % by Gender
- Salary by Gender
- Promotion & Retention by Gender — NU HR Data
- NU Trends: % by Gender and Academic Disciplinary Groups — NU HR Data

■ Comparative Trends

- Peer Comparisons: % by Gender—IPEDS Data
- Regional Comparisons: % by Gender —IPEDS Data
- National Comparisons: % by Gender—AAUP Data

NU HR Data - Full-Time, On Tenure Track Faculty Retention Rates by Gender

1994 Cohort – U-Wide*



* Medical Center data excluded.
Source: University of Nebraska HR Data

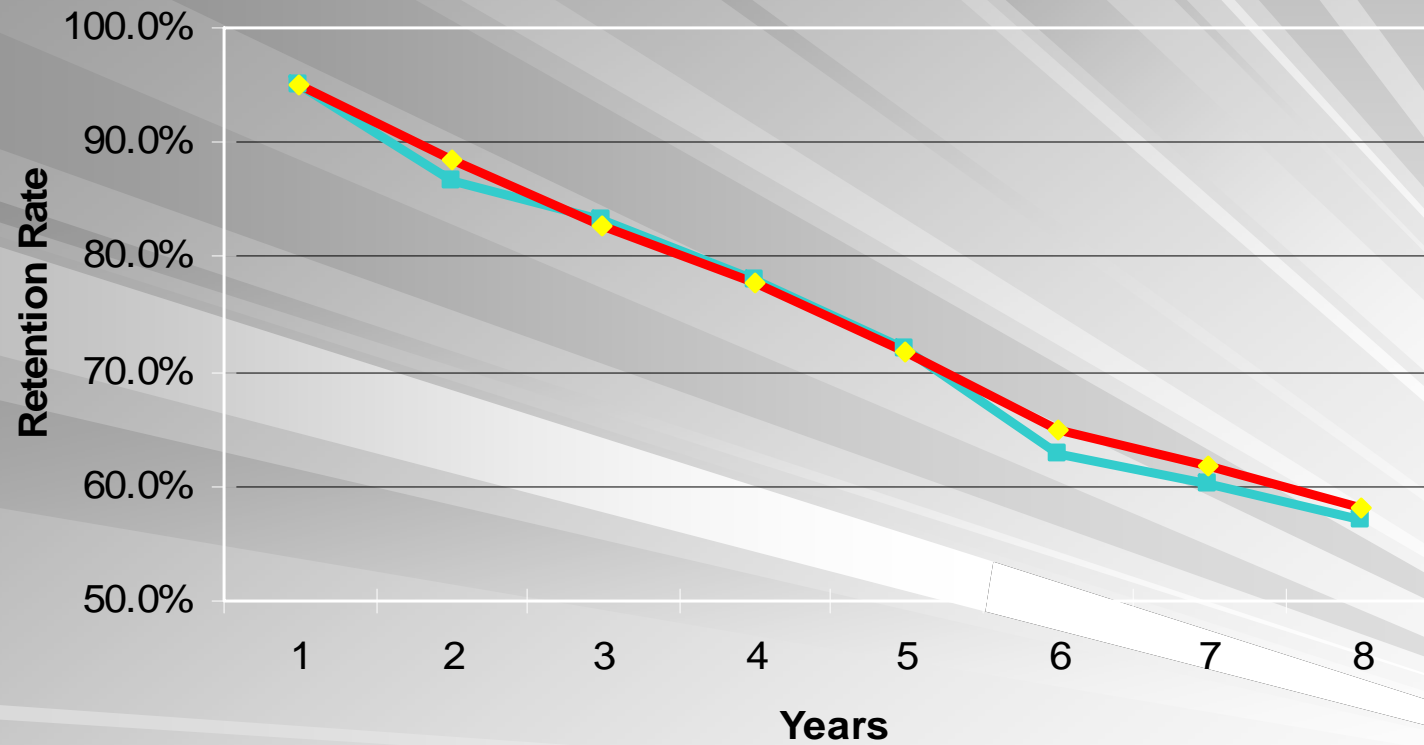
January 2005

Office of the Executive Vice President
and Provost

20

NU HR Data - Full-Time, On Tenure Track Faculty Retention Rates by Gender

1995 Cohort – U-Wide*



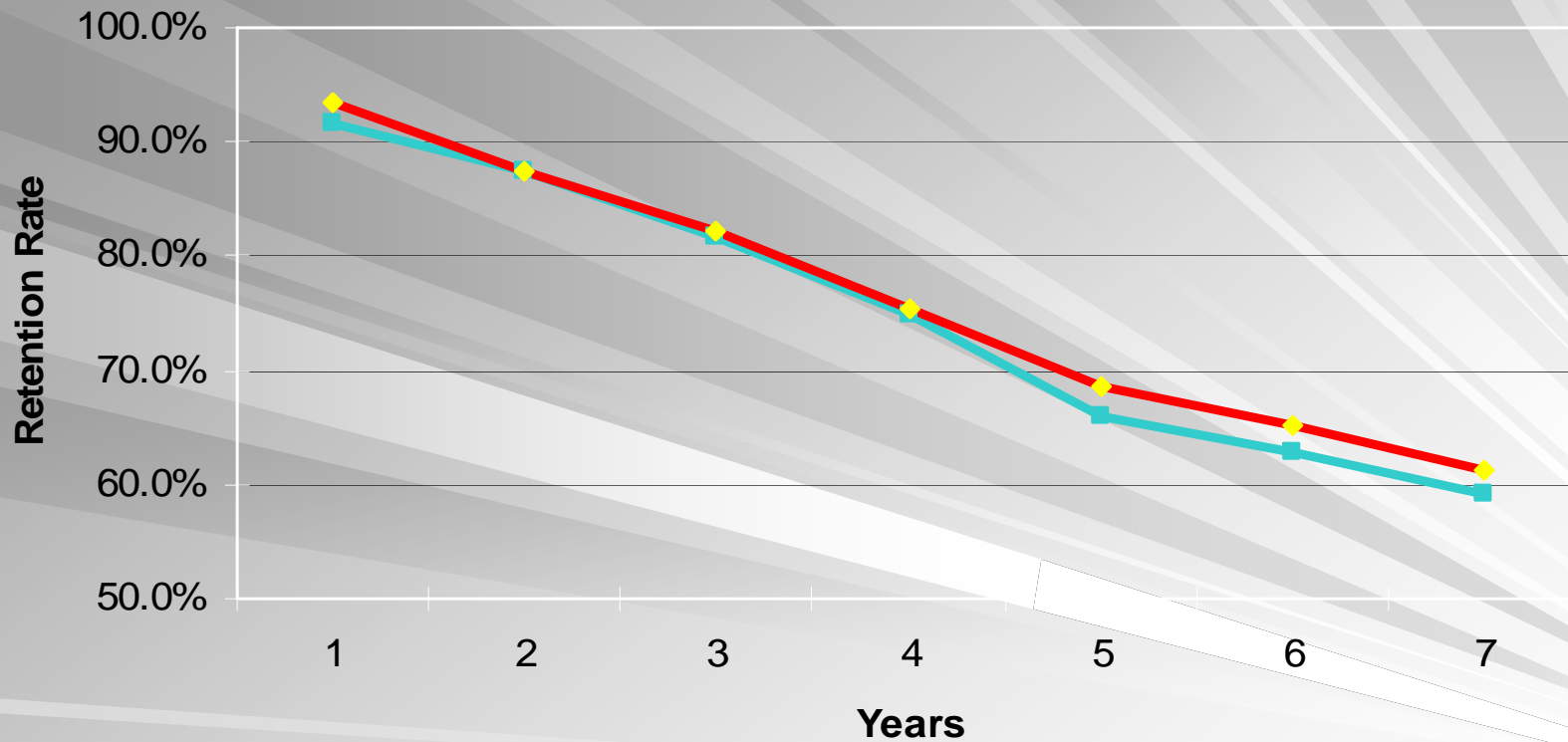
1995 Females N=418 1995 Males N=1,349

* Medical Center data excluded.
Source: University of Nebraska HR Data
January 2005

Office of the Executive Vice President
and Provost

NU HR Data - Full-Time, On Tenure Track Faculty Retention Rates by Gender

1996 Cohort – U-Wide*



1996 Females N=434 1996 Males N=1,330

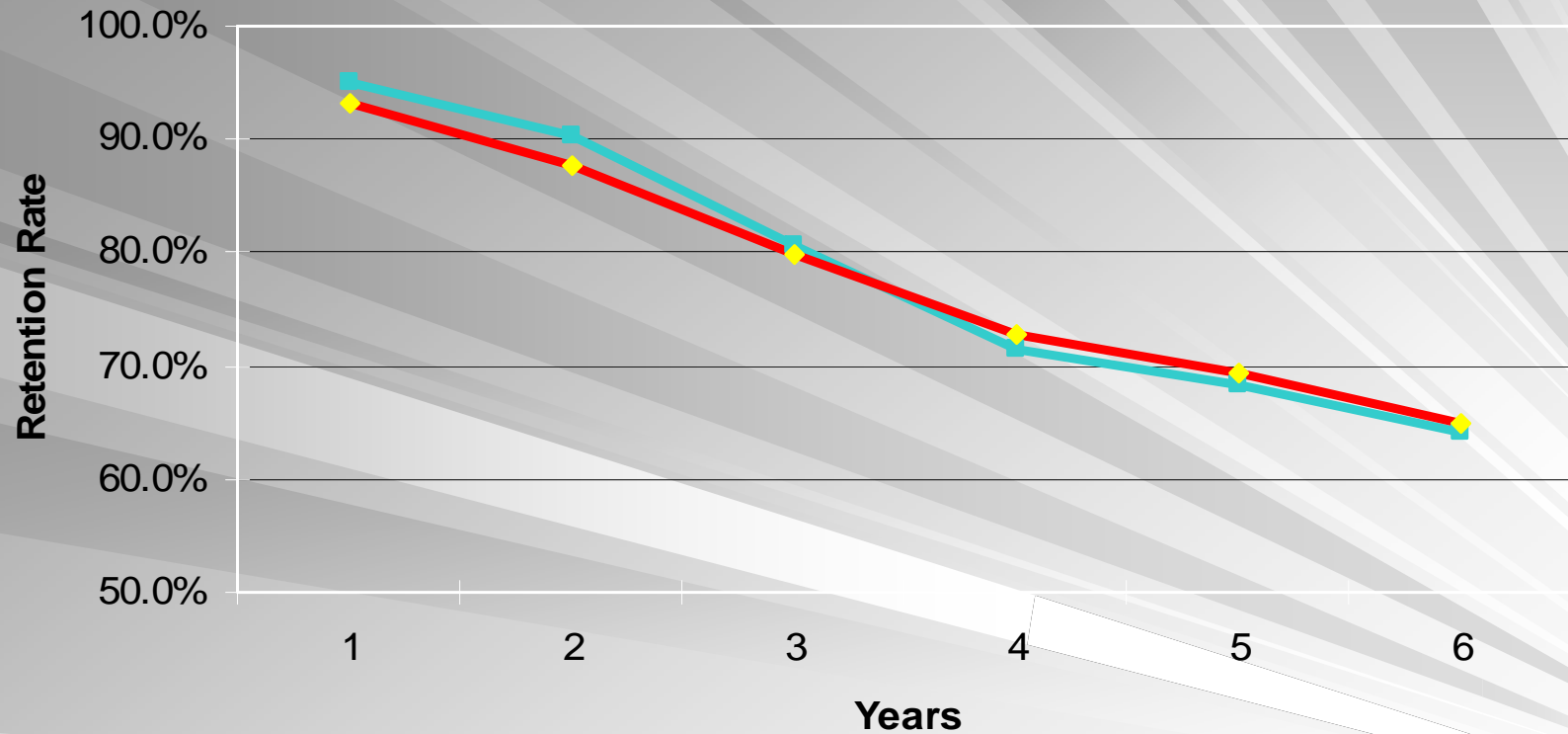
* Medical Center data excluded.
Source: University of Nebraska HR Data

January 2005

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NU HR Data - Full-Time, On Tenure Track Faculty Retention Rates by Gender

1997 Cohort – U-Wide*



■ 1997 Females N=439 ◆ 1997 Males N=1,295

* Medical Center data excluded.
Source: University of Nebraska HR Data

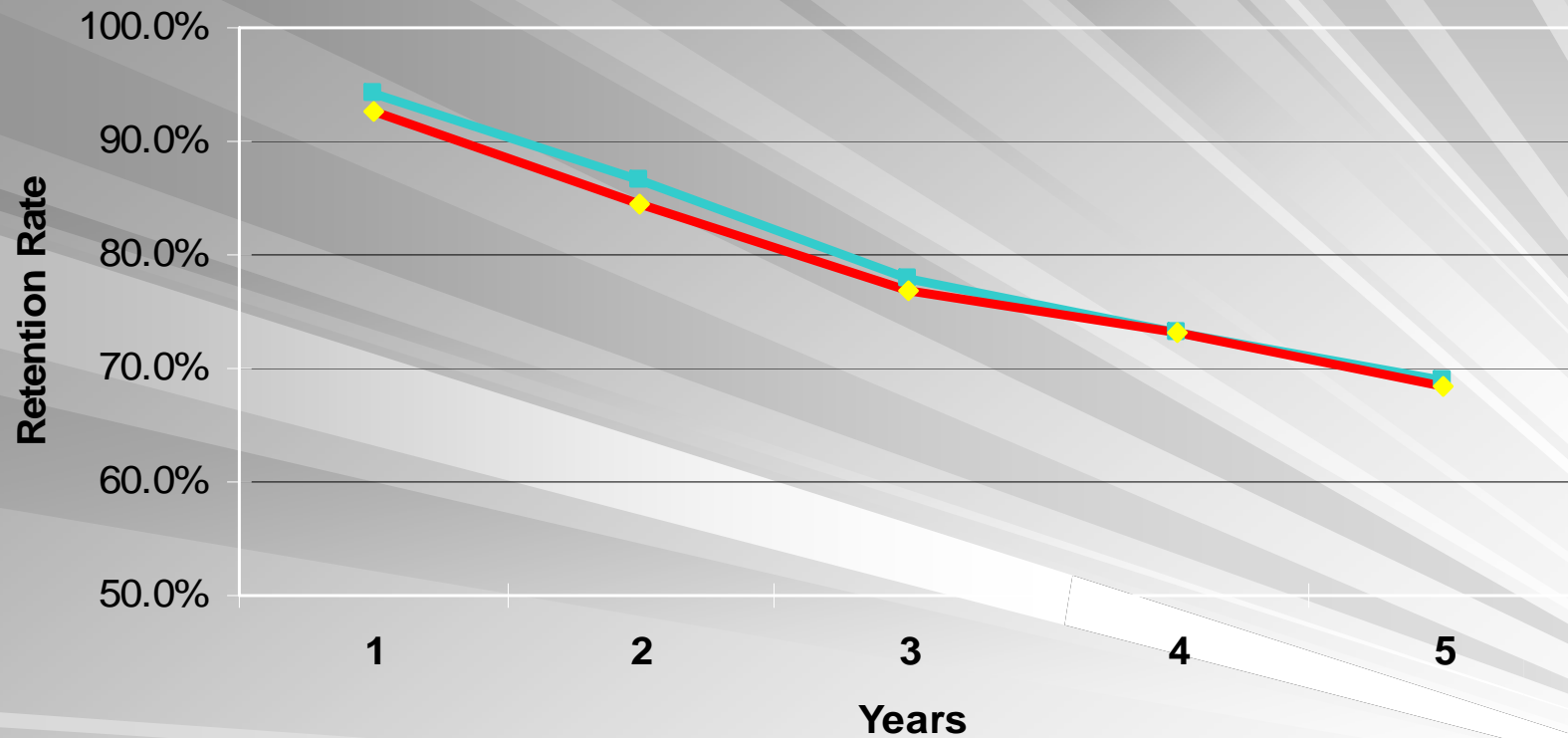
January 2005

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and Provost

23

NU HR Data - Full-Time, On Tenure Track Faculty Retention Rates by Gender

1998 Cohort – U-Wide*



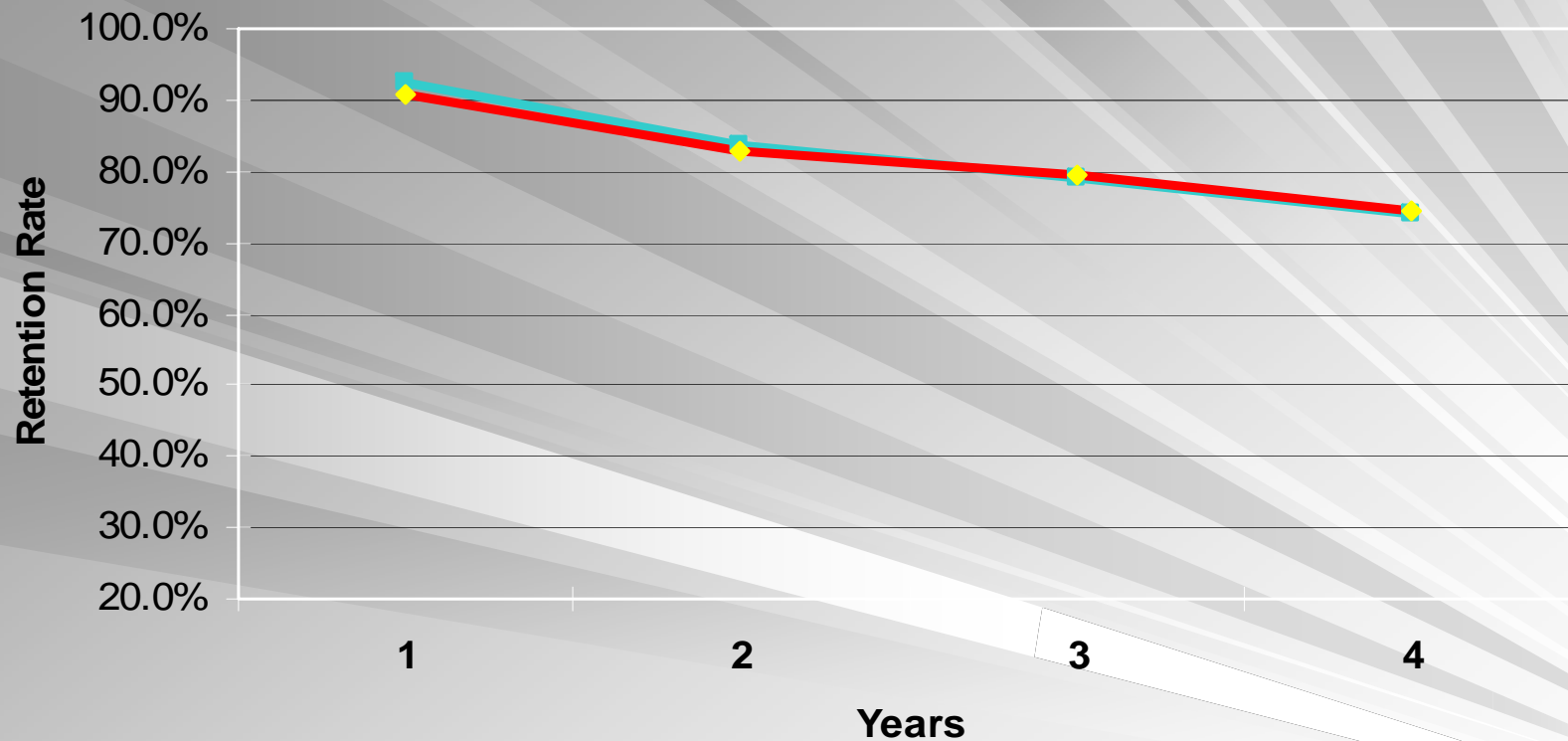
■ 1998 Females N=459 ■ 1998 Males N=1,254

* Medical Center data excluded.
Source: University of Nebraska HR Data
January 2005

Office of the Executive Vice President
and Provost

NU HR Data - Full-Time, On Tenure Track Faculty Retention Rates by Gender

1999 Cohort – U-Wide*



■ 1999 Females N=453 ■ 1999 Males N=1,220

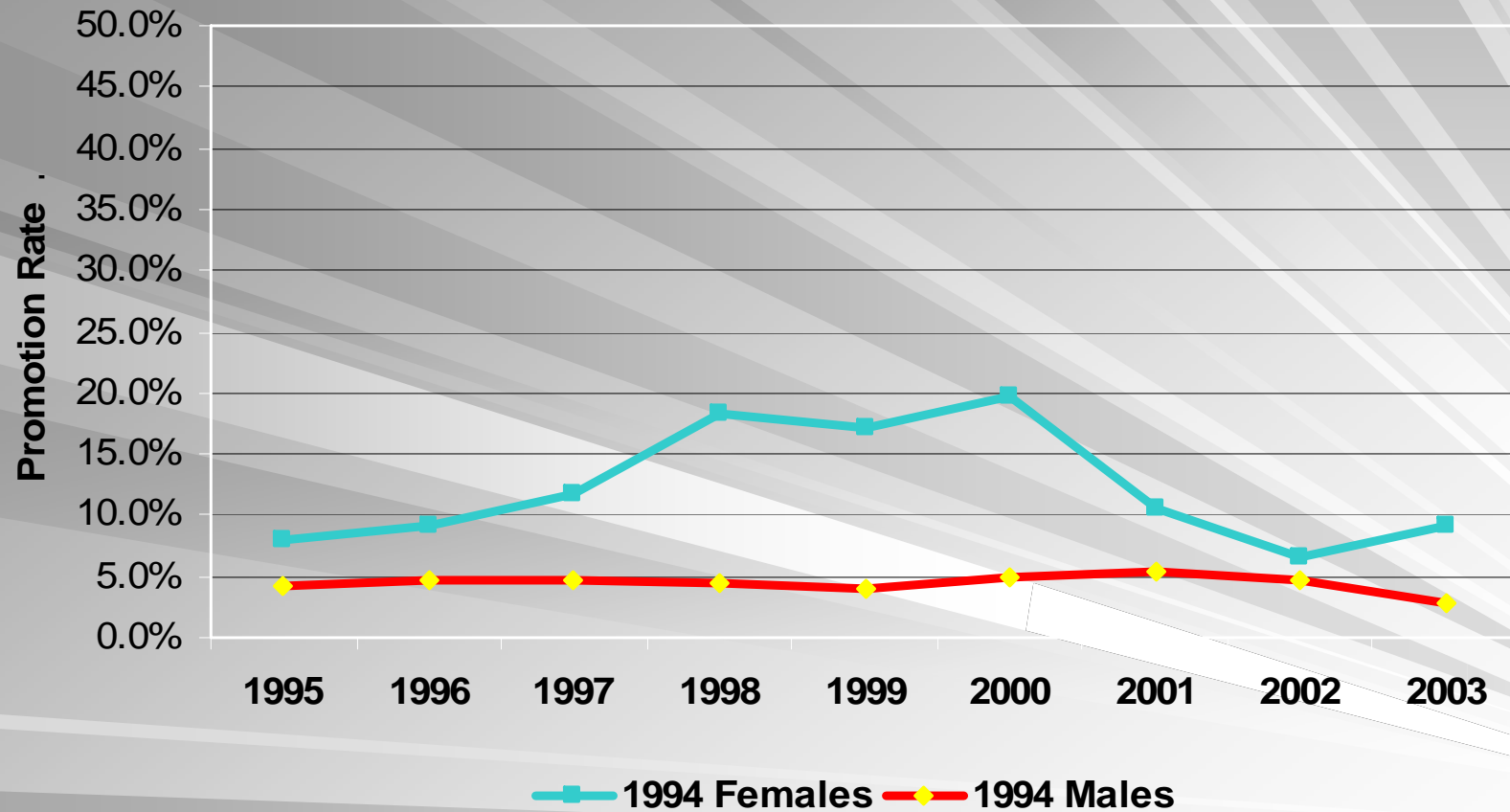
* Medical Center data excluded.
Source: University of Nebraska HR Data

January 2005

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NU HR Data - Full-Time, On Tenure Track Faculty Promotion Rates

1994 Associate Prof. Cohort Promoted to Professor – U-Wide*



N=402

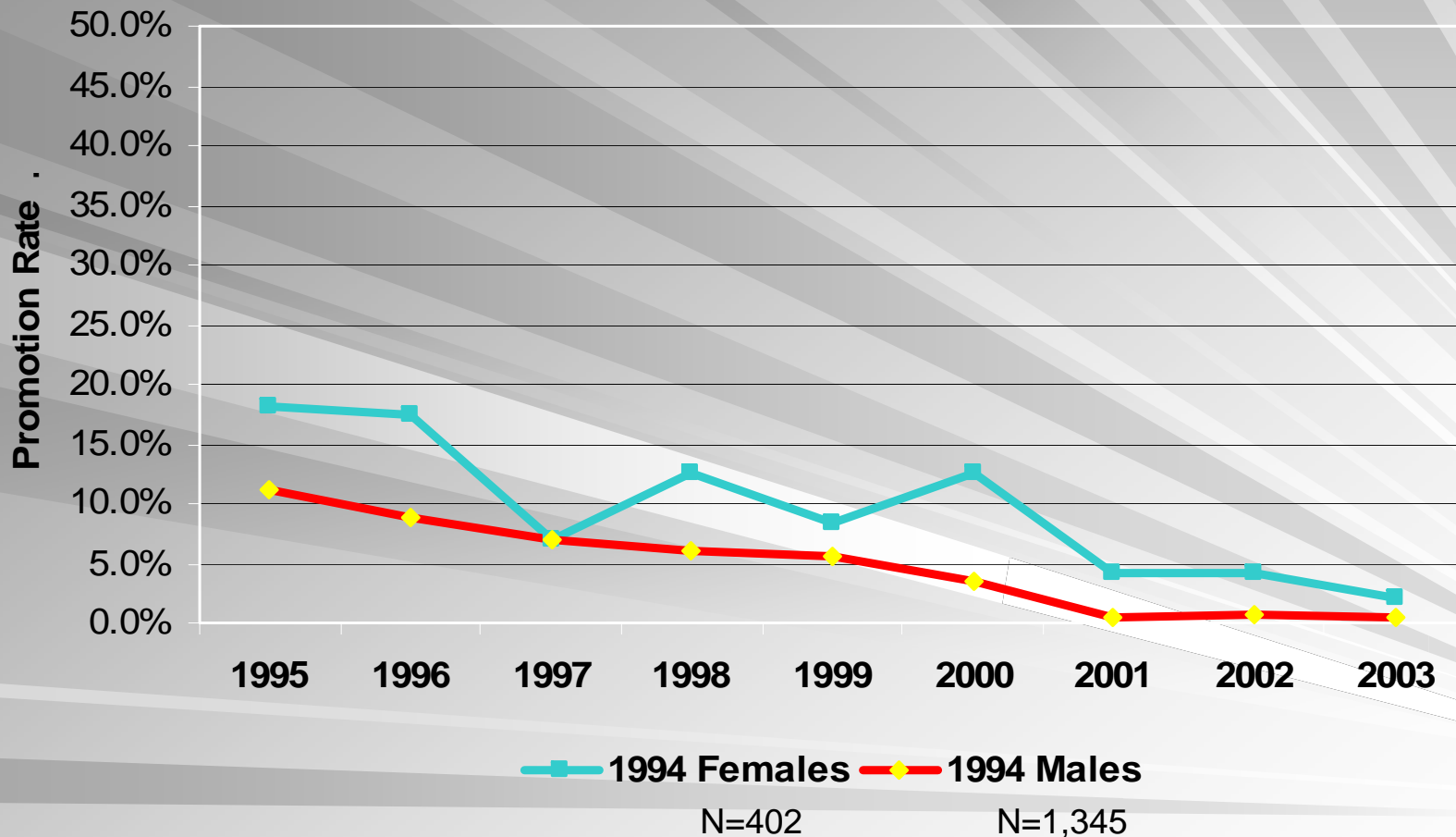
N=1,345

* Medical Center data excluded.
Source: University of Nebraska HR Data

January 2005

Office of the Executive Vice President
and Provost

NU HR Data - Full-Time, On Tenure Track Faculty Promotion Rates 1994 Assistant Professor Cohort Promoted to Assoc. Professor – U-Wide*

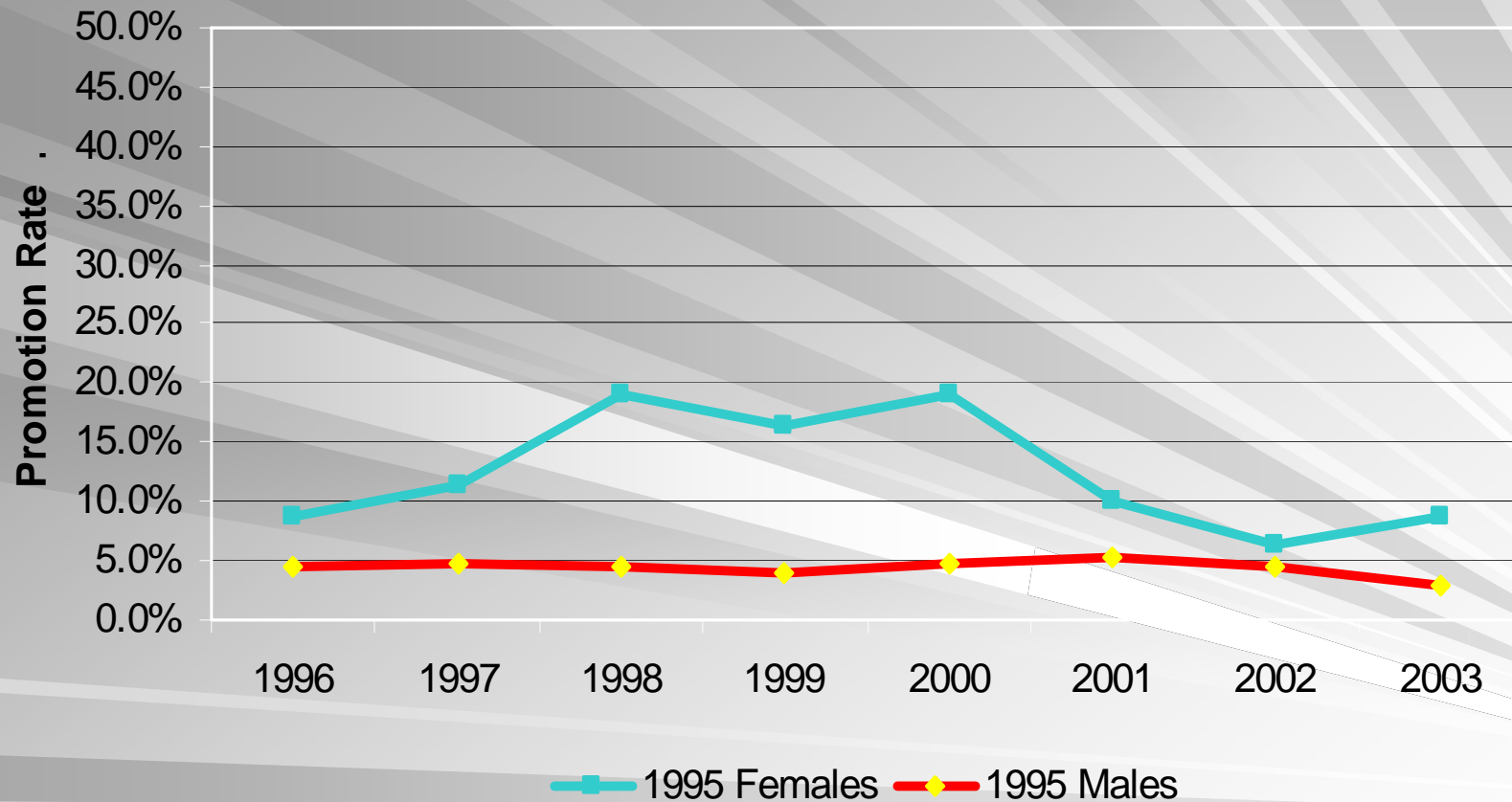


* Medical Center data excluded.

Source: University of Nebraska HR Data
January 2005

Office of the Executive Vice President
and Provost

NU HR Data - Full-Time, On Tenure Track Faculty Promotion Rates 1995 Associate Prof. Cohort Promoted to Professor – U-Wide*



* Medical Center data excluded.
Source: University of Nebraska HR Data

N=418

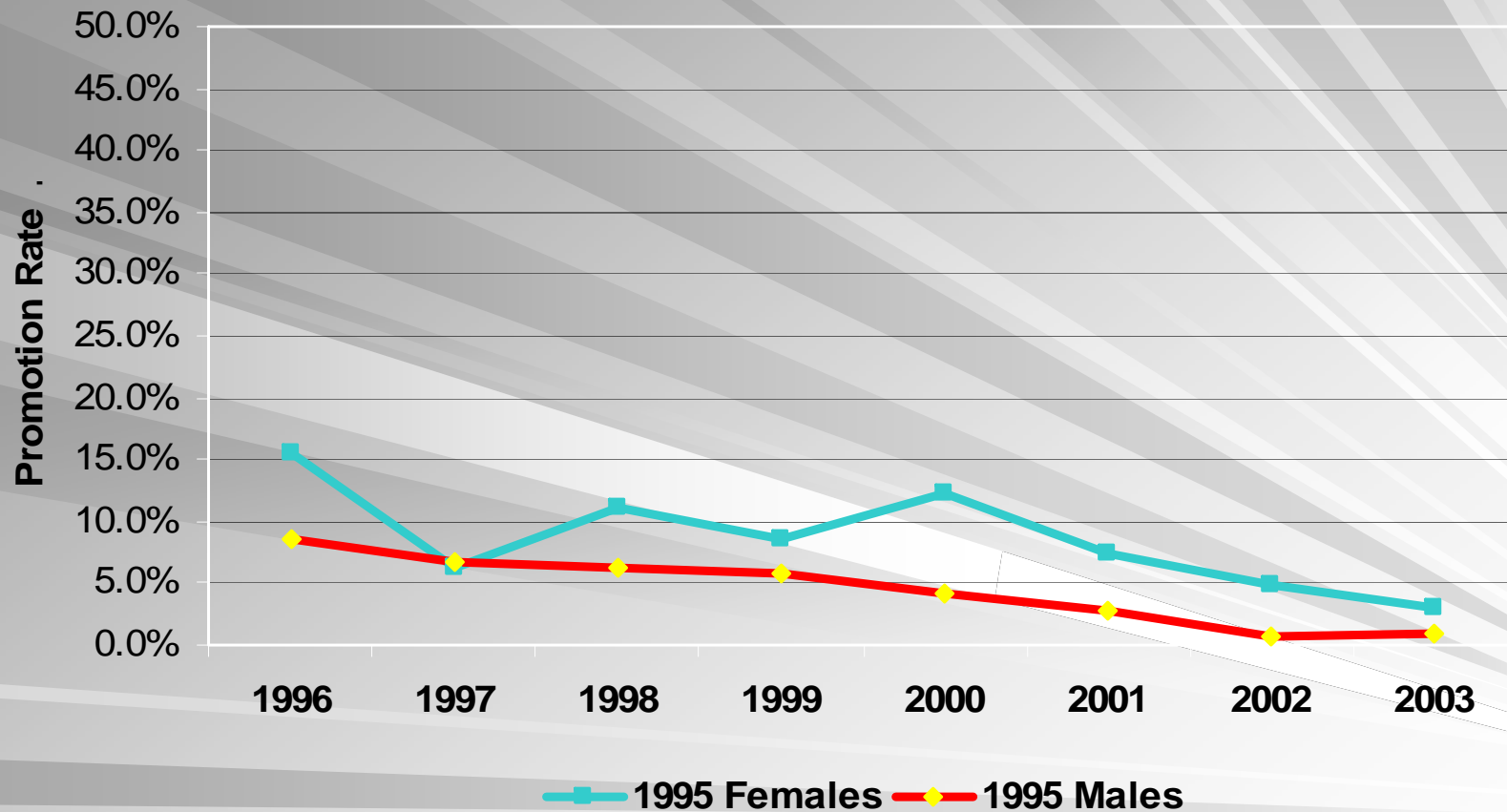
N=1,349

January 2005

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and Provost

28

NU HR Data - Full-Time, On Tenure Track Faculty Promotion Rates 1995 Assistant Professor Cohort Promoted to Assoc. Professor – U-Wide*



N=418

N=1,349

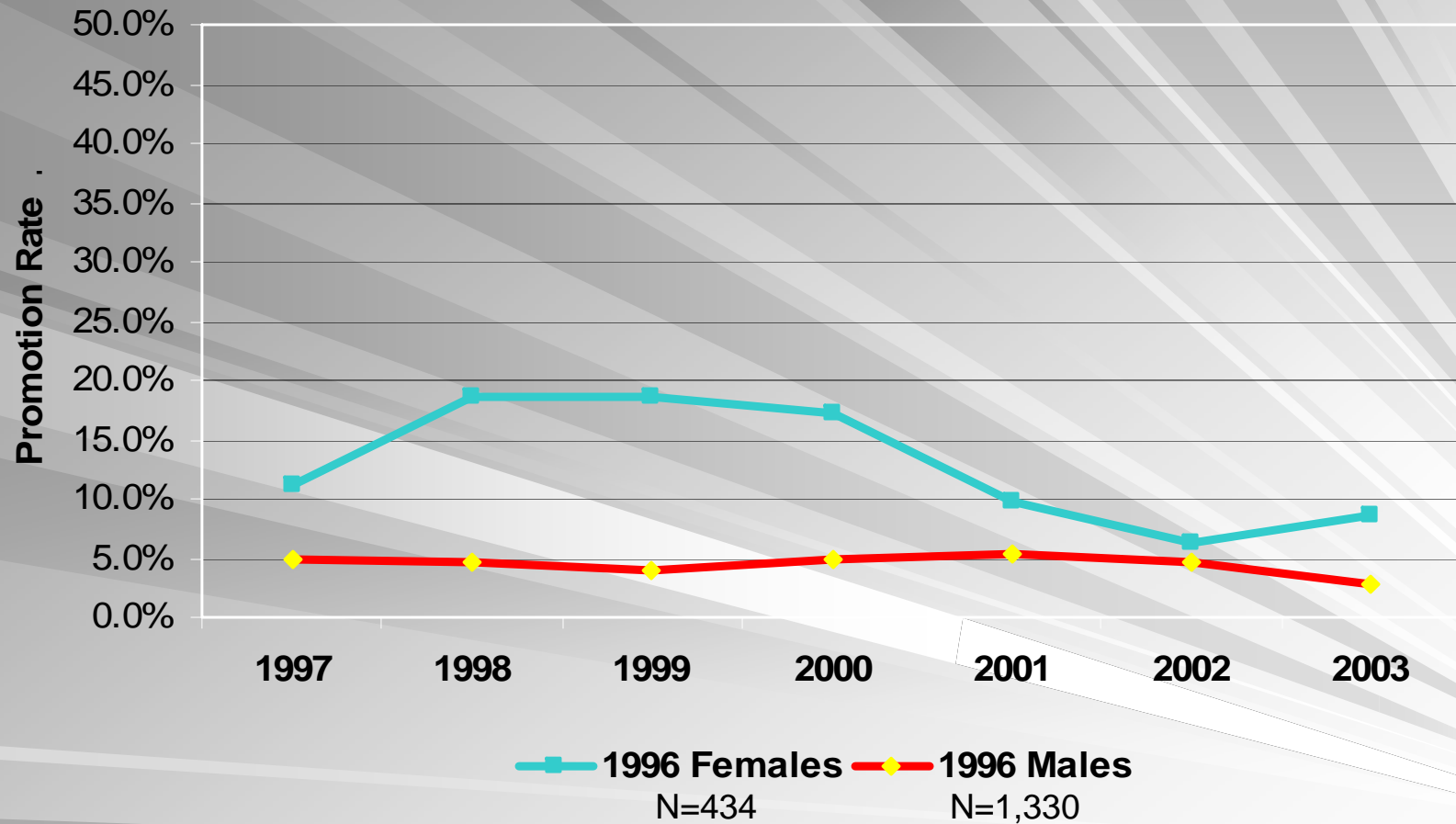
* Medical Center data excluded.

Source: University of Nebraska HR Data

January 2005

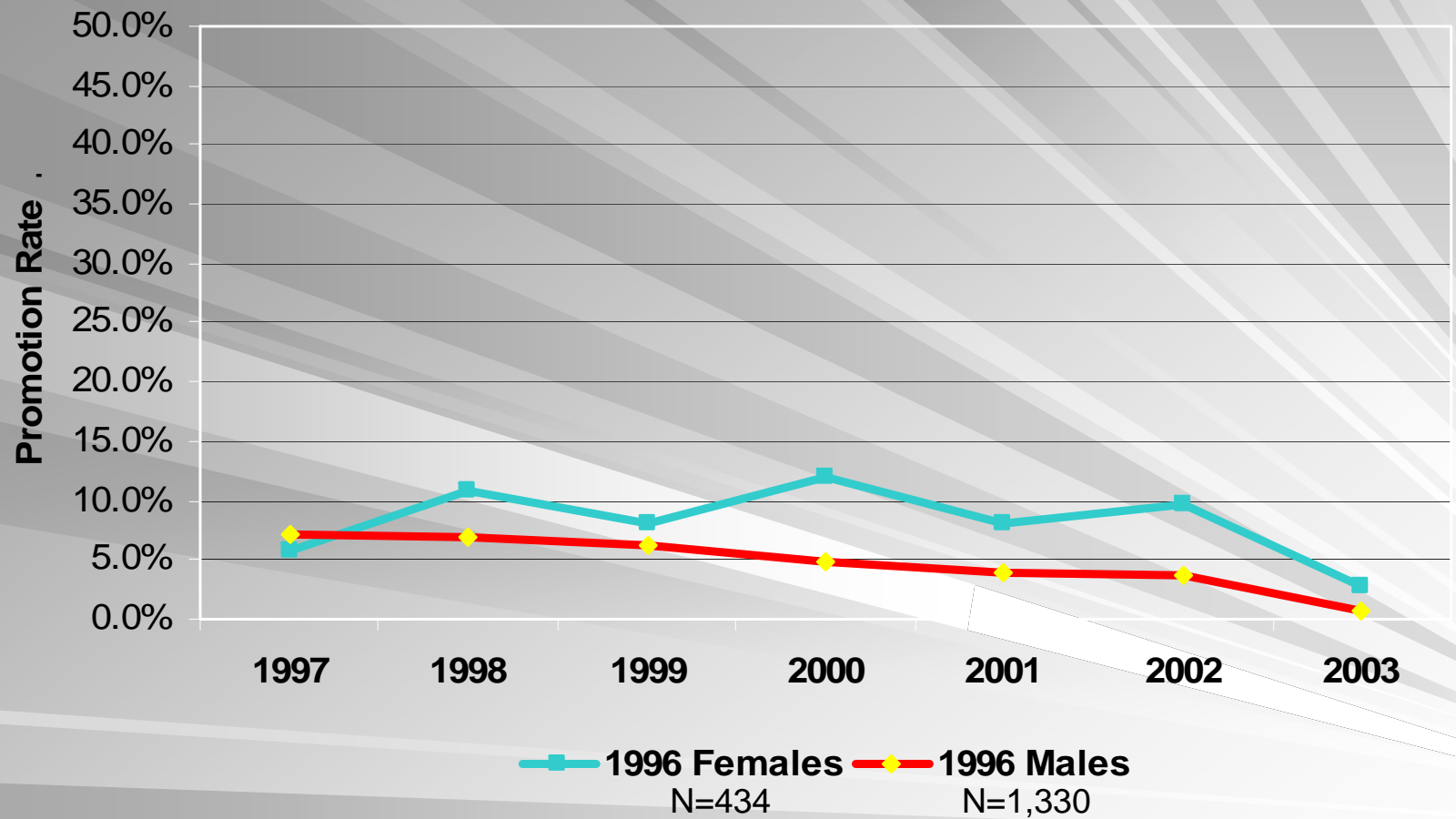
Office of the Executive Vice President
and Provost

NU HR Data - Full-Time, On Tenure Track Faculty Promotion Rates 1996 Associate Prof. Cohort Promoted to Professor – U-Wide*



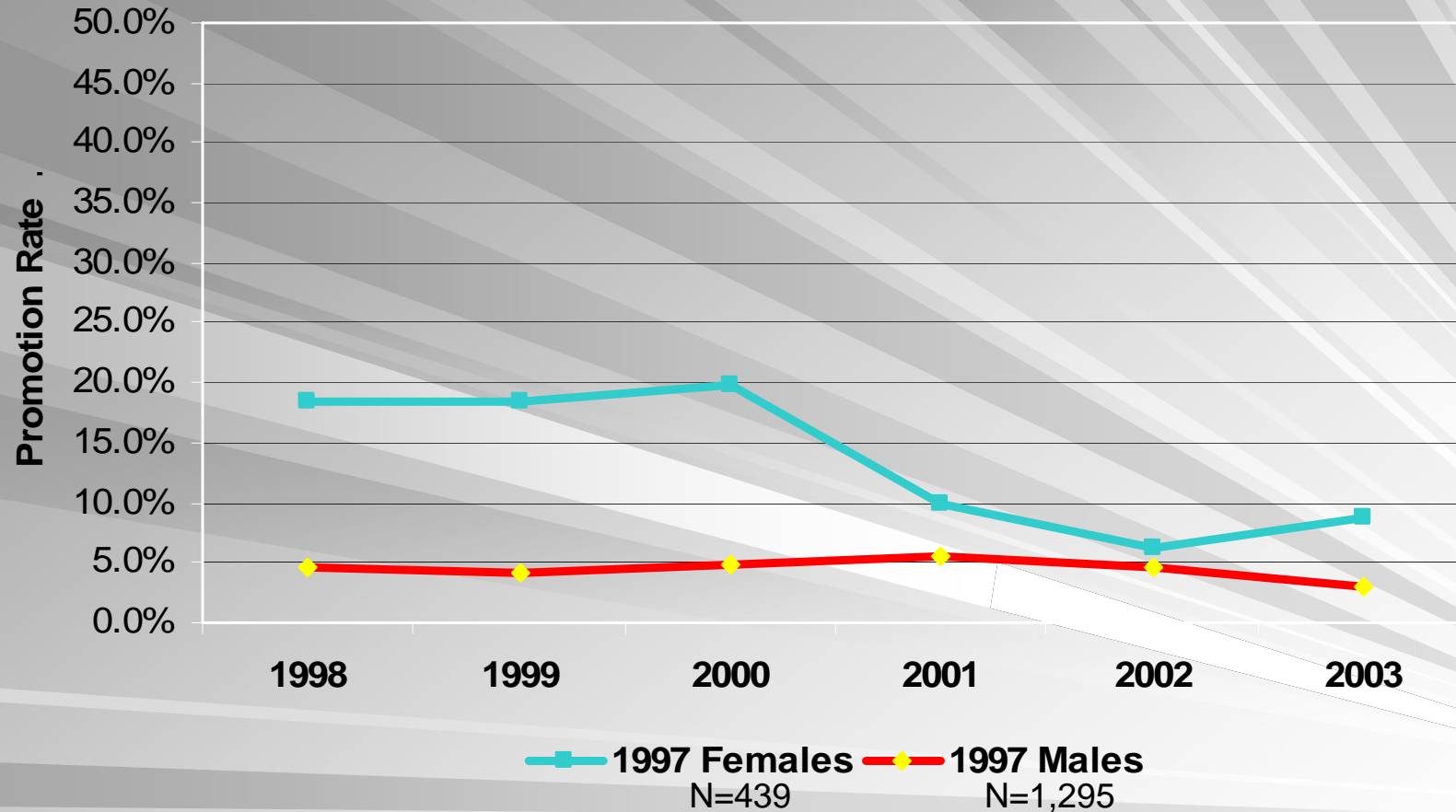
* Medical Center data excluded.
Source: University of Nebraska HR Data

NU HR Data - Full-Time, On Tenure Track Faculty Promotion Rates 1996 Assistant Professor Cohort Promoted to Assoc. Professor – U-Wide*



* Medical Center data excluded.
Source: University of Nebraska HR Data

NU HR Data - Full-Time, On Tenure Track Faculty Promotion Rates 1997 Associate Prof. Cohort Promoted to Professor – U-Wide*



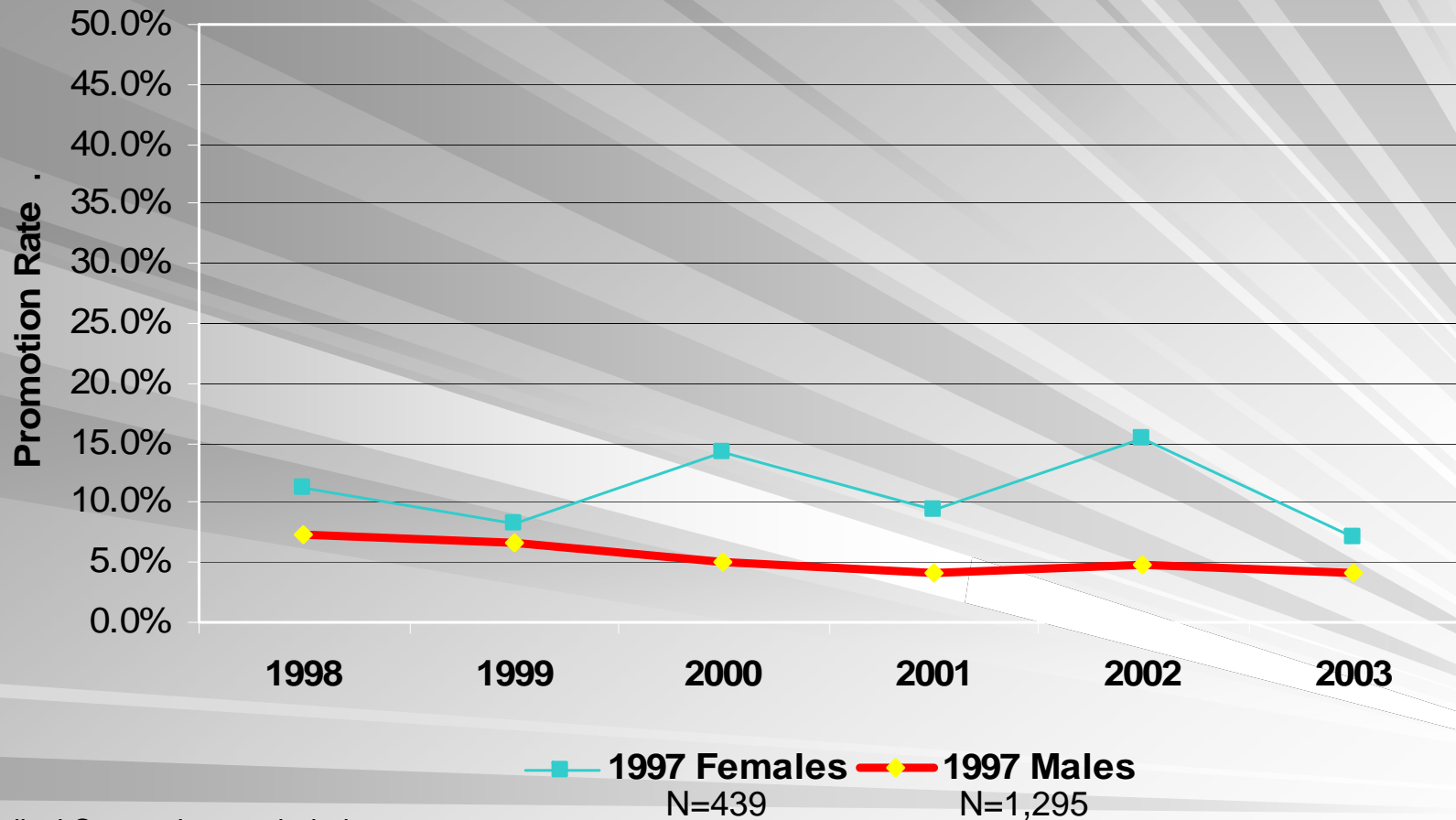
* Medical Center data excluded.
Source: University of Nebraska HR Data

January 2005

Office of the Executive Vice President
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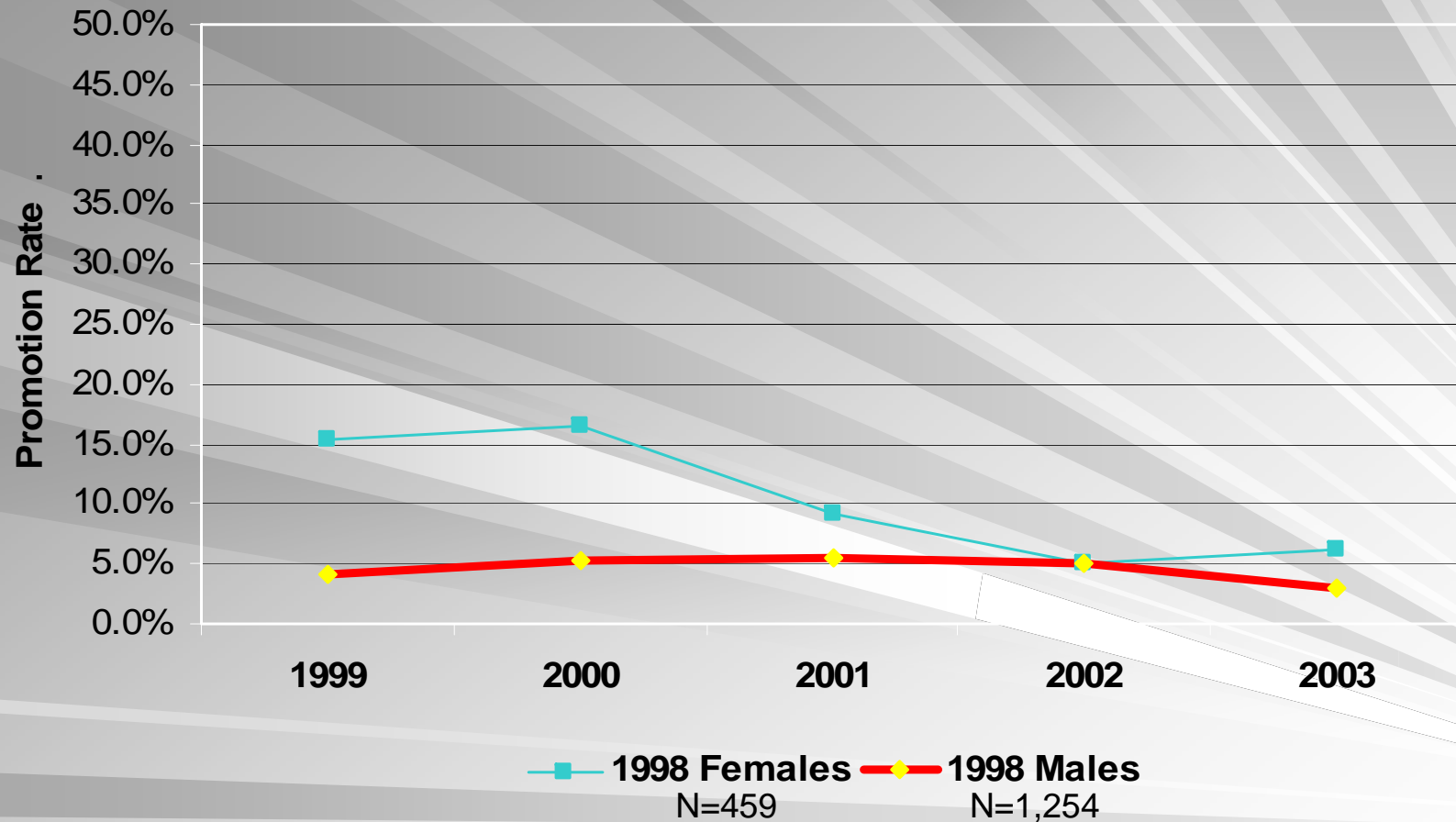
32

NU HR Data - Full-Time, On Tenure Track Faculty Promotion Rates 1997 Assistant Professor Cohort Promoted to Assoc. Professor – U-Wide*



* Medical Center data excluded.
Source: University of Nebraska HR Data

NU HR Data - Full-Time, On Tenure Track Faculty Promotion Rates 1998 Associate Prof. Cohort Promoted to Professor – U-Wide*



* Medical Center data excluded.

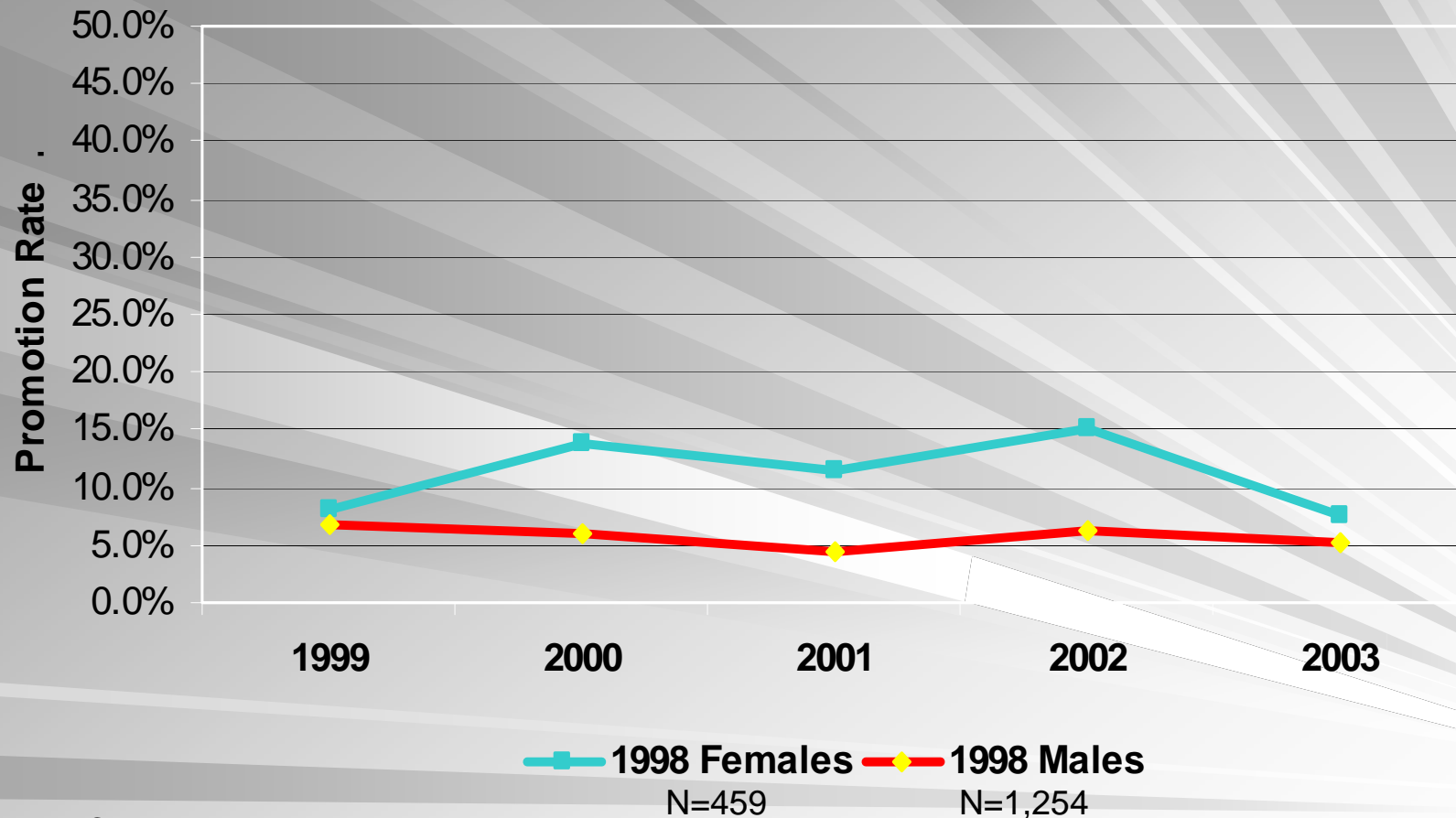
Source: University of Nebraska HR Data

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NU HR Data - Full-Time, On Tenure Track Faculty Promotion Rates 1998 Assistant Professor Cohort Promoted to Assoc. Professor – U-Wide*



* Medical Center data excluded.
Source: University of Nebraska HR Data

Gender Equity Issues: University of Nebraska

■ Trends

- Faculty % by Gender
- Salary by Gender
- Promotion & Retention by Gender — NU HR Data
- NU Trends: % by Gender and Academic Disciplinary Groups — NU HR Data

■ Comparative Trends

- Peer Comparisons: % by Gender—IPEDS Data
- Regional Comparisons: % by Gender —IPEDS Data
- National Comparisons: % by Gender—AAUP Data

Gender Comparisons By Seven Academic Groupings

- Education
- Engineering
- Humanities
- Life Sciences
- Physical Sciences
- Professional Disciplines
- Social Sciences

Education Defined Cohort

Curriculum & Instruction
Educational Admin. &
Supervision
Educational Leadership
Educ./Instruct. Media Design
Educ. Stat./Research Methods
Educ. Assess./Test./Meas.
Educ. Psychology
School Psychology
Social/Phil. Found. of Education
Special Education
Couns. Educ./Couns. & Guid. Serv.
Higher Education/Eval. & Research

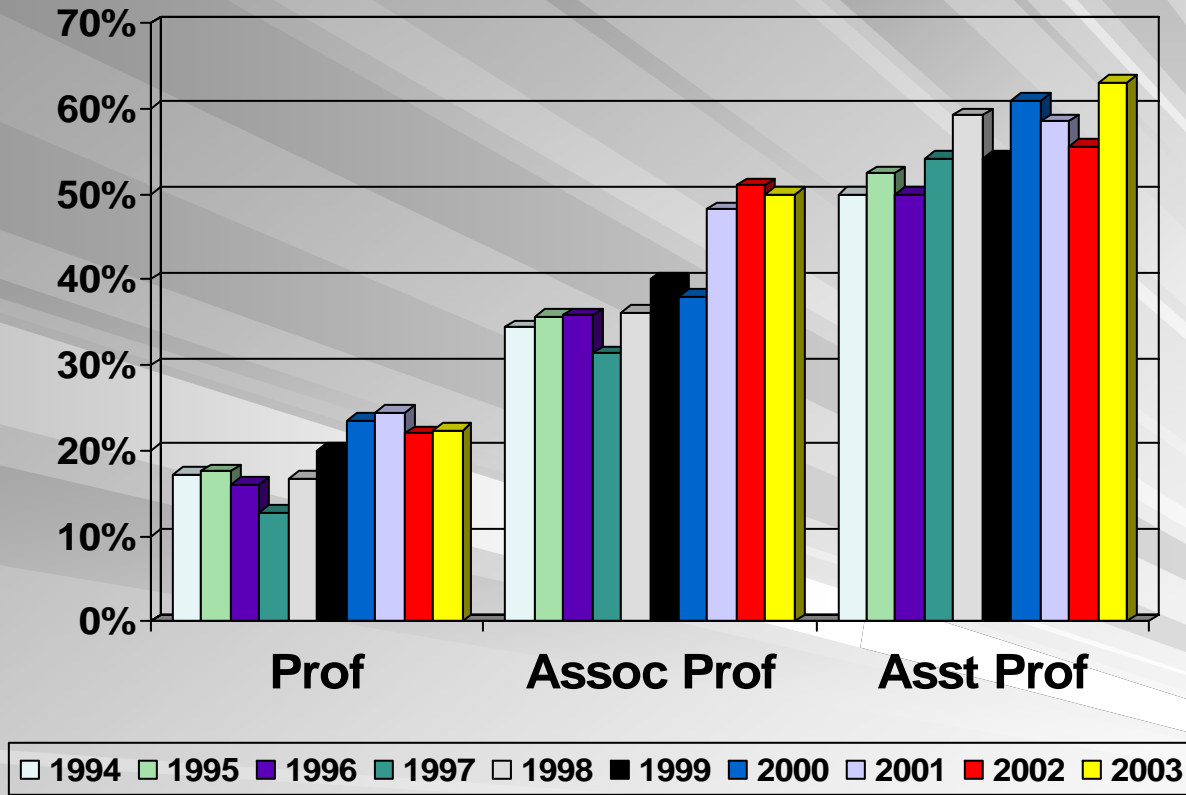
TEACHER EDUCATION

Pre-elementary/Early Childhood
Elementary
Secondary
Adult & Continuing

TEACHING FIELDS

Agricultural Education
Art Education
Business Education
English Education
Foreign Languages Education
Health Education
Home Economics Education
Tech. & Indust. Arts
Education
Mathematics Education
Music Education
Nursing Education
Physical Education & Coaching
Reading Education
Science Education
Social Science Education
Technical Education
Trade & Industrial Education
Teacher Educ., Specific Acad. & Voc

University of Nebraska Females as % of Total Faculty By Rank Education Disciplines



Source: University of Nebraska HR Data

January 2005

Office of the Executive Vice President
and Provost

Engineering Defined Cohort

ENGINEERING

Aerospace, Aeronaut.& Astronaut.

Agricultural

Bioengineering & Biomedical

Ceramic Sciences

Chemical

Civil

Communications

Computer

Electrical & Electronics

Engineering Mechanics

Engineering Physics

Engineering Science

Environmental Health Engineering

Industrial & Manufacturing

Materials Science

Mechanical

Metallurgical

Mining & Mineral

Nuclear

Ocean

Operations Research

Petroleum

Polymer & Plastics

Systems

Engineering, General

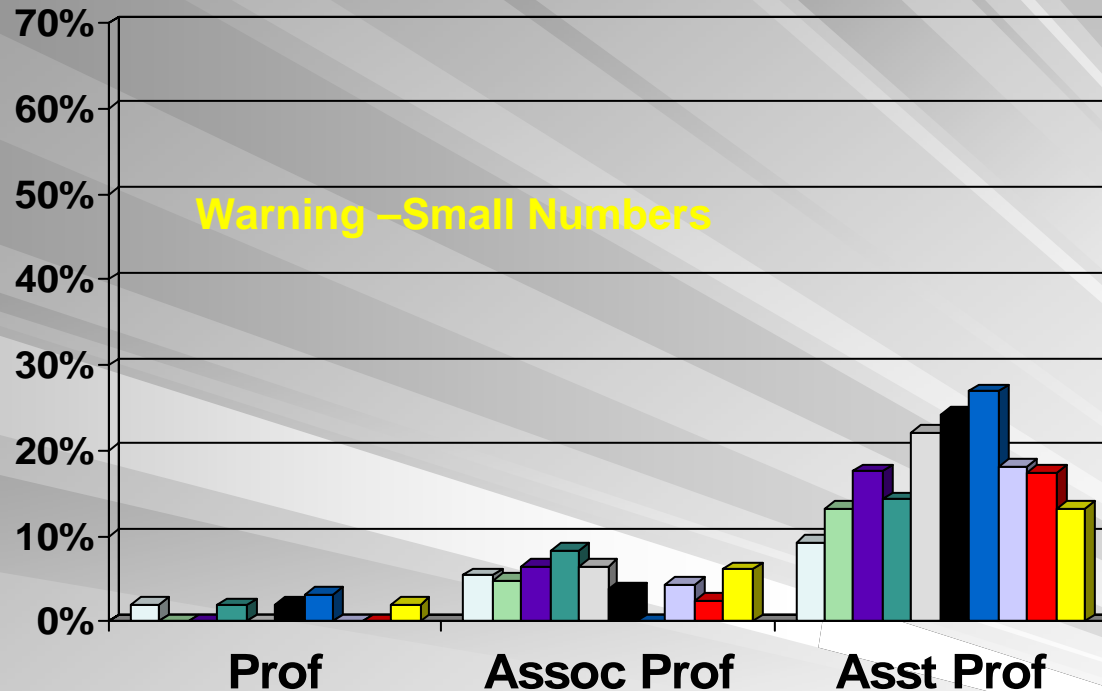
Engineering, Other*

January 2005

Office of the Executive Vice President
and Provost

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University of Nebraska Females as % of Total Faculty By Rank Engineering Disciplines



1994
 1995
 1996
 1997
 1998
 1999
 2000
 2001
 2002
 2003

Prof 1994	Prof 2003	Assoc Prof 1994	Assoc Prof 2003	Asst Prof 1994	Asst Prof 2003
Male=48	Male=49	Male=35	Male=46	Male= 39	Male=39
Female =1	Female=1	Female=2	Female=3	Female=4	Female=6

Source: University of Nebraska HR Data

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Humanities Defined Cohort

HUMANITIES

History, American
History, Asian
History, European
History/Philosophy of Sci. & Tech.
History, General
History, Other*

OTHER HUMANITIES

American Studies
Archeology
Art History/Criticism/Conserv.
Music
Philosophy (See also)
Religion (See also)
Drama/Theater Arts
Humanities, General
Humanities, Other*

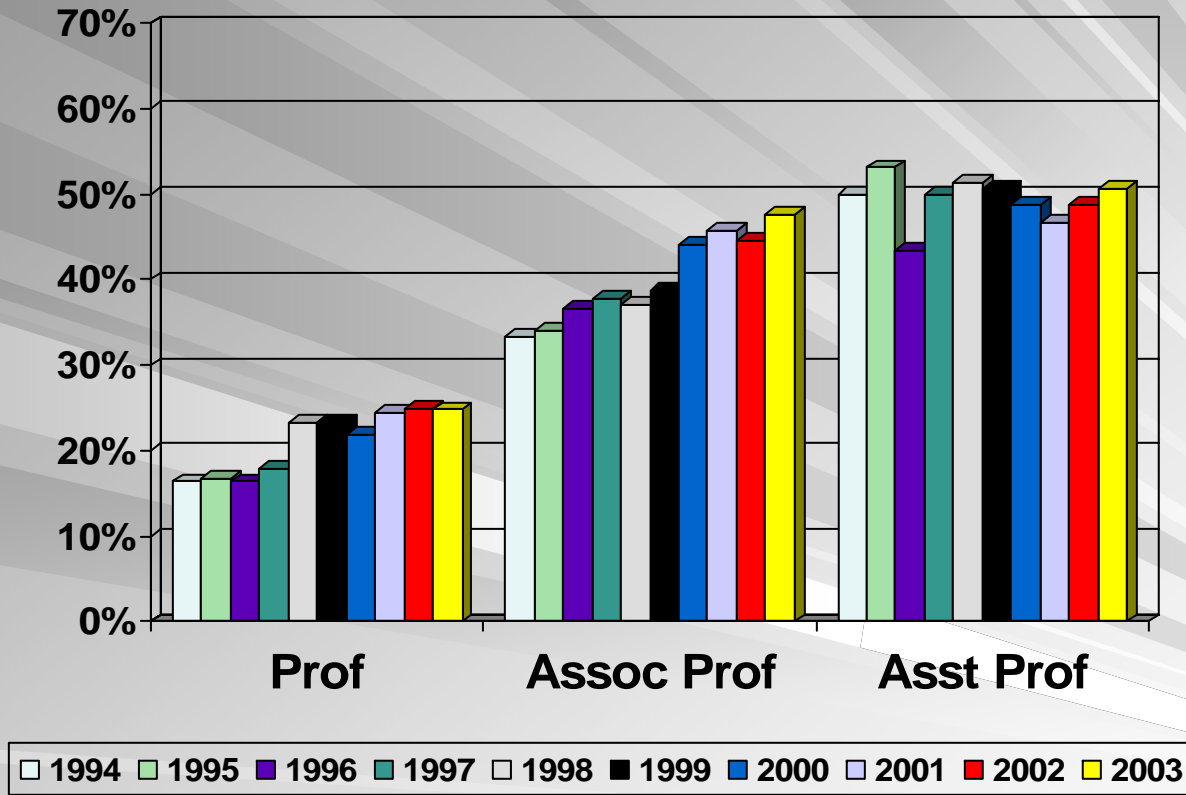
LETTERS

Classics
Comparative Literature
Linguistics
Literature, American
Literature, English
English Language
Speech & Rhetorical Studies
Letters, General
Letters, Other

FOREIGN LANGUAGES AND LITERATURE

French
German
Italian
Spanish
Russian
Slavic (other than Russian)
Chinese
Japanese
Hebrew
Arabic
Other Languages & Literature*

University of Nebraska Females as % of Total Faculty By Rank Humanities Disciplines



Source: University of Nebraska HR Data

January 2005

Office of the Executive Vice President
and Provost

Life Sciences Defined Cohort (Excluding UNMC)

Agricultural Sciences

Agricultural Economics
Agricultural Business & Mgmt.
Animal Breeding & Genetics
Animal Nutrition
Dairy Science
Poultry Science
Animal Sciences, Other*
Agronomy & Crop Science
Plant Breeding & Genetics
Plant Pathology (See also 120)
Plant Sciences, Other*
Food Engineering
Food Sciences, Other*
Soil Chemistry/ Microbiology
Soil Sciences, Other*
Horticulture Science
Fisheries Sci. & Management
Forest Biology
Forest Engineering
Forest Management
Wood Sci. & Pulp/Paper Tech.
Conserv./Renewable Natural Res.
Forestry & Related Sci., Other*
Wildlife/Range Management
Agricultural Sci., General
Agricultural Sci., Other*

BIOLOGICAL SCIENCES

Biochemistry
Biomedical Sciences
Biophysics
Biotechnology Research
Bacteriology
Plant Genetics
Plant Pathology
Plant Physiology
Botany, Other*
Anatomy
Biometrics & Biostatistics
Cell Biology
Ecology
Developmental Bio./Embryology
Endocrinology
Entomology
Biological Immunology
Molecular Biology
Microbiology
Neuroscience
Nutritional Sciences
Parasitology
Toxicology
Genetics, Human & Animal
Pathology, Human &
Animal
Pharmacology,
Human & Animal
Physiology,
Human & Animal
Zoology, Other*
Biological Sciences, General
Biological Sciences, Other

HEALTH SCIENCES

Speech-Lang.Path. & Audiology
Environmental Health
Health Systems/ Service Admin.
Epidemiology (See also 133)
Exercise Physiology/Sci., Kinesiology
Rehabilitation/ Therapeutic Services

Life Sciences Defined Cohort With UNMC Added (red color)

Agricultural Sciences

Agricultural Economics
Agricultural Business & Mgmt.
Animal Breeding & Genetics
Animal Nutrition
Dairy Science
Poultry Science
Animal Sciences, Other*
Agronomy & Crop Science
Plant Breeding & Genetics
Plant Pathology (See also 120)
Plant Sciences, Other*
Food Engineering
Food Sciences, Other*
Soil Chemistry/ Microbiology
Soil Sciences, Other*
Horticulture Science
Fisheries Sci. & Management
Forest Biology
Forest Engineering
Forest Management
Wood Sci. & Pulp/Paper Tech.
Conserv./Renewable Natural Res.
Forestry & Related Sci., Other*
Wildlife/Range Management
Agricultural Sci., General
Agricultural Sci., Other*

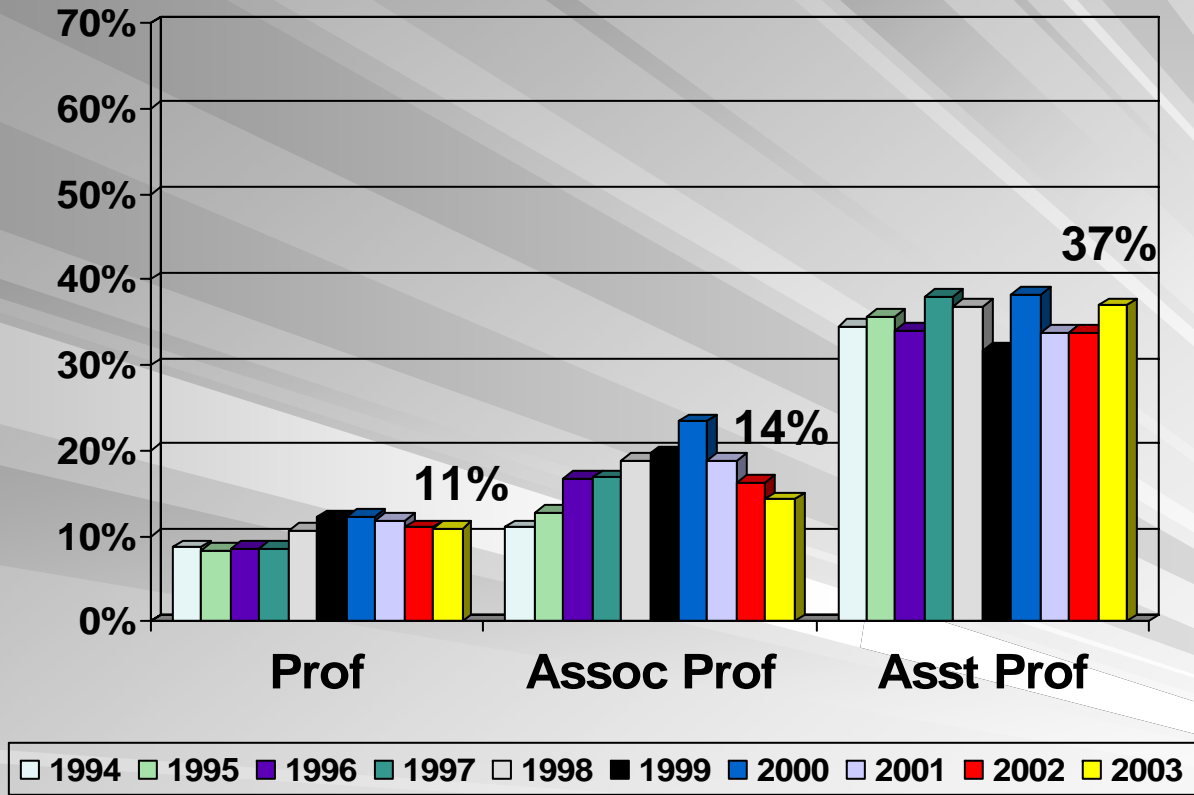
BIOLOGICAL SCIENCES

Biochemistry
Biomedical Sciences
Biophysics
Biotechnology Research
Bacteriology
Plant Genetics
Plant Pathology
Plant Physiology
Botany, Other*
Anatomy
Biometrics & Biostatistics
Cell Biology
Ecology
Developmental Bio./Embryology
Endocrinology
Entomology
Biological Immunology
Molecular Biology
Microbiology
Neuroscience
Nutritional Sciences
Parasitology
Toxicology
Genetics, Human & Animal
Pathology, Human & Animal
Pharmacology, Human & Animal
Physiology, Human & Animal
Zoology, Other*
Biological Sciences, General
Biological Sciences, Other

HEALTH SCIENCES

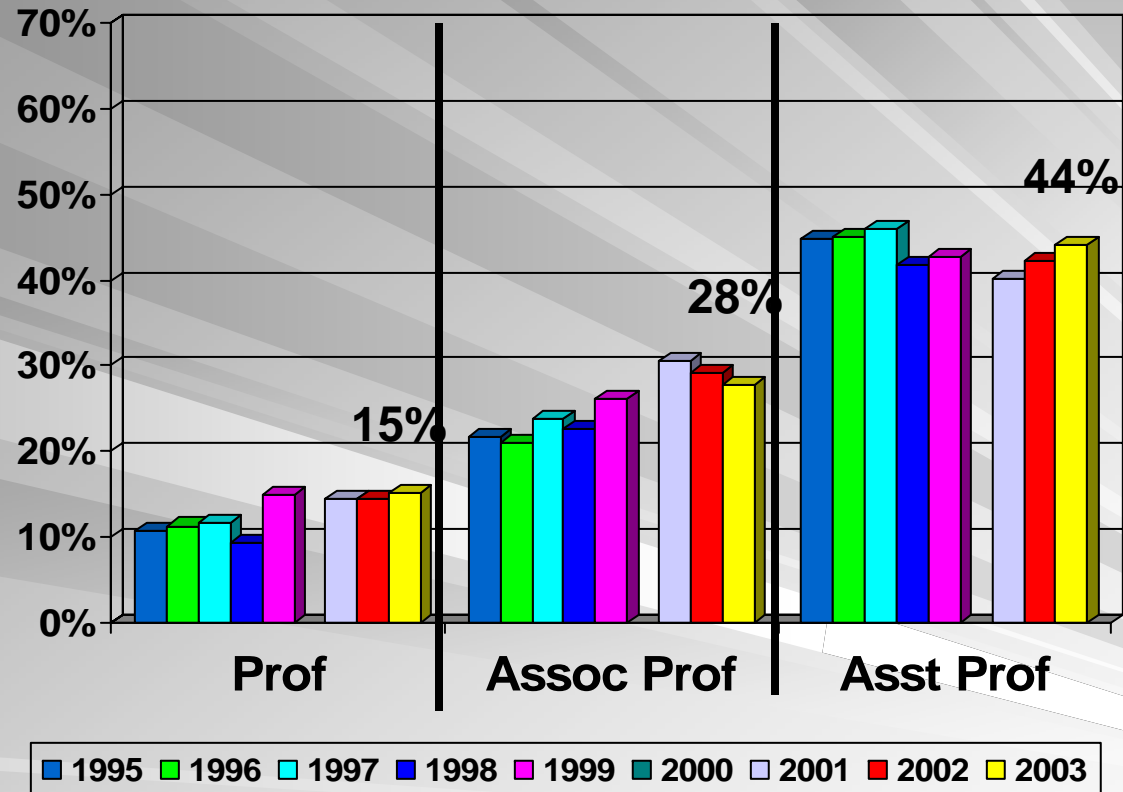
Speech-Lang.Path. & Audiology
Environmental Health
Health Systems/ Service Admin.
Public Health
Epidemiology
Medicine
Exercise Physiology/Sci., Kinesiology
Nursing
Pharmacy
Rehabilitation/ Therapeutic Services
Health Sciences, General
Health Sciences, Other*

University of Nebraska Females as % of Total Faculty By Rank Life Sciences Disciplines Excluding UNMC



Source: University of Nebraska HR Data, UNMC Excluded

University of Nebraska Females as % of Total Faculty By Rank Life Sciences Disciplines Including UNMC



Source: University of Nebraska HR Data, UNMC Data Not Available 2000

Physical Sciences Defined Cohort

COMPUTER AND INFORMATION SCIENCES

MATHEMATICS

ASTRONOMY

ASTROPHYSICS

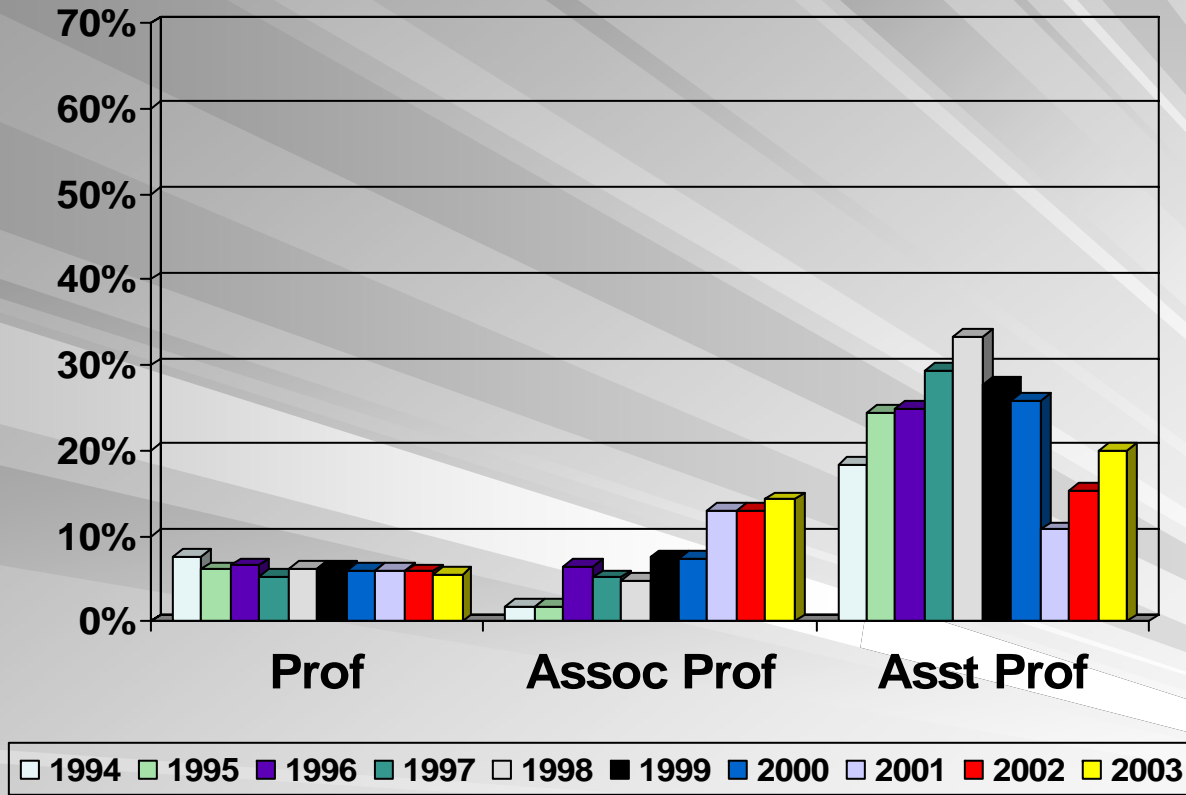
ATMOSPHERIC SCI. AND METEOROLOGY

CHEMISTRY

GEOLOGICAL & RELATED SCIENCES

PHYSICS

University of Nebraska Females as % of Total Faculty By Rank Physical Sciences Disciplines



Source: University of Nebraska HR Data

January 2005

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Professional Defined Cohort

BUSINESS MANAGEMENT AND ADMINISTRATIVE SCIENCES

COMMUNICATIONS

OTHER PROFESSIONAL FIELDS

Architec. Environ. Design

Home Economics

Law

Library Science

Parks/Rec./Leisure/Fitness

Public Administration

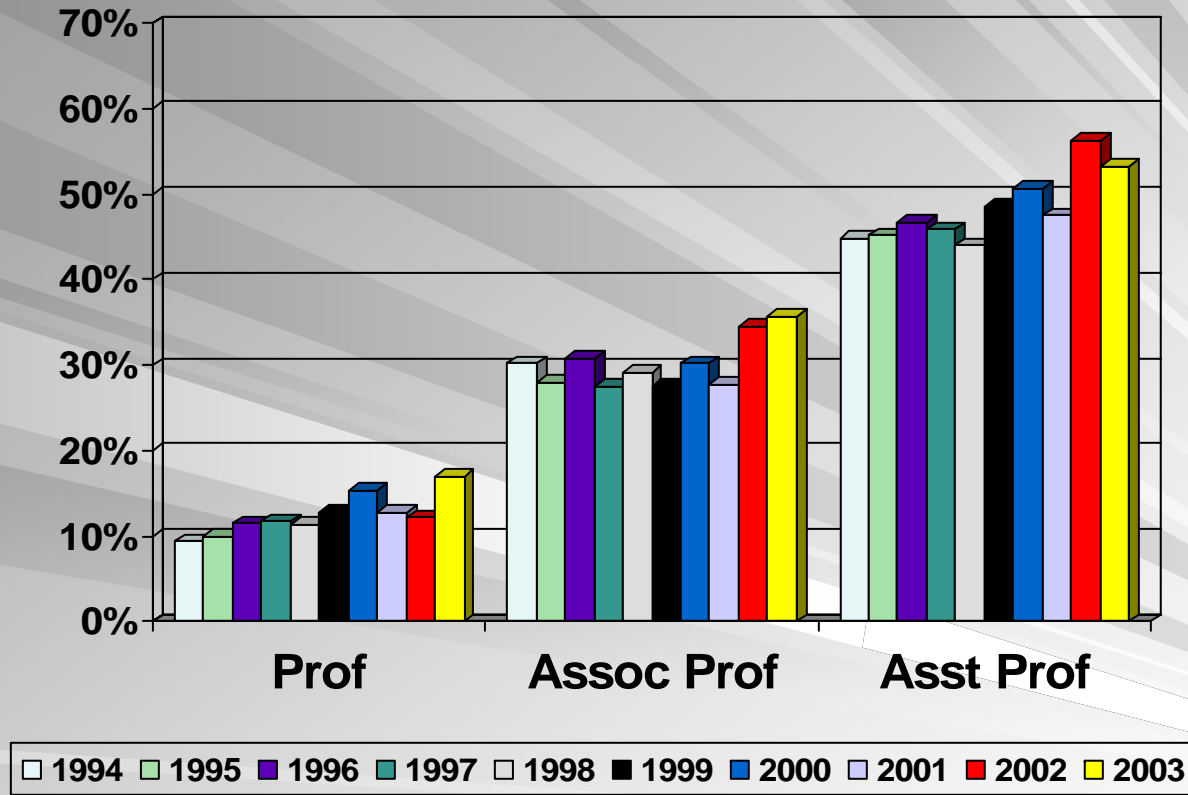
Social Work

Theol./Religious Education

Professional Fields, General

Professional Fields, Other*

University of Nebraska Females as % of Total Faculty By Rank Professional Disciplines



Source: University of Nebraska HR Data

January 2005

Office of the Executive Vice President
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Social Sciences Defined Cohort

PSYCHOLOGY

OTHER AREAS

Anthropology

Area Studies

Criminology

Demography/Population Studies

Economics

Econometrics

Geography

International Relations/Affairs

Political Sci. & Government

Public Policy Analysis

Sociology

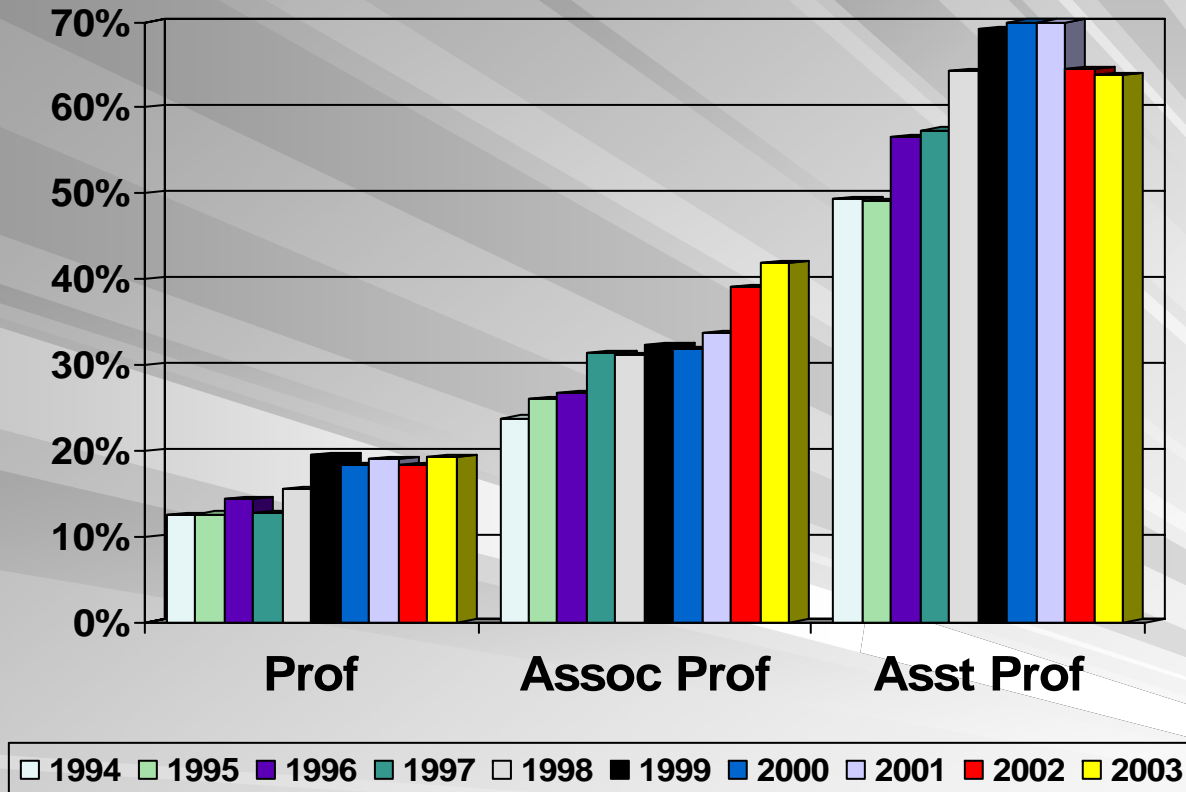
Statistics (See also)

Urban Affairs/Studies

Social Sciences, General

Social Sciences, Other*

University of Nebraska Females as % of Total Faculty By Rank Social Sciences Disciplines



Source: University of Nebraska HR Data

January 2005

Office of the Executive Vice President
and Provost

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Gender Equity Issues: University of Nebraska

■ Trends

- Faculty % by Gender
- Salary by Gender
- Promotion & Retention by Gender — NU HR Data
- NU Trends: % by Gender and Academic Disciplinary Groups — NU HR Data

■ Comparative Trends

- Peer Comparisons: % by Gender—IPEDS Data
- Regional Comparisons: % by Gender —IPEDS Data
- National Comparisons: % by Gender—AAUP Data

Gender Equity Issues: Comparison of Data Sources

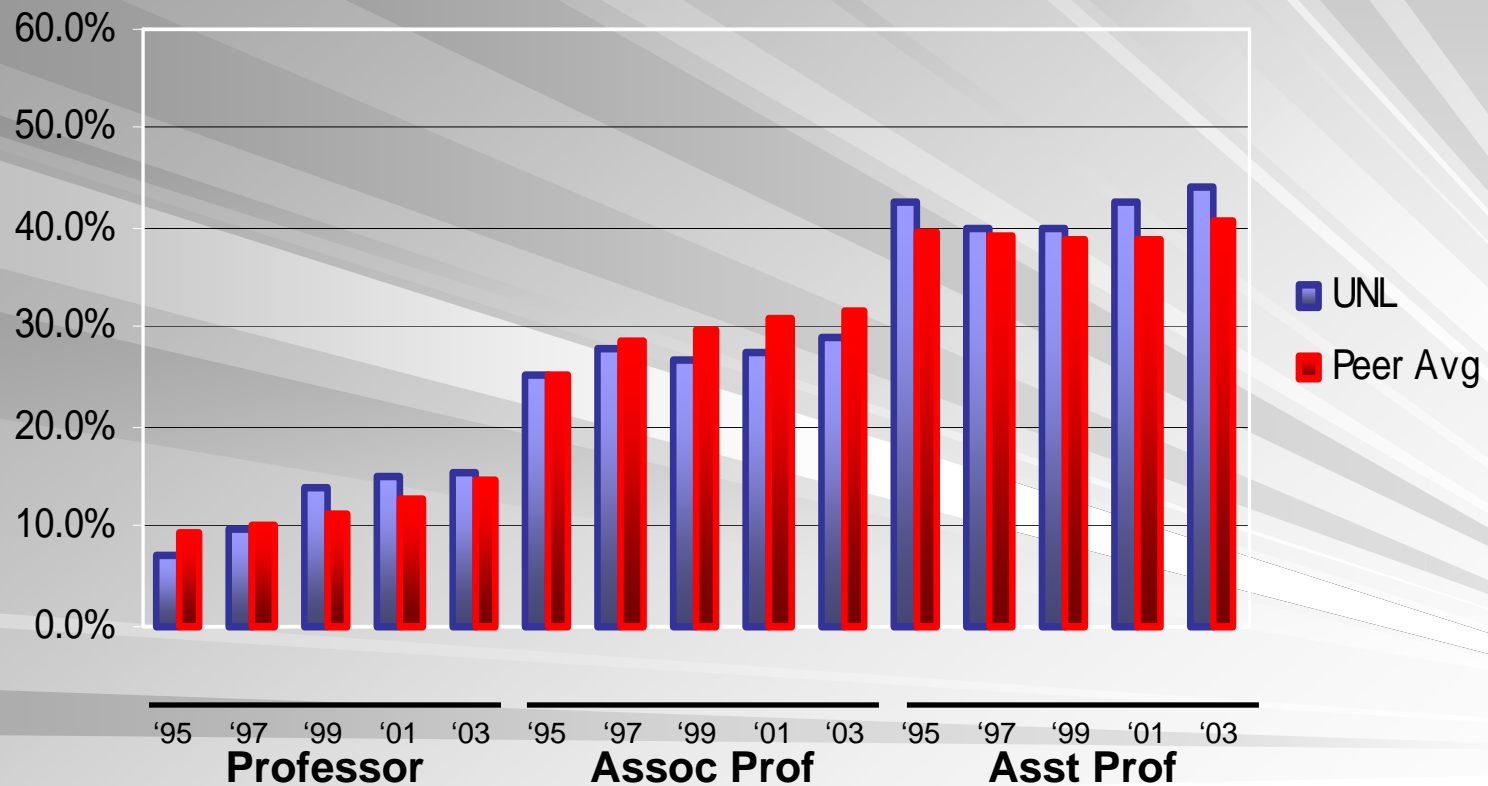
IPEDS & NU HR

- Separate Tenure Track and Non-Tenure Track Data
- Minority Data
- Medical School Data
- Librarians Included

AAUP

- Combined Tenure Track and Non-Tenure Track Data
- No Minority Data
- No Medical School Data
- Librarians Excluded

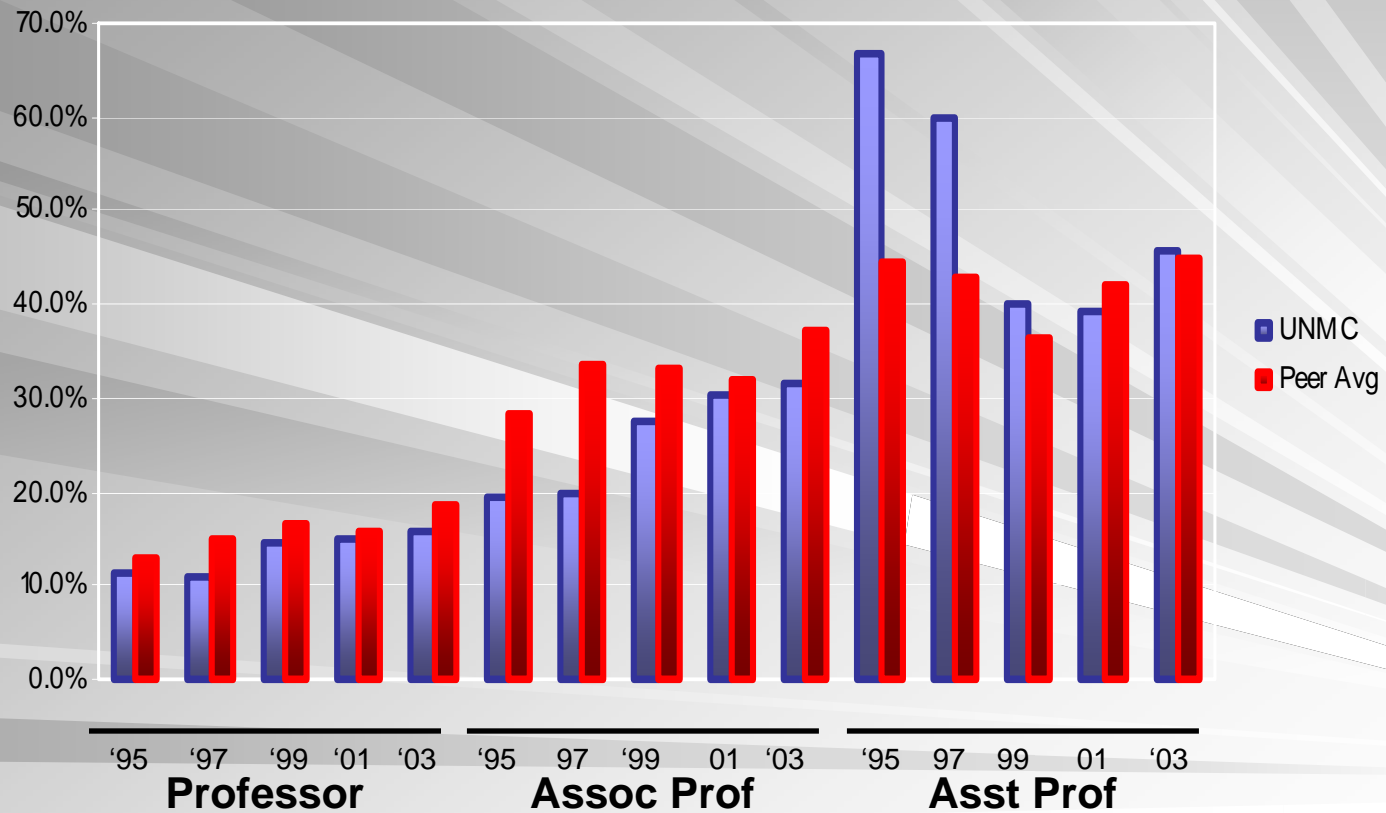
IPEDS - Female as % of Total Full-Time Tenure Track Faculty By Rank*
UNL and Peer Average
(excluding institutions with medical schools)



* Includes nonresident aliens.
 Source: IPEDS Fall Staff Surveys
 January 2005

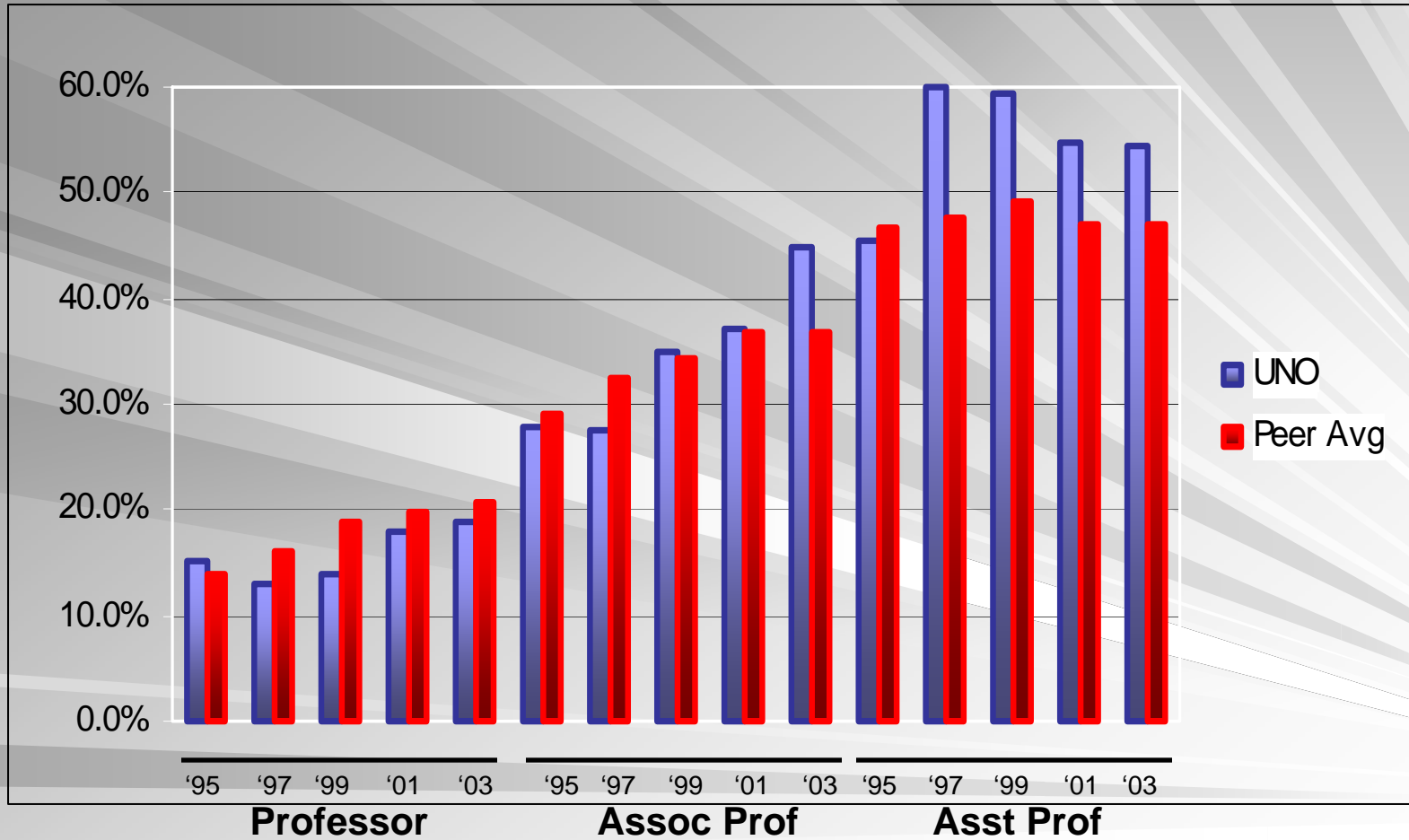
IPEDS - Female as % of Total Full-Time Tenure Track Faculty By Rank*

UNMC and Medical Center Peer Average



* Includes nonresident aliens.
 Source: IPEDS Fall Staff Surveys
 January 2005

IPEDS - Female as % of Total Full-Time Tenure Track Faculty By Rank* UNO and Peer Average



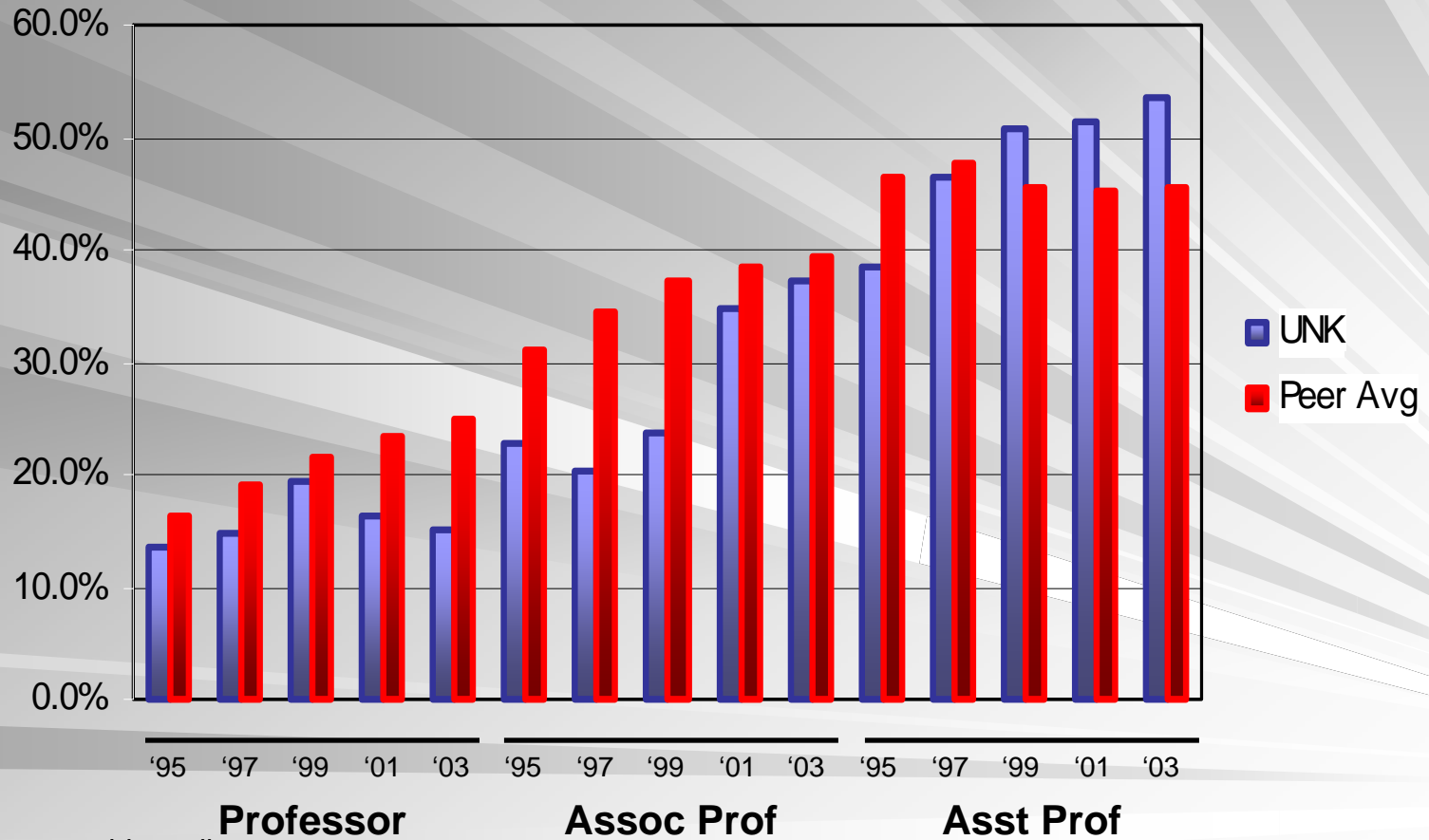
Source: IPEDS Fall Staff Surveys
January 2005

* Includes nonresident aliens.

Office of the Executive Vice President
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IPEDS - Female as % of Total Full-Time Tenure Track Faculty By Rank*

UNK and Peer Average



* Includes nonresident aliens.
 Source: IPEDS Fall Staff Surveys
 January 2005

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 and Provost

Gender Equity Issues: University of Nebraska

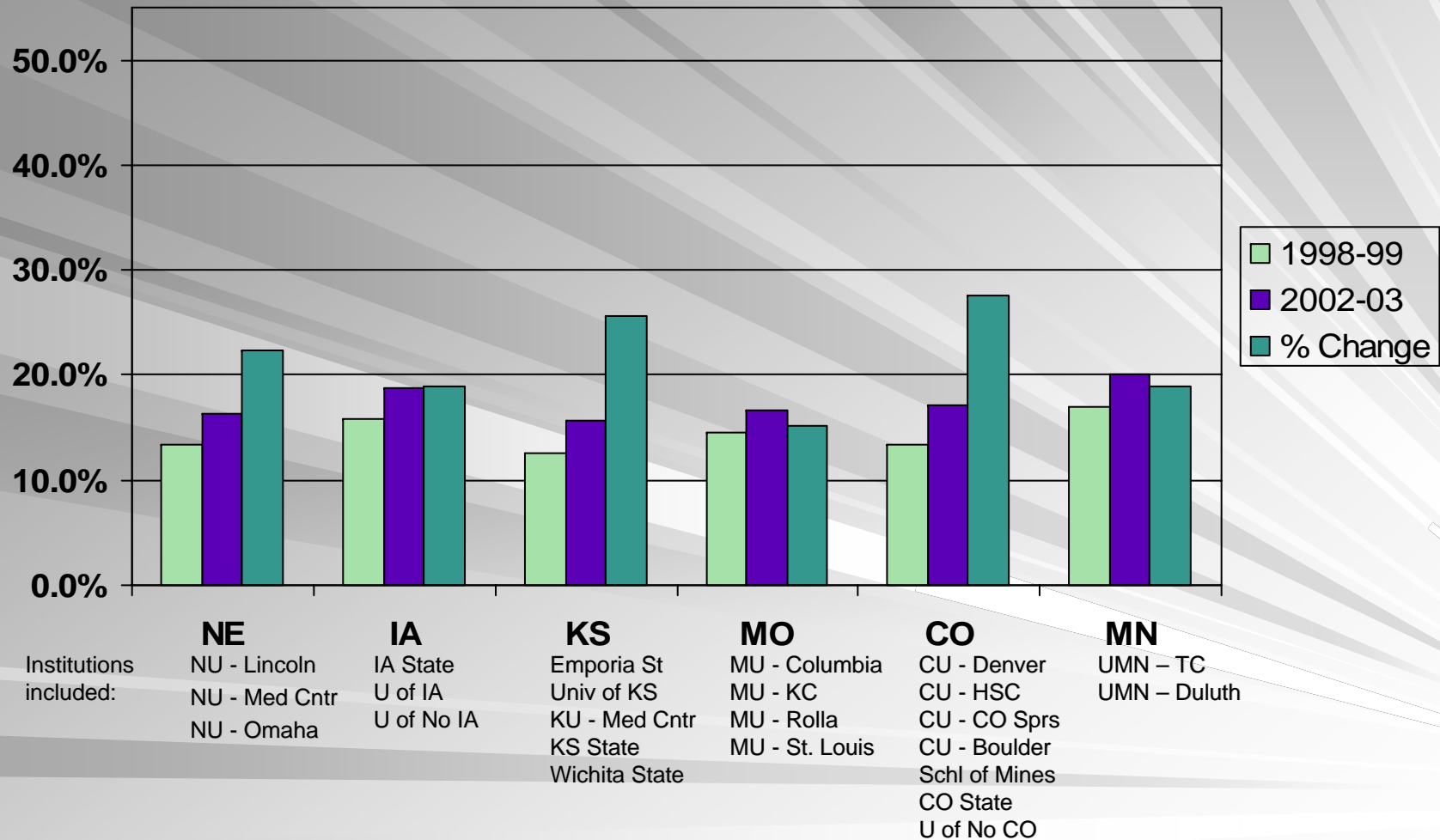
■ Trends

- Faculty % by Gender
- Salary by Gender
- Promotion & Retention by Gender — NU HR Data
- NU Trends: % by Gender and Academic Disciplinary Groups — NU HR Data

■ Comparative Trends

- Peer Comparisons: % by Gender—IPEDS Data
- **Regional Comparisons: % by Gender —IPEDS Data**
- National Comparisons: % by Gender—AAUP Data

Regional - Female as % of Total Faculty on 9/10 Month Contracts at Public Institutions* Offering Doctoral Degrees by Rank and State Professors

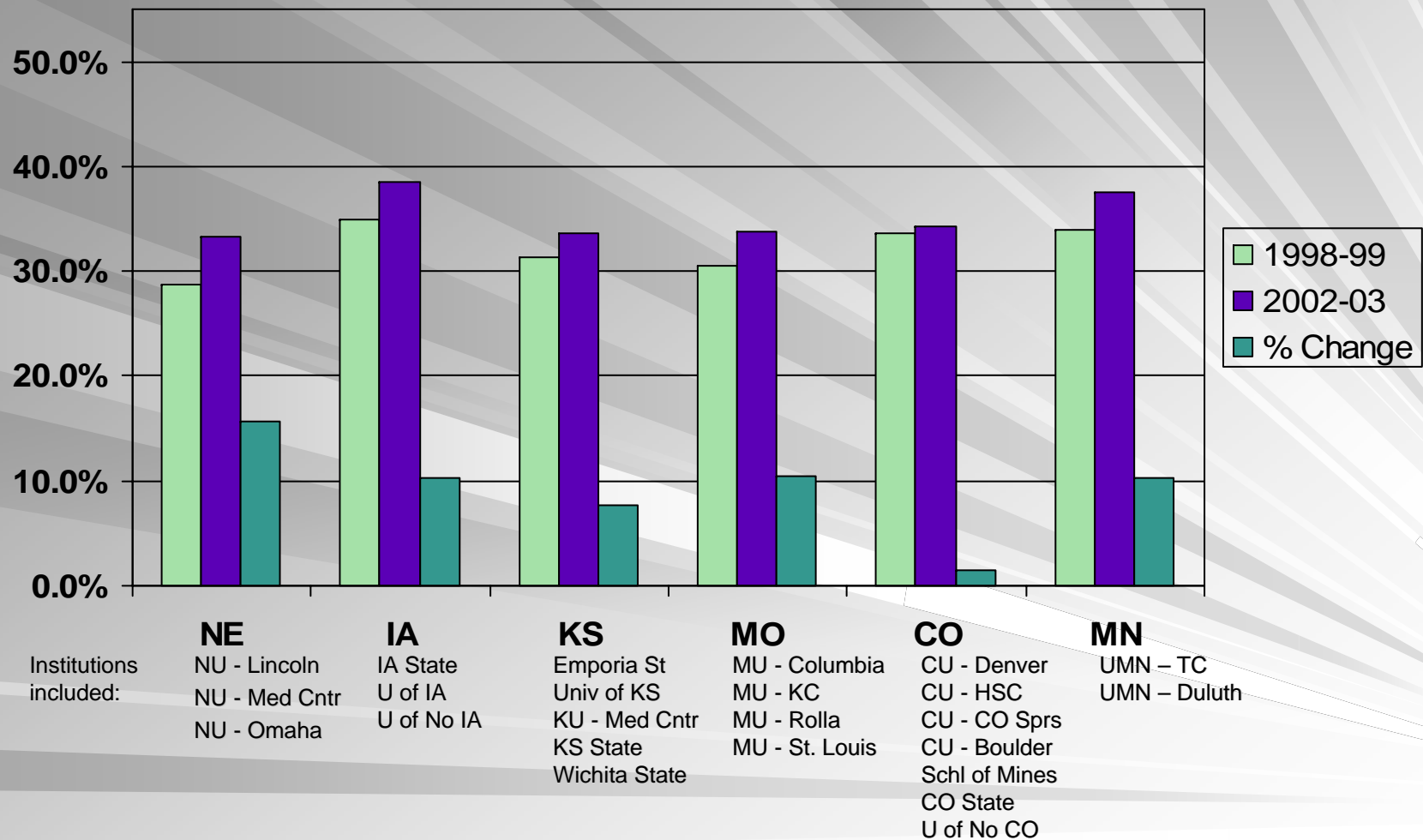


Source: National Education Association (NEA) reporting data from NCES, IPEDS Salary Survey.
January 2005

Office of the Executive Vice President
and Provost

Regional - Female as % of Total Faculty on 9/10 Month Contracts at Public Institutions* Offering Doctoral Degrees by Rank and State

Associate Professors



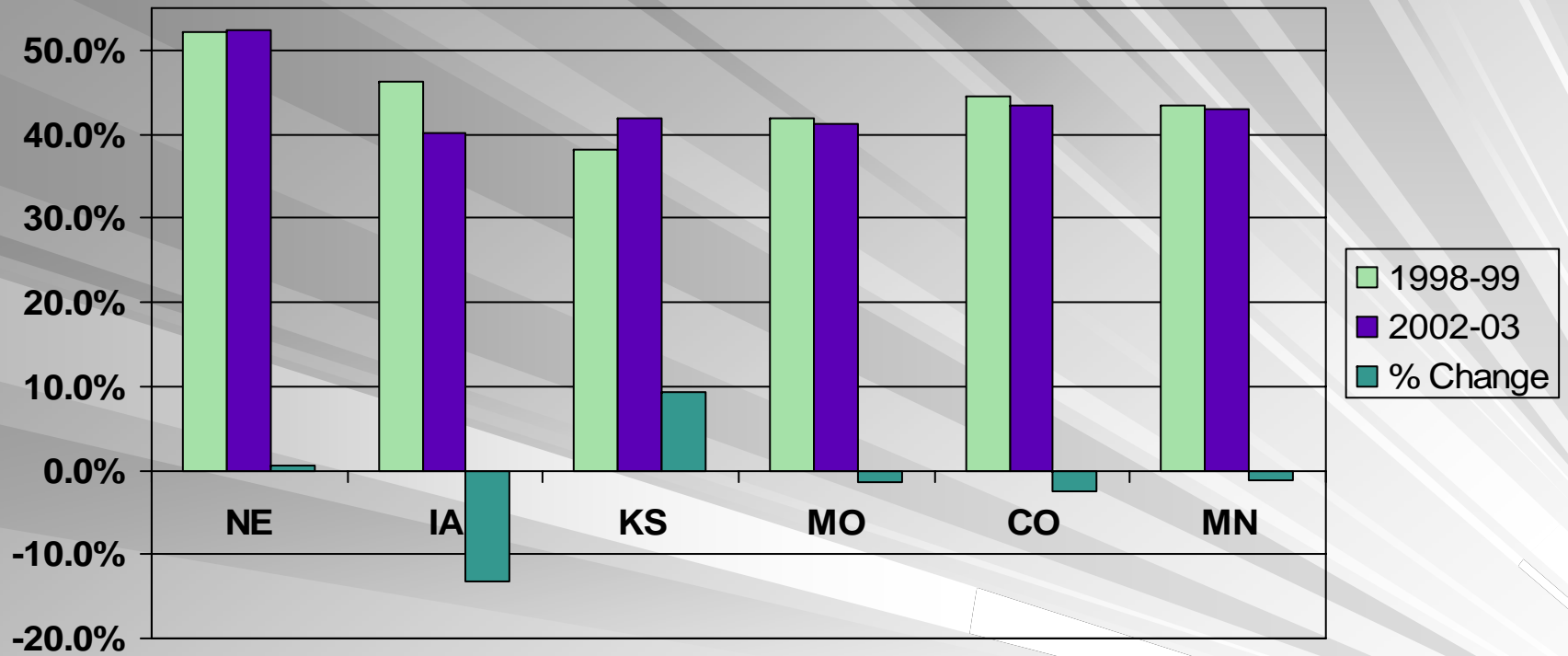
Source: National Education Association (NEA) reporting data from NCES, IPEDS Salary Survey.

January 2005

Office of the Executive Vice President
and Provost

Regional - Female as % of Total Faculty on 9/10 Month Contracts at Public Institutions* Offering Doctoral Degrees by Rank and State

Assistant Professors



Institutions included:	NU - Lincoln NU - Med Cntr NU - Omaha	IA State U of IA U of No IA	Emporia St Univ of KS KU - Med Cntr KS State Wichita State	MU - Columbia MU - KC MU - Rolla MU - St. Louis	CU - Denver CU - HSC CU - CO Sprs CU - Boulder Schl of Mines CO State U of No CO	UMN - TC UMN - Duluth
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Source: National Education Association (NEA) reporting data from NCES, IPEDS Salary Survey.

January 2005

Office of the Executive Vice President
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Gender Equity Issues: University of Nebraska

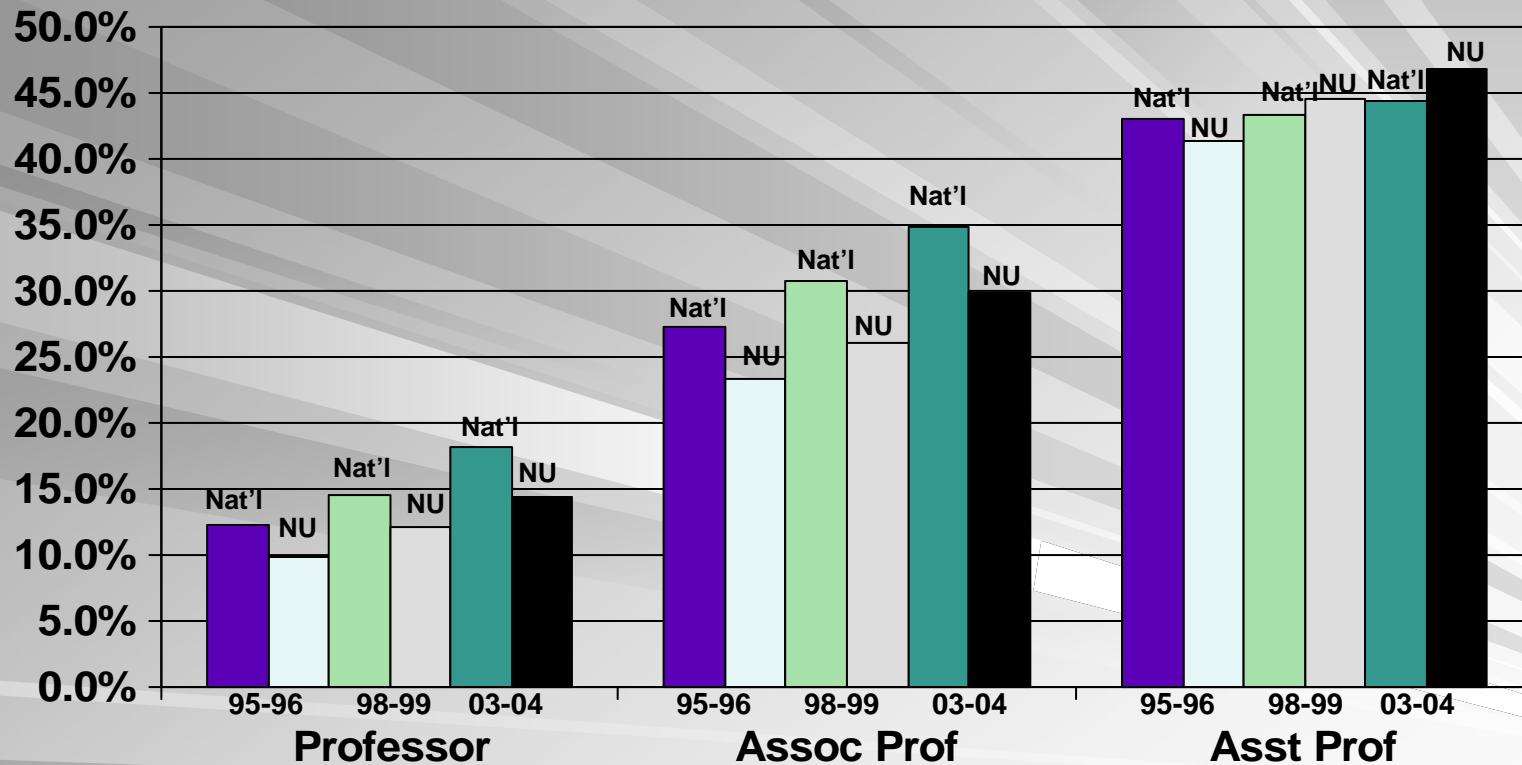
■ Trends

- Faculty % by Gender
- Salary by Gender
- Promotion & Retention by Gender — NU HR Data
- NU Trends: % by Gender and Academic Disciplinary Groups — NU HR Data

■ Comparative Trends

- Peer Comparisons: % by Gender—IPEDS Data
- Regional Comparisons: % by Gender —IPEDS Data
- National Comparisons: % by Gender—AAUP Data

National - Female as % of Total Full-Time Faculty by Rank Public Institutions Offering Doctoral Degrees—AAUP Data



Notes: The figures cover full-time members of the instructional staff except those in medical schools.
Source: American Association of University Professors (AAUP) Academe, March/April publications.

Appendix V
Discipline Cohort Definitions

2004 Ad Hoc Gender Equity Report Discipline Cohort Definitions

EDUCATION

Curriculum & Instruction Educational Admin. & Supervision Educational Leadership Educ./Instruct. Media Design Educ. Stat./Research Methods Educ. Assess./Test./Meas. Educ. Psychology School Psychology Social/Phil. Found. of Education Special Education Couns. Educ./Couns. & Guid. Serv. Higher Education/Eval. & Research	<u>Teacher Education</u> Pre-elementary/Early Childhood Elementary Secondary Adult & Continuing	<u>Teaching Fields</u> Agricultural Education Art Education Business Education English Education Foreign Languages Education Health Education Home Economics Education Tech. & Indust. Arts Education Mathematics Education Music Education Nursing Education Physical Education & Coaching Reading Education Science Education Social Science Education Technical Education Trade & Industrial Education Teacher Educ., Specific Acad. & Voc
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ENGINEERING

Aerospace, Aeronaut.& Astronaut. Agricultural Bioengineering & Biomedical Ceramic Sciences Chemical Civil Communications Computer Electrical & Electronics	Engineering Mechanics Engineering Physics Engineering Science Environmental Health Engineering Industrial & Manufacturing Materials Science Mechanical Metallurgical Mining & Mineral	Nuclear Ocean Operations Research Petroleum Polymer & Plastics Systems Engineering, General Engineering, Other*
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HUMANITIES

History, American History, Asian History, European History/Philosophy of Sci. & Tech. History, General History, Other* <u>Other Humanities</u> American Studies Archeology Art History/Criticism/Conserv. Music Philosophy (See also) Religion (See also) Drama/Theater Arts Humanities, General Humanities, Other*	<u>Letters</u> Classics Comparative Literature Linguistics Literature, American Literature, English English Language Speech & Rhetorical Studies Letters, General Letters, Other	<u>Foreign Languages and Literature</u> French German Italian Spanish Russian Slavic (other than Russian) Chinese Japanese Hebrew Arabic Other Languages & Literature*
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LIFE SCIENCES

<p><u>Agricultural Sciences</u> Agricultural Economics Agricultural Business & Mgmt. Animal Breeding & Genetics Animal Nutrition Dairy Science Poultry Science Animal Sciences, Other* Agronomy & Crop Science Plant Breeding & Genetics Plant Pathology (See also 120) Plant Sciences, Other* Food Engineering Food Sciences, Other* Soil Chemistry/ Microbiology Soil Sciences, Other* Horticulture Science Fisheries Sci. & Management Forest Biology Forest Engineering Forest Management Wood Sci. & Pulp/Paper Tech. Conserv./Renewable Natural Res. Forestry & Related Sci., Other* Wildlife/Range Management Agricultural Sci., General Agricultural Sci., Other*</p>	<p><u>Biological Sciences</u> Biochemistry Biomedical Sciences Biophysics Biotechnology Research Bacteriology Plant Genetics Plant Pathology Plant Physiology Botany, Other* Anatomy Biometrics & Biostatistics Cell Biology Ecology Developmental Bio./Embryology Endocrinology Entomology Biological Immunology Molecular Biology Microbiology Neuroscience Nutritional Sciences Parasitology Toxicology Genetics, Human & Animal Pathology, Human & Animal Pharmacology, Human & Animal Physiology, Human & Animal Zoology, Other* Biological Sciences, General Biological Sciences, Other</p>	<p><u>Health Sciences</u> Speech-Lang. Path. & Audiology Environmental Health Health Systems/ Service Admin. Epidemiology (See also 133) Exercise Physiology/Sci., Kinesiology Rehabilitation/ Therapeutic Services</p> <p><u>Additional UNMC Disciplines</u> Public Health Epidemiology Medicine Nursing Pharmacy Health Sciences, General Health Sciences, Other*</p>
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PHYSICAL SCIENCES

<p>Computer and Information Sci. Mathematics Astronomy</p>	<p>Astrophysics Atmospheric Science and Meteorology Chemistry</p>	<p>Geological and Related Sci. Physics</p>
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PROFESSIONAL

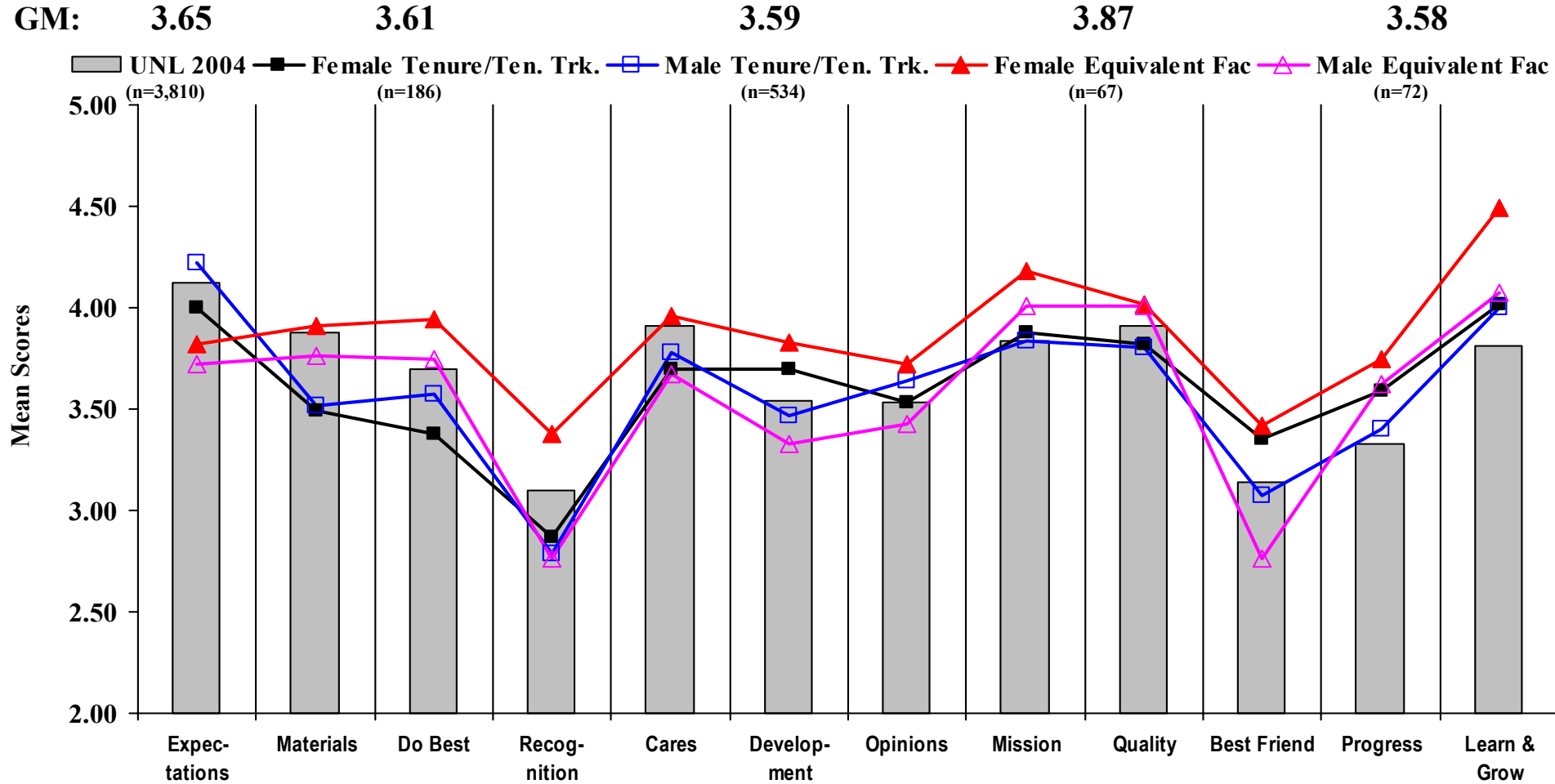
<p>Business management and Administrative Sciences</p>	<p>Communications</p>	<p><u>Other Professional Fields</u> Architec. Environ. Design Home Economics Law Library Science Parks/Rec./Leisure/Fitness Public Administration Social Work Theology/Religious Education Professional Fields, General Professional Fields, Other*</p>
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SOCIAL SCIENCES

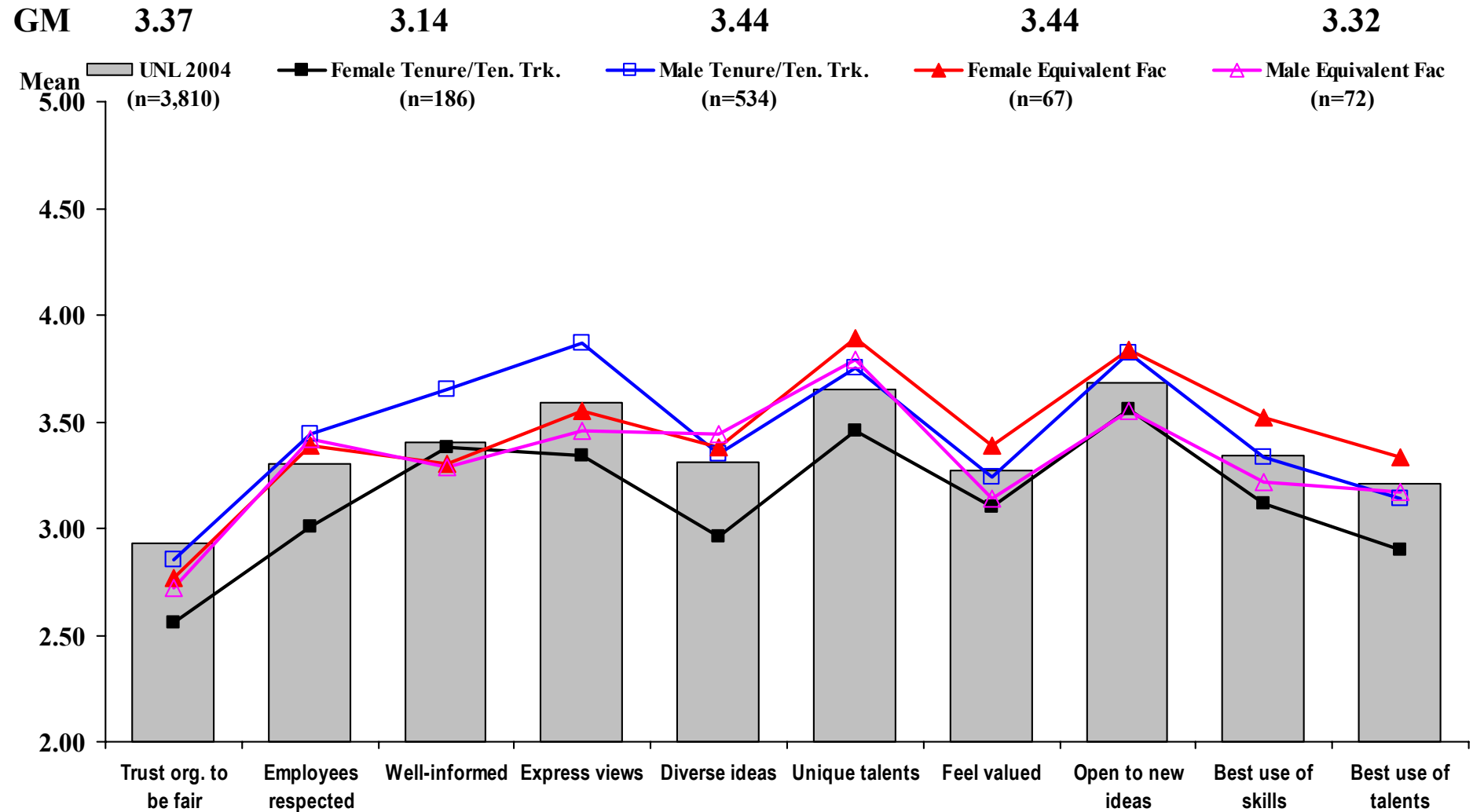
Psychology	<u>Other Areas</u> Anthropology Area Studies Criminology Demography/Population Studies Economics Econometrics Geography	International Relations/Affairs Political Sci. & Government Public Policy Analysis Sociology Statistics (See also) Urban Affairs/Studies Social Sciences, General Social Sciences, Other*
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Appendix VI
UNL Gallup Organization Graphs

UNL Q¹²® Scores of Individuals Based on Faculty Type and Gender



UNL I10™ Scores by Faculty Type and Gender



Appendix VII
Request to and Response from Campus
Constituent Groups

UNIVERSITY OF
Nebraska

BOARD OF REGENTS
Regent Charles S. Wilson, M.D.
District No. 1

October 5, 2004

Denise B. Maybank, Ph.D.
University-wide Gender Equity Committee, Chair
145 Varner Hall
Lincoln, NE
UNCA (0745)

Dear University-wide Gender Equity Committee:

Over the past few months, the Board of Regents' Ad Hoc Committee on Gender Equity has been reviewing issues and information related to gender equity for women faculty at the University of Nebraska. This effort has included compilation and review of existing policies and strategies for ensuring an equitable environment for women faculty, and assembling appropriate databases which reflect the current status of women faculty as well as trends over the past decade.

The Ad Hoc Committee is now considering what recommendations to make to the Board of Regents, and we would appreciate the University-wide Gender Equity Committee's input on **specific actions** you would suggest be taken by the University at this point to enhance the environment for women faculty. Please send your comments to me, at the address in this letter-head, by November 8, 2004. I assure you your suggestions will receive serious consideration by the Ad Hoc Committee as we develop our report to the Board of Regents, currently scheduled for January 14, 2005.

With regards,

Charles Wilson, Chair
Regents' Ad Hoc Committee on Gender Equity

**Recommendations for Enhancement of the University Environment for Women Faculty
in Response to Request from Regent Charles Wilson**

Mailed to:	Response	Recommendations ¹
U-wide Gender Equity Committee	YES	<ol style="list-style-type: none"> 1. Accountability process for diversity funding 2. Also discussed: Possible ways to increase hiring of female faculty (UNO) Salary study (UNMC) 3. Additional recommendations received from UNO representatives: <ul style="list-style-type: none"> • Continue to assess polices that were instituted to address gender equity issues • Support the findings of the UNO on-campus day care survey • Support findings of the UNO faculty campus climate survey
UNL Faculty Women's Caucus	NO	For information only; no response requested
UNL Faculty Senate President	YES	<ol style="list-style-type: none"> 1. Mentoring new hires 2. Retention of senior women faculty 3. Improve visibility of women at all levels; invite distinguished women scholars 4. Support development of women faculty in non-traditional area; cluster hires 5. Provision of domestic partner benefits.
UNL Chancellor's Commission on the Status of Women	YES	<ol style="list-style-type: none"> 1. Improve dissemination of UNL's current family-friendly leave, family and medical leave policies 2. Require training for all new department chairs and deans about UNL's current family-friendly policies 3. Create brochure about UNL's current policies its commitment to family-friendly policies 4. Secure commitment from UNL Chancellor to work with Lincoln Public Schools to align the University and public school calendars 5. Request Chancellor make public statement of commitment to work/life balance and family friendly policies 6. Create an entitlement policy on parental-leave and tenure-clock extension,

		<p>rather than the current department-by-department approach</p> <ol style="list-style-type: none"> 7. Survey faculty and staff at UNL about work/life issues 8. Redesign the UNL Human Resources website to make navigation clear and simple to showcase women's and family issues 9. Make evaluations of supervisors anonymous 10. Effectively educate all members of the campus community concerning harassment and enforce policies uniformly and fully 11. Educate all members of the campus community concerning safety, enforce policies concerning it uniformly and fully 12. Offer domestic partner benefits to all faculty, staff & students 13. Implement Active Service-Modified Duties (e.g., temporary relief from teaching duties for one semester) 14. Add a child-care facility available to faculty, staff and students with sliding-fee scale 15. Establish a temporary or part-time faculty position that tenure/tenure track faculty can use during a period of their careers when care-giving responsibilities are greatest 16. Establish a task-force to deal with care-giving issues 17. Re-establish the dual-career office 18. Consider cluster-hiring in areas in which few women are employed 19. When establishing policies, take into consideration those with graduate teaching appointments and adjunct faculty-as many are women 20. Establish and enforce equity in salary and benefits
UNO Faculty Senate President	NO	No recommendations submitted
UNO Chancellor's Commission on the Status of Women	YES	<ol style="list-style-type: none"> 1. Additional mentoring options 2. Child care survey – results pending 3. Review gender equity in UNO faculty salaries 4. Support diversity in faculty applicant pools 5. Supplemental funding for female and ethnic minority faculty 6. Sponsor leadership opportunities for female faculty (e.g., Chancellor's sponsorship of Women's Leadership Institute) 7. Consistency in provisions of the family & disability leave policies 8. Option to adjust female faculty members' tenure track when extended

		maternity leave is taken.
UNMC Faculty Senate President	YES	<ol style="list-style-type: none"> 1. For UNMC, target colleges in need of improved representation of women for peer comparison 2. Establish one individual on each campus who is accountable to BOR for progress toward gender equity with responsibility for corrective action 3. Identify tenured faculty member on each campus to serve at least .5 FTE as a Campus Equity Officer & provide budget for this office
UNMC Chancellors Commission on Gender Related Issues	YES	<ol style="list-style-type: none"> 1. Accomplish salary equity taking into account roles and responsibilities.
UNK Faculty Senate President ²	NO	No recommendations submitted
UNK Chancellors Advisory Committee for Gender Equity	YES	<ol style="list-style-type: none"> 1. Identify fields of study where women are under-represented and provide scholarships and support 2. Establish formalized and uniform campus-wide mentoring for all faculty 3. Adjunct pay be increased and standardized across the campus.

¹Abbreviated versions of the recommendations are listed.

²UNK Faculty Senate President, Dr. Bridges, works with the UNK Chancellors Advisory Committee on all reports and recommendations (the data comes through the advisory committee). Dr. Bridges confirmed that she is in total agreement with the recommendations submitted by the UNK Advisory Committee.