

AGENDA
THE BOARD OF REGENTS
OF THE UNIVERSITY OF NEBRASKA
Varner Hall, 3835 Holdrege Street
Lincoln, Nebraska 68583-0745
Friday, October 26, 2012
12:00 p.m. (noon)

- I. CALL TO ORDER
- II. ROLL CALL
- III. APPROVAL OF MINUTES AND RATIFICATION OF ACTIONS TAKEN ON SEPTEMBER 14, 2012

- IV. KUDOS
 - Gregory Dorn, University of Nebraska-Lincoln*
 - David Bagby, University of Nebraska-Lincoln*
 - Tuire Cechin, University of Nebraska Medical Center*
 - Richard M. Scholwin, University of Nebraska at Kearney*
 - Marylyn May, University of Nebraska at Omaha*

- V. RESOLUTIONS
 - Recognition for Regent Faisal Ahmed, University of Nebraska Medical Center*
 - Recognition for Regent Randy Ferlic*
 - Recognition for Regent Chuck Hassebrook*

- VI. HEARINGS

- VII. PUBLIC COMMENT

The Standing Rules of the Board provide that any person who gives 24 hours' notice to the Corporation Secretary of the Board may speak to any item that is not on the agenda. In addition, 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. Public comment will be limited to a period of 30 minutes.

- VIII. UNIVERSITY CONSENT AGENDA

- A. ACADEMIC AFFAIRS

- 1. Request for approval of Outside Employment at the University of Nebraska at Kearney for Timothy Obermier Addendum VIII-A-1
- 2. Request for approval of Outside Employment for Samuel J. Meisels, Executive Director of the Buffet Early Childhood Institute Addendum VIII-A-2

- B. BUSINESS AFFAIRS

- 1. Approve appointment of two members to the Board of Directors of The Nebraska Medical Center: Harold M. Maurer, M.D. from January 1, 2013 to June 30, 2013, and James E. McClurg for a term from January 1, 2013 to December 31, 2015 Addendum VIII-B-1

IX. UNIVERSITY ADMINISTRATIVE AGENDA

A. ACADEMIC AFFAIRS

1. Approval is requested to establish the Rural Futures Institute at the University of Nebraska Addendum IX-A-1
2. Approval is requested to create a Bachelor of Science degree in Applied Climate Science in the School of Natural Resources in the College of Agricultural Sciences and Natural Resources at the University of Nebraska-Lincoln Addendum IX-A-2
3. Approval is requested to establish the Center for Urban Sustainability at the University of Nebraska at Omaha Addendum IX-A-3

B. BUSINESS AFFAIRS

University of Nebraska-Lincoln

1. Approve the Program Statement and Budget for Brace Laboratory Renovation at the University of Nebraska-Lincoln Addendum IX-B-1
2. Approve the attached Resolution to authorize expenditure of up to \$1,966,468 for capital improvements for the Nebraska Unions and University Housing facilities from the Replacement Fund of the Student Fees and Facilities Revenue Bonds at the University of Nebraska-Lincoln Addendum IX-B-2
3. Approve the Resolution to authorize the expenditure of up to \$700,000 from the Surplus Fund of the UNL Parking Revenue Bonds to improve certain property and equipment Addendum IX-B-3
4. Approve the development team of America First Real Estate Group, LLC, the project scope for the mixed-use component of the 18th and R Parking Garage at the University of Nebraska-Lincoln, and the associated Ground Lease and Guaranteed Annual Payment and Excess Gross Revenue Sharing Agreement Addendum IX-B-4
5. Approve acceptance of a gift of audio/video equipment for the University of Nebraska-Lincoln Hendricks Complex Addendum IX-B-5
6. Approve acceptance of a gift of Software License for the University of Nebraska-Lincoln College of Education and Human Sciences Department of Textiles, Merchandising & Fashion Design Addendum IX-B-6
7. Approve the Encroachment Easement Agreement with the Nebraska Educational Telecommunications Commission for the East Campus Recreation Center at the University of Nebraska-Lincoln Addendum IX-B-7

University of Nebraska at Omaha

8. Approve the Purchase Agreement by and between NS-The Heritage, L.L.C., the Pappas-Missouri River Natural Resources District and the Board of Regents for approximately 76 acres adjacent to University of Nebraska at Omaha's Glacier Creek Preserve Addendum IX-B-8
9. Authorize the President of the University to enter into a letter of intent with developers for construction of an arena at the University of Nebraska at Omaha Addendum IX-B-9

University of Nebraska Medical Center

10. Approve the Interlocal Agreement with Douglas County, Nebraska, for funding in the amount of \$500,000 annually for ten (10) years for the Comprehensive Cancer Center Project Addendum IX-B-10
11. Approve the Interlocal Agreement with the City of Omaha, Nebraska, for funding in the amount of \$35,000,000 for the Comprehensive Cancer Center Addendum IX-B-11

C. FOR INFORMATION ONLY

1. University of Nebraska Strategic Planning Framework Addendum IX-C-1
2. University of Nebraska Strategic Framework Accountability Measures Addendum IX-C-2

3. Calendar of establishing and reporting accountability measures
Addendum IX-C-3
4. University of Nebraska Strategic Dashboard Indicators Addendum IX-C-4
5. Board of Regents agenda items related to the University of Nebraska Strategic
Framework Addendum IX-C-5

D. REPORTS

1. Fall 2012 Enrollment Report Addendum IX-D-1
2. Programs with Tuition Variances Addendum IX-D-2
3. Leaves of Absences approved during the period July 1, 2011-June 30, 2012
Addendum IX-D-3
4. Memorandum of Understanding between the University of Nebraska-Lincoln
College of Law and the University of Nebraska Medical Center College of Public
Health to form a Juris Doctorate (JD) and Master of Public Health (MPH) dual
degree program Addendum IX-D-4
5. Intermediate Design Report – UNK Wellness Center Addendum IX-D-5
6. Bids and Contracts Addendum IX-D-6
7. Naming of the Thayer Athletic Research Lab in the new East Stadium Athletic
Wing at the University of Nebraska-Lincoln Addendum IX-D-7
8. Naming of the James A. Rawley Conference Room on the 6th Floor of Oldfather
Hall at the University of Nebraska-Lincoln Addendum IX-D-8
9. Naming of the Kenneth W. Nikels Physiological Psychology Lab at the
University of Nebraska at Kearney Addendum IX-D-9
10. Appointment of Directors to Cancer Center Development Corporation
Addendum IX-D-10

X. ADDITIONAL BUSINESS

VIII. UNIVERSITY CONSENT AGENDA

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B. BUSINESS AFFAIRS

1. Approve appointment of two members to the Board of Directors of The Nebraska Medical Center: Harold M. Maurer, M.D. from January 1, 2013 to June 30, 2013, and James E. McClurg for a term from January 1, 2013 to December 31, 2015 Addendum VIII-B-1

TO: The Board of Regents
Academic Affairs

MEETING DATE: October 26, 2012

SUBJECT: Request for Approval of Outside Employment

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

Timothy Obermier, Professor, Industrial Technology Department, to provide assistance with strategic planning and serve as a paid member of the Board of Directors for International Sensor Systems Incorporated.

EXPLANATION: The request by Timothy Obermier for approval of outside activity is in accordance with Section 3.4.5 (a) of the *Bylaws of the Board of Regents of the University of Nebraska* specifying that University employees must have the approval of the Board of Regents to be retained to provide professional services outside the University to an individual person, client, company, firm or governmental agency over a time period lasting more than two years.

Dr. Obermier is requesting permission of the Board of Regents to serve on the Board of Directors for International Sensor Systems Incorporated as an elected member by the majority vote of the stockholders. The Board meets 2-3 times per year. Serving on the Board helps the Industrial Technology Department at UNK maintain relations with corporations such as International Sensor Systems Incorporated and ensures curriculum relevancy. This activity will not interfere with the normal university duties of Dr. Obermier.

SPONSOR: Charles J. Bicak
Senior Vice Chancellor for Academic and Student Affairs

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

DATE: October 8, 2012

TO: The Board of Regents
Academic Affairs

MEETING DATE: October 26, 2012

SUBJECT: Request for Approval of Outside Employment

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

Samuel J. Meisels, Ph.D., Founding Executive Director of the Buffett Early Childhood Institute to continue his consulting agreement with NLS Pearson, Inc. which will easily fit into the two days per month allowed under Bylaw 3.4.5 but extends beyond two years.

EXPLANATION: The request by Dr. Meisels for approval of outside activity is in accordance with Section 3.4.5 (a) of the *Bylaws of the Board of Regents of the University of Nebraska* specifying that University employees must have the approval of the Board of Regents to be retained to provide professional services outside the University to an individual person, client, company, firm or governmental agency over a time period lasting more than two years.

RECOMMENDED: James B. Milliken
President

DATE: October 10, 2012

TO: The Board of Regents
Business Affairs

MEETING DATE: October 26, 2012

SUBJECT: Appointment of members to the Board of Directors of The Nebraska Medical Center

RECOMMENDED ACTION: Approve appointment of two members to the Board of Directors of The Nebraska Medical Center:

- Harold M. Maurer, M.D. from January 1, 2013 to June 30, 2013, and
- James E. McClurg for a term from January 1, 2013 to December 31, 2015

PREVIOUS ACTION: December 8, 2011 – The Board of Regents approved the appointment of Gail Walling Yanney, M.D. and Nancy Keegan, for a term of three years.

December 2, 2010 – The Board of Regents approved elimination of formal geographic restrictions on Board of Regents appointments to The Nebraska Medical Center pursuant to the Joint Operating Agreement and repealed the motions adopted by the Board of Regents on December 11, 2004 and November 11, 2005. The Board shall endeavor to recruit Board appointees from across Nebraska and to have representation from non-metropolitan Nebraska on the Board at all times.

December 2, 2010 – The Board of Regents approved the appointment of Ron Hollins, M.D. and James B. Milliken, for a term of three years.

September 4, 2009 – The Board of Regents approved the appointment of Harold M. Maurer, M.D. and Duane Acklie, for a term of three years.

EXPLANATION: The Nebraska Medical Center Bylaws provide for the appointment of twelve members of The Nebraska Medical Center Board of Directors for three year terms. The two members of The Nebraska Medical Center (the Regents and the combined Clarkson entities) shall each appoint six directors with staggered terms. The current Board of Directors appointed by the Board of Regents and their terms are:

January 1, 2010 to December 31, 2012:
Harold M. Maurer, M.D.
Duane Acklie

January 1, 2011 to December 31, 2013:
Ron Hollins, M.D.
James B. Milliken

January 1, 2012 to December 31, 2014:
Gail Walling Yanney, M.D.
Nancy Keegan

Therefore, it is recommended that the Regents approve the appointment of the following two persons to The Nebraska Medical Center Board of Directors for a term of three years:

Appointees:

Harold M. Maurer, M.D.
January 1, 2013 to June 30, 2013

James E. McClurg
January 1, 2013 to December 31, 2015

RECOMMENDED: Executive Committee
Board of Regents

DATE: October 8, 2012

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TO: The Board of Regents
Academic Affairs

MEETING DATE: October 26, 2012

SUBJECT: Establish the Rural Futures Institute at the University of Nebraska

RECOMMENDED ACTION: Approval is requested to establish the Rural Futures Institute at the University of Nebraska

PREVIOUS ACTION: July 15, 2000 – The Board approved the FY 2001-2003 University of Nebraska biennial operating budget request, which included \$1,500,000 over two years of the biennium to support focused public service/ engagement in rural communities across the state of Nebraska.

EXPLANATION: To address challenges and issues impacting many rural regions in Nebraska and throughout the world, the University seeks to establish the Rural Futures Institute. The new institute will assist rural regions in evolving through innovation and entrepreneurship by mobilizing the resources of the University of Nebraska and its partners. This mobilization will create knowledge and action to support people and places to achieve their desired futures. The Institute will be a research, education, and policy institute that supports transdisciplinary collaborations and emphasizes engagement with stakeholders by identifying issues, setting goals, and developing programming. The University will leverage Rural Initiative resources and University faculty expertise to secure private gifts, and competitive grants and contracts, as well as increasing over time the investment of University funds.

This proposal has been reviewed by the Council of Academic Officers.

PROGRAM COSTS: Total cost for first full year – FY2014 – \$1,760,400

SOURCE OF FUNDS: Reallocation of UNL’s portion of the Rural Initiative funding (\$1,062,777 recurring and \$795,056 carryover funds)

SPONSOR: Ronnie D. Green
Vice President, Agriculture and Natural Resources,
University of Nebraska
Harlan Vice Chancellor, Institute of Agriculture and Natural Resources,
University of Nebraska-Lincoln

RECOMMENDED: James B. Milliken
President

DATE: October 2, 2012

The Rural Futures Institute

Name of the Institution: University of Nebraska

Name of Program involved: Interdisciplinary, university-wide initiative

Other Programs offered in this field by this Institution: The University of Nebraska has significant investment in a wide array of programs scattered across all four campuses which directly impact rural people and places. Examples include programs in agriculture and natural resources (UNL IANR, UNL Law, and Nebraska College of Technical Agriculture), rural health (UNMC) rural education (UNL, UNO, and UNK), and rural development and community planning (UNO, UNK, and UNL)

Administrative Units for the Institute:
University of Nebraska, Office of the President

Date Approved by Governing Board: TBA

Proposed Date the Institute will be initiated: FY2012-13

1. Purpose and Context for the Institute

It's no secret that many rural regions in Nebraska and throughout the world have struggled in recent decades to remain vibrant and competitive as they face trends of declining population, increased median age, and other changing dynamics. Believing the University could play an important role in preparing rural individuals and communities to meet these challenges and embrace the opportunities of the future, the University of Nebraska created the system-wide Rural Initiative (RI) in 2002.

A 2008 external review team of the Rural Initiative reported that:

- "If the University of Nebraska truly holds rural issues up as a priority, and wants to be recognized for its commitment to rural Nebraska, then this effort needs a highly visible presence and stature within the NU system. That will help enable it to become a vehicle for transformative change across all four campuses."
- "There is the need for a new paradigm, new models, and new ways of thinking about how to optimize institutional capacity for rural revitalization." "Conventional just isn't going to do it."

To address the review team's recommendations, the University of Nebraska seeks to refocus this important effort by establishing the Rural Futures Institute (RFI) – dedicated to asking hard questions of how rural regions need to evolve in the future, rather than attempting to preserve a past that was built around a completely different set of dynamics than those found in today's information and technology-based economy.

The work of the RFI will be informed by its core values. The core values of an organization can be thought of as those belief systems which form the foundation upon which the organization's work is

performed. In an ever-changing world, core values remain constant and represent the basic elements of how an organization goes about its work. The core values of the RFI are described as:

- ❖ **Inclusive:** Recognizes that all voices are needed, respected and welcomed; and that the work of the RFI is largely about serving the broad public interest, including those who are vulnerable and the legitimate interests of urban stakeholders. Also, “the youth voice” is often missing despite the fact this population has the greatest stake in the future. Their voice must be heard at every juncture and in a meaningful (not token) role.
- ❖ **Transdisciplinary:** Utilizes a broad range of views and expertise, including community-based knowledge, to address contemporary rural issues and develop strategies for the future. Some of the most exciting and creative work of the RFI is likely to come (a), at the interstice of existing disciplines, and (b), in integrating local knowledge and expertise with that found in the academe.
- ❖ **Creative:** Acknowledges that creativity is the foundation for both innovation and entrepreneurship. Taken together, they are the key opportunities for transformational impact, both within communities and higher education institutions.
- ❖ **Reflective and Collaborative:** Creates learning communities and networks of rural residents/leaders, academics and institutional partners. These networks provide new knowledge and insight from the past and continuously and critically assess, evaluate and perform mid-course adjustments to pursue positive change. Networks, rather than a hierarchy, are central to the RFI because networks tend, by their nature, to be flexible, which facilitates learning, innovation, the development of social capital and the sharing of scarce resources. All are necessary if the RFI and its partners, including community partners (both rural and urban), are to maximize opportunities.
- ❖ **Bold:** Encourages the advancement of bold ideas, realizing they are often higher risk, in exchange for potentially higher rewards. Strategies and tactics are often too tightly tied to what has happened in the past (i.e., path dependent) and are neither very creative nor inspirational. This applies to rural communities as well as higher education and other institutions.
- ❖ **Opportunistic and Resilient:** Expands the capacity of academic institutions, as well as rural people and places, to respond quickly and effectively to expected and unexpected events, resulting in more strategic and resilient responses to ever-changing circumstances.
- ❖ **Capacity Building:** Recognizes that focusing on opportunities and challenges is not enough. The RFI must also focus on expanding the capacity of all stakeholders to respond quickly and effectively to future events.
- ❖ **All Serving:** Insures work of the RFI will focus its work on advancing the genuine economic interests of all, including opportunities for those who work to own the fruits of their labor through self-employment.
- ❖ **Sustainable:** Requires that the RFI has a long-term perspective to ensure sustained effectiveness and that a community’s progress and viability are defined by the triple bottom line of economic, social, and environmental considerations.

RFI Vision: The Rural Futures Institute will be an internationally recognized leader for increasing community capacity as well as the confidence of rural people to address their challenges and opportunities, resulting in resilient and sustainable rural futures.

RFI Mission: Building upon the strengths and assets of rural Nebraska, the Great Plains, and globally, the Rural Futures Institute, through a culture of innovation and entrepreneurship, will mobilize the resources and talents of the University of Nebraska and its partners, including community partners, to create knowledge and action that supports rural people and places to achieve unique paths to their desired futures.

2. Need and Demand for the Institute

Globalization and other unprecedented factors and trends are now changing our world at an ever increasing rate. This creates additional challenges, but it also creates opportunities for rural Nebraskans. Approximately 15 percent of the U.S. population resides in rural America, but 90 percent of the land is contained therein. Thus, most of the resources we depend upon—food, water, energy, fiber and minerals as well as recreational resources – are located or originate in rural areas. The rapid increase in world demand for these resources provides growth opportunities for rural communities across Nebraska, the Great Plains, and globally. To succeed, the region – rural and urban alike – must anticipate and take advantage of an ever-changing environment. Change is inevitable; progress is optional.

While the University of Nebraska, as a land-grant institution, can take pride in the fact it has played a vital role over the years in bringing new scientific breakthroughs to farmers and ranchers, today's rural landscape is much different. As farm and ranch operations grew in size and as the total number of farm operations declined, there has been widespread rural population loss and the decline/demise of many smaller rural towns and communities. Nowhere has this been more pronounced than in the rural Great Plains region.

The land-grant university system has been criticized for not being more concerned and responsive to the unintended consequence of increased agricultural productivity; specifically, the secondary impacts on rural community life and vitality. To be sure, a number of land-grant universities, including the University of Nebraska, have made some efforts to address the broader challenges and opportunities facing rural people and places, but it has not been enough. The University of Nebraska believes it can and should be doing more – and the Rural Futures Institute can be that catalyst.

Envisioning the Rural Futures Institute: As mentioned previously, a 2008 external review of the Rural Initiative stated that if the University was to have a successful rural focused enterprise, it needed to have a highly visible presence and stature within the NU system with a new paradigm, new models, and new ways of thinking. One of the first charges President J.B. Milliken presented to Vice President Ronnie Green upon arrival at the University was to address the concerns raised in the Rural Initiative External Review report.

In the early months of 2011, internal discussions were held which led to a preliminary concept for the RFI. This concept was shared in a NU system-wide webinar led by President Milliken and Vice President Green. In the spring of 2011 survey data was collected from NU faculty and staff across the University's campuses regarding their thoughts and interest in collaborating with this effort. In April, a think tank of university, regional and national experts in community planning, design and development was convened to probe their thoughts about what a successful rural focused effort should entail for it to have a major impact on rural regions and communities.

From September 2011 to April 2012, seventeen focus groups composed of NU faculty and staff, community stakeholders, and partners were held, both on campuses and in communities scattered across the state. Over 350 individuals participated and provided feedback into how a Rural Futures Institute should be structured and what its focus should be.

In May 2012 the first Rural Futures Conference was held. The purpose of the conference was to convene some of the best minds from Nebraska, other states throughout the U.S., and globally to help the University think through carefully and expeditiously the further development and refinement of the RFI. Over 465 people attended from twenty-eight states and three countries. Twenty land-grant universities were represented. Recommendations that came out of the conference included: it should be regional – (Great Plains region) while also focusing on nationally and internationally relevant work; it should be nimble, bold and pro-active; its work needs to be driven by community/regional priorities; RFI work should encourage transdisciplinary, cross institutional collaborations; there should be a strong focus on youth; and its programming should engage with rural stakeholders early and often in the process.

In June and July 2012, a small team assimilated the recommendations from all of the conversations held over the past 18 months. This information was the basis for a framework drafting workshop held in late July. Participants included representatives of all four University of Nebraska campuses, the Board of Regents, other land-grant universities, non-profit organizations, Nebraska communities, USDA Rural Development, private universities and community colleges. The workshop results have been compiled in **Rural Futures Institute Framework: An Initial Guide to Deliberations and Decision Making** and upon which this proposal document is based.

3. Adequacy of Resources

Redirect the annual internal funding of approximately one million dollars supporting the Rural Initiative to establish the funding base for the Rural Futures Institute. The University will leverage these resources and the expertise of University faculty to secure additional funding through private gifts, and competitive grants and contracts. These funds will be used to launch significant discovery, learning and engagement programs and build partnerships with rural regions, non-profit organizations, and state agencies, as well as national and international research, policy and education institutions to “increase community capacity as well as the confidence of rural people to address their challenges and opportunities, resulting in resilient and sustainable rural futures.”

4. Organizational Structure and Administration

The Rural Futures Institute will be a university-wide institute incorporating faculty and students from all four campuses of the University of Nebraska. It will initially be housed on or near the University of Nebraska-Lincoln campus.

The mission of the RFI emphasizes the need for “a culture of innovation and entrepreneurship”. The first place to demonstrate a commitment to such a culture is in the governance philosophy of the RFI. The governance and functionality of the RFI must allow it to be pro-active, flexible, and nimble with the ability to quickly make mid-course adjustments and corrections to adapt to a rapidly changing external environment and associated opportunities and challenges.

Consequently, the governance and the organizational framework for the RFI should be designed creatively to take advantage of the reputation, resources and relationships of the University of Nebraska while, at the same time, respecting the critical role other organizations and institutions will need to play in the RFI. A variety of mechanisms could be put in place to achieve this goal. In terms of legal structures, one such approach would be to establish a subsidiary 501(c) (3) organization similar in concept to the Innovation Campus Development Corporation at the University of Nebraska. However, that decision need not be made at the outset. It is recommended that minimal time be spent upfront on the various legal and organizational structures that could be considered and that NU will be the RFI’s initial administrative home. Ultimately, form follows function and whatever is put in place initially can be adjusted and changed as needed as the RFI moves through its initial incubation period. A commitment to re-visit organizational options after 2-3 years is all that is needed initially.

The governance system of the RFI should allow broad representation from campuses, partners, and stakeholders; support a culture that is pro-active, flexible and nimble; attract funding from both public and private sources; have a deep and broad impact on the culture of the University; and maintain the capacity to evolve as needed.

- **Board of Directors and Advisory Council:** The RFI Board of Directors will have fiduciary responsibility and will work with the Executive Director to provide the overall strategic direction and stewardship for the RFI and its program of work. The Board of Directors should be relatively small (9-15 members) with a majority of the Board of Directors representing the University of Nebraska and including the President and/or Vice President for Agriculture and Natural Resources and the Chancellors of each of the four campuses. The remaining Board members will lend expertise and external validity/perspective and may come from other land-grant universities, funders, private business, government, communities and non-government organizations. Representation by young adults should also be a priority consideration. In addition to the Board of Directors, an Advisory Council will be formed to provide a broader base of informal input, direction, feedback and support to the RFI and its Executive Director than would be possible from a relatively small Board of Directors. The Board of Directors will establish specific guidelines for Advisory Council membership but must strive to have a broad and diverse membership base focused on the big picture and futuristic in its orientation.

- **Executive Director:** Recruiting and hiring an Executive Director should be an immediate priority for the RFI. The Executive Director should have appropriate academic credentials and standing; but that is not nearly enough, regardless of how strong the academic credentials are. The Executive Director must also have an extraordinary skill set: (a) as a social entrepreneur and (b) in building relationships. The latter must include a particularly strong propensity for building strong and robust relationships with non-academic individuals and entities, including grass roots organizations, community residents and funders. The director needs to be outward focused and not consumed by day-to-day operational matters. The latter can be handled by a strong support staff. The Executive Director will report to the NU Vice President of Agriculture and Natural Resources. The Executive Director will provide the visionary leadership and administrative experience to establish the RFI as a global leader in Rural Futures. The Executive Director will have strong drive and a sense of mission, and the ability to raise funds.

- **Associate Director for Engagement:** The Associate Director will be responsible for building and maintaining strong working relationships both internal and external to the University. The success of the RFI will depend upon creating a culture of collaboration across the campuses and colleges of the University as well as building a strong network of external partners. The Associate Director will also be responsible for developing stakeholder engagement strategies that build and sustain the perceived value of the RFI among its constituents.

- **Other Organizational and Structural Considerations:** The following organizational guidelines and principles should steer the initial development of the RFI, all of which must be built upon a solid foundation of strong relationships, trust and transparency. The focus should be on what is best for rural people and places rather than what is best for the organizations and institutions affiliated with the RFI:

- ❖ Avoid creating a hierarchical approach; instead, think more in terms of a flat organization utilizing organic collaborations, hubs/spokes, nodes and fluid networks. Purposefully build relationships and consensus across all four NU campuses and with other higher education institutions, communities and other external stakeholders. This “distributed model” could lead to the RFI becoming an umbrella organization with nodes located at partnering institutions across the region and beyond. Additionally, it is important to ensure the RFI operates in a way that it is always seen as an asset and a partner, not a competitor.
- ❖ In addition to a Board of Directors and an Advisory Council, formal or informal programmatic interest groups, caucuses and committees could likely serve an important purpose. A youth advisory interest group is a top priority.
- ❖ A rather small core staff for the RFI is envisioned and administrative overhead needs to be minimized vis-à-vis programmatic investments. The success of the RFI should NOT be measured by the size of its personnel complement.
- ❖ As a general rule, faculty will not be permanently budgeted in the RFI. Faculty and staff will move in and out of the RFI networks and teams depending on the expertise

needed to address the opportunity or issue at hand. Faculty and staff-affiliate appointments will be available for both NU personnel and for non-NU personnel, including visiting scholar, fellowships and practice in residence arrangements. In addition, bold partnerships may be considered such as sharing faculty across institutions. For example, Iowa State and the University of Wisconsin are currently recruiting for a shared extension faculty position in leadership development.

- ❖ Within NU, the RFI needs to be mainstreamed across all four campuses and have easy access to the resources that the NU System has to offer. Formal arrangements should be considered to foster these cross-campus relationships. All campuses need to see themselves as a significant component of the RFI. Working effectively across campuses will require strong leadership from the President and the four campus Chancellors need to encourage participation. During the time faculty and staff are affiliated with the Institute, the RFI responsibilities need to be written into position descriptions on which their performance is measured. Special efforts should be made to ensure that the RFI is not perceived as UNL-centric or IANR-centric.
- ❖ The relationship between the RFI and several specific units that already exist within NU must be defined immediately in order to avoid confusion and concern over duplication or overlapping responsibilities. Examples include UNL Extension Entrepreneurship, the Center for Applied Rural Innovation, and UNK's Center for Rural Research and Development
- ❖ UNL Extension has earned the trust and respect of rural communities. It has built and sustained productive relationships between and within University of Nebraska campuses and Nebraska communities, as well as with institutions and individuals in the Great Plains and globally. Some Extension staff and community partners are already engaged in rural development work. Therefore Extension can and should be a key partner and asset for the RFI. However, just as the vision and mission of the RFI calls for change in how the University of Nebraska's teaching and research work is pursued, it also challenges Extension to grow and change. To be an effective partner, Extension will need to strengthen and expand its rural development expertise and work. In addition to its current focus on technical, subject-matter expertise, Extension should strengthen or add civic, cultural, and educational process expertise related to the facilitation of public dialogue and deliberation with diverse audiences, and the planning and organizing of community development initiatives and projects. To help the RFI fulfill its vision, Extension will also have to work to connect the full diversity of people and communities with a wider range of university departments far beyond what is found in IANR, including the arts, humanities, and design fields. To facilitate a close relationship between Extension and the RFI, consideration should be given to the Dean and Director of UNL Extension having a formal leadership role within the RFI structure.

- ❖ It is also important to recognize there are components and units within higher education other than Extension that also have relationships with communities at the grass roots level. There are also many examples within partnering organizations that can provide trusted access into communities and these established relationships should be utilized.
- ❖ The location of the RFI administrative office is important for both practical and symbolic reasons. For practical reasons, the initial location will be in Lincoln. However, over time – especially in the world of connectivity – this decision could be reconsidered. An off-campus rural location has certain practical advantages and also sends a powerful symbolic message.

5. RFI Programs

The RFI is a research, education and policy institute that strongly supports transdisciplinary collaborative work that emphasizes a culture of engagement with stakeholders from identifying issues, setting goals, to developing programming to address the opportunities and challenges rural people and places will face in pursuing their preferred futures. It will focus on three primary missions:

- a. Conduct applied research that is identified by and in collaboration with rural stakeholders;
- b. Develop science-based programming that helps meet stakeholder identified goals, the results of which can be extended to other regions;
- c. Provide greater and more meaningful interaction between students and rural people and places.

Lofty statements about culture and core values are often simply window dressing. Having the stated core values and culture of the RFI reflected in programmatic elements will build the RFI's credibility and effectiveness. RFI projects and initiatives will be supported only if they involve more than one of NU's four campuses, have a transdisciplinary dimension, involve a strong collaborative relationship with colleagues and institutional partners beyond NU, and if they engage with rural stakeholders.

Grass Roots Effort: Helping communities and regions discover their desired future direction and empowering them to move forward is a critical role of the RFI. The fundamental philosophy is that of democratic self-determination. In some cases this will require a lengthy process and substantial time commitment. Hence, not all communities can or should be immediately reached. Priority consideration should be given to focusing on those who are ready and willing, including those open to multi-community and regional approaches.

The RFI can provide both information and a neutral/safe space to engage communities in important dialogues about their futures, including the importance of regional and multi-community collaboration. In all cases, the RFI must be seen as an enabler; and not be perceived in a prescriptive mode or as a problem solver, per se. Campus resources can contribute to “problem solving” but it must be in collaboration with local knowledge and expertise rather than in isolation.

The RFI can also become a leader in how these community conversations occur. Evidence-based dialogue is only one approach. Other examples include public deliberation via the National Issue Forums Institute, study circles via Everyday Democracy, and the Art of Hosting movement.

As a consequence of such conversations, communities and regions gain a better understanding of their larger man-made and natural environments (e.g., think globally, act locally); future trends; the challenges and opportunities created; and the consequences of their choices – economic, social and environmental. Coupled with an asset-based approach, this can give birth to the spirit that “we can do more”.

Such activities should be designed to build lasting and deep connections with communities and stakeholders as well as the robust partnerships used to provide feedback to campus on priority research, service learning opportunities and other programming that the RFI and its partners should consider.

Engagement, Discovery and Learning: The terminology most commonly used to describe the three traditional functions of the land grant system is activity-oriented: extension, research and teaching. However, the associated outcomes from these activities are engagement, discovery and learning, respectively. These three functions need to be represented in the RFI but in an integrated fashion and with the purposeful intention that all activities will result in benefits accruing to rural people and places. For example, research or discovery for the sake of publication alone is not enough. Related to all three functions, the RFI should aspire to be a global leader in how universities interact with communities and regions.

Within the engagement, discovery and learning functions there are two widely different roles the RFI needs to consider: one is the catalyzing/incubating function; and the other is the direct funding and/or undertaking of projects. The latter is self-evident. The catalyzing/incubating role can be thought of as process oriented and not linked to the traditional listing of “deliverables”. In other words, this type of role will focus on convening, facilitating peer exchange, accelerating network development, brokering, identifying best practices, navigating and serving as a central resource or clearinghouse.

Student Involvement: The RFI should be designed from the outset to lend itself to student involvement, including service learning, internships and practicum experiences. Special opportunities for student involvement exist in areas that may otherwise be overlooked such as the arts and humanities. Another opportunity is to link senior high school students simultaneously to community projects and dual credit for college, including college-level service learning classes. It will be important to manage expectations of both the students and the communities.

Special Relationship to Institutions of Higher Education: Although the RFI is being incubated and led by the University of Nebraska, it will be most successful if it is built upon strong collaborative partnerships with a broad array of public and private higher education partners. Additionally, NU is a

land-grant university and this provides a unique opportunity for the RFI to link to other states via the land-grant network. During the Rural Futures Conference, representatives from other land-grant universities met and identified potential roles or activities for the RFI. These identified roles are applicable for collaborating with all institutions of higher learning and other partners.

- Linking, leveraging, aligning and mobilizing existing assets.
- Serving as a focal point or coordinating hub for good information and building institutional capacity.
- Helping to build teams across institutions.
- Serving as an “incubator” for pilots and experiments; or, to use an agricultural metaphor, creating “community vitality test plots”.
- Organizing in-service offerings for academic personnel.
- Addressing the barriers that limit the sharing of personnel across institutions and state boundaries.
- Organizing continuing education offerings for professional groups in rural areas.

At the conference, the land-grant representatives also identified the following as necessary next steps for engaging other higher education partners:

- Develop a compelling but succinct message to communicate and “sell” the RFI within their respective institutions.
- Compile an asset map of the Great Plains region to learn what strengths each institution brings to the table and then bring the assets together to share in some type of consortium model or approach.
- Hold a smaller conference in which representatives of the participating institutions come away with an initial plan to take on small manageable problems or projects as an initial step on which to build further collaborations.
- Continued involvement in the further development of the RFI, e.g., to have representation on a Board of Directors and/or Advisory Council.

Scalability and Transferability: It will be essential to make programmatic decisions and look at the portfolio of the RFI’s programs and initiatives in a holistic and integrated way in order to (a) tease out the commonalities that can trigger transferability of “lessons learned” and (b) bring to scale those investments that have widespread applicability.

Continual External Scanning and Funding Philosophy: The RFI should constantly reassess its role in the changing world and adjust as necessary. The RFI should be reflective and learn from past investments but simultaneously be reflexive and oriented to the future. The RFI can be a catalyst and organizing hub for creating these bold and innovative ideas and in securing resources to move them forward.

6. Partnerships

The success of the Rural Futures Institute is predicated on building strong partnerships across the University, with the stakeholders and communities in rural Nebraska, with sister institutions and business organizations, as well as non-profits and state agencies engaged in activities to better the lives of rural citizens in Nebraska, the Great Plains Region and beyond. As mentioned earlier, it is anticipated that Extension will be a key partner and that relationship is being explored. Partnering with other institutions of higher education, especially our sister Land-Grant Universities in the region is essential to efficiently access and use scarce public university resources. The Rural Futures Conference provided an opportunity to identify additional potential partners who are excited to join with the RFI in this important work. Expressions of interest from representatives of communities, faculty, non-profit organizations, regional institutes, land-grant universities, and international institutions of higher education, both during the conference and in follow-up conversations after the conference, were received by University of Nebraska representatives.

7. Constituencies to be Served

The first and most important constituency of the RFI should be the people of Nebraska. However, the RFI should and will be much larger than Nebraska. Public universities in the twenty-first century will be carrying out the land-grant tradition if they harness their talent and resources around great challenges. By taking the lead in the RFI effort, the University of Nebraska can be a place for leadership in addressing challenges of rural futures, not just for Nebraska, but across the nation and around the world. As a public educational and research institution, the University of Nebraska is uniquely positioned to take on the challenge of leading an effort to build vibrant rural futures by serving as a catalyst for change.

The overwhelming response and huge expression of interest to the inaugural May 2012 Rural Futures Conference, demonstrates how important rural futures are to so many people. The time is right to build strong and meaningful collaborations, not only among faculty and staff across all the University of Nebraska campuses, but with a broad range of external partners who have knowledge, expertise, and most importantly, a desire to build resilient and sustainable rural futures.

8. Anticipated Outcomes, Significance, and Specific Measures of Success

Evaluation and metrics are essential elements that must be addressed by the RFI. These important considerations require much more thought and attention as the RFI builds its programming focus. For example, reversing the trajectories of various megatrends is an outcome that is almost certain to be beyond the scope of the RFI. However, within a programmatic theme, improving the capacity of those living in rural communities to foresee/understand these megatrends and to shape their impact is not an unrealistic goal for the RFI. A “developmental evaluation” framework may be the best way to think

about how to gain the most understanding and continuous learning and to close the feedback loop for ongoing improvement associated with the work of the RFI.

The use of a developmental evaluation framework does not preclude the use of more traditional process and outcome measures. Such measures will be particularly useful in assessing the RFI's specific programs and activities. Some examples of the types of metrics that may be employed depending upon the nature of the project or program are:

- Did NU redefine scholarship? (5-year goal)
- Curriculum development tailored to the life skills that matter in the Great Plains, including more emphasis on entrepreneurship.
- Community-driven outcomes, i.e., did the RFI do what the community asked?
- Community-level indicators (many of which are long-term indicators):
 - People can live where they want and still have reasonable access to necessary services
 - Greater citizen inclusion and growth in democratic participation
 - Development and nurturing of more networks across organizations and institutions
 - Development of new strategies and opportunities
 - Greater technological connectivity and utilization
 - Larger proportion of young people going to college and returning to rural areas
 - Reciprocity of professional licenses

9. Centrality to the Role and Mission of the University

The RFI will address the following objectives of the University's Strategic Framework – research and creative activity, enhanced undergraduate and graduate educational opportunities, workforce and economic development, and outreach and engagement with the state.

In addition, the RFI vision statement: “The Rural Futures Institute will be an internationally recognized leader for increasing community capacity as well as the confidence of rural people to address their challenges and opportunities, resulting in resilient and sustainable rural futures.” and its mission: “Building upon the strengths and assets in rural Nebraska, the Great Plains, and globally, the RFI, through a culture of innovation and entrepreneurship, will mobilize the resources and talents of the University of Nebraska and its partners, including community partners, to create knowledge and action that supports rural people and places to achieve unique paths to their desired futures.” strongly align with the University's goal to be the best public university in the country as measured by the impact we have on our people and our state, and through them, the world.

The RFI provides a mechanism whereby resources of the four campuses can be linked together in cooperative efforts. Also, deep collaborations are a foundational element of the RFI, meaning strong partnerships with other institutions of higher education are a key component of its programmatic strategy. Both of these correspond to portions of the University's role and mission statement that

encourages: “Where appropriate, the resources of the four campuses should be linked in cooperative efforts” and “the University should encourage and support regional and national programs with other institutions of higher education.” Like the Daugherty Water For Food Institute, the knowledge and capacities gained in Nebraska and the Great Plains Region can be shared and applied in similar rural regions across the globe.

TABLE 1: PROJECTED EXPENSES - RURAL FUTURES INSTITUTE

	(FY2013) Year 1 *		(FY 2014) Year 2		(FY2015) Year 3		(FY2016) Year 4		(FY2017) Year 5		Total	
Personnel **	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
Faculty ¹	0.5	\$125,000	3	\$458,750	6	\$817,806	6	\$846,429	6	\$876,054	6	\$3,124,039
Non-teaching staff: Professional ²	1.25	\$80,000	2.5	\$165,600	2.5	\$171,396	2.5	\$177,395	2.5	\$183,604	2.5	\$777,995
Graduate Fellows	0		0		2	\$70,000	4	\$140,000	4	\$144,900	4	\$354,900
Non-teaching staff: Support	0.5	\$15,000	1	\$31,050	1	\$32,137	1	\$33,262	1	\$34,426	1	\$145,875
Subtotal	2.25	\$220,000	6.5	\$655,400	11.5	\$1,091,339	13.5	\$1,197,086	13.5	\$1,238,984	13.5	\$4,402,809
Operating												
General Operating ³		\$100,000		\$150,000		\$150,000		\$155,250		\$160,684		\$715,934
Equipment ⁴		\$0		\$0		\$0		\$0		\$0		\$0
New or renovated space ⁵		\$250,000		\$0		\$0		\$0		\$0		\$250,000
Library/Information Resources ⁶		\$0		\$0		\$0		\$20,000		\$20,000		\$40,000
Other ⁷		\$275,000		\$955,000		\$2,169,450		\$2,251,356		\$2,325,778		\$7,976,584
Subtotal		\$625,000		\$1,105,000		\$2,319,450		\$2,426,606		\$2,506,462		\$8,982,518
Total Expenses	2.25	\$845,000	6.5	\$1,760,400	11.5	\$3,410,789	13.5	\$3,623,692	13.5	\$3,745,446	13.5	\$13,385,327

* Year One is only for six months (January 2013 through June 2013).

** Personnel expenditures reflect the importance of engaging with rural individuals and communities and building a web of networks to achieve the goals of the Institute. Benefits are included. 3.5% inflation rate.

¹ Includes the Executive Director and Associate Director for Engagement, and NU faculty fellows.

² Includes 2 fulltime staff and a half-time IT position.

³ Costs rise significantly due to expenses associated with coordinating programs with communities and partners across the region as programming grows.

⁴ N/A

⁵ Includes remodeling of office space for Executive Director and staff.

⁶ Includes funds for costs associated with development of an online Rural Futures journal.

⁷ Additional Other Expenses: includes RFI Conference; research & engagement grants; teaching & engagement grants; visiting scholars program; visiting fellows program; undergraduate internship program; youth engagement program; fellow research and engagement support; online Rural Futures Masters certificate program; and a RFI Innovative Engagement Award.

TABLE 2: REVENUE SOURCES FOR PROJECTED EXPENSES - RURAL FUTURES INSTITUTE

	(FY2013) Year 1 *	(FY2014) Year 2	(FY2015) Year 3	(FY2016) Year 4	(FY2017) Year 5	Total
Reallocation of Existing Funds ¹	\$845,000	\$1,068,091	\$1,490,089	\$1,289,888	\$1,084,193	\$5,777,261
Required New Public Funds ²						\$0
1. State Funds						\$0
2. Local Funds						\$0
Tuition and Fees ³						\$0
Other Funding ⁴						\$0
a. Conference support		\$250,000	\$250,000	\$250,000	\$250,000	\$1,000,000
b. Youth engagement support		20,000	\$20,700	\$21,425	\$22,174	\$84,299
c. Named fellow program			\$150,000	\$310,500	\$482,050	\$942,550
d. Additional external funding		500,000	1,500,000	\$1,750,000	\$2,000,000	\$5,750,000
Total Revenue ⁵	\$845,000	\$1,838,091	\$3,410,789	\$3,621,813 ⁶	\$3,838,417	\$13,554,110

* Year One is only for six months (January 2013 through June 2013).

¹ These funds are from UNL's portion of Rural Initiative funding that will be rolled into the new Institute to provide the base funding (\$1,062,777). Available funds (approximately \$600,000 for the remainder of FY2013) are increased by a one-time source of \$795,056 carry-over funds from Rural Initiative. Beginning with FY2014, we assume annual increases of .05.

² N/A

³ N/A

⁴ External funding through private donations and sponsorships will help support Institute programming.

⁵ **Revenues are not expected to match expenses.**

⁶ Carry-over funds from Year 2 will be used to cover the difference between expenses and revenues.

TO: The Board of Regents
Academic Affairs

MEETING DATE: October 26, 2012

SUBJECT: Creation of a Bachelor of Science (BS) degree in Applied Climate Science in the School of Natural Resources in the College of Agricultural Sciences and Natural Resources at the University of Nebraska-Lincoln (UNL)

RECOMMENDED ACTION: Approval is requested to create a Bachelor of Science (BS) degree in Applied Climate Science in the School of Natural Resources in the College of Agricultural Sciences and Natural Resources at the University of Nebraska-Lincoln (UNL)

PREVIOUS ACTION: July 13, 1991 – The Board approved the proposed Baccalaureate Degrees in Environmental Studies at UNL

EXPLANATION: This proposes a Bachelor of Science degree in Applied Climate Science to be administered by the School of Natural Resources. The proposed program is distinct from the Meteorology and Climatology major and will provide students with interdisciplinary exposure to courses in social, natural resources, and biological sciences.

This proposal has been reviewed by the Council of Academic Officers.

PROGRAM COSTS: \$165,263 in FY 2014

SOURCE OF FUNDS: The creation of the undergraduate program in Applied Climate Science will be made possible through the use of existing faculty members and reallocation of existing funds.

SPONSORS: Ronnie D. Green
Vice President and IANR Harlan Vice Chancellor

Ellen Weissinger
Senior Vice Chancellor for Academic Affairs

Harvey Perlman, Chancellor
University of Nebraska-Lincoln

RECOMMENDED: Susan M. Fritz
Interim Executive Vice President and Provost

DATE: October 2, 2012

Undergraduate Program Proposal

B.S.

Applied Climate Science Major

**College of Agricultural Sciences and Natural Resources
University of Nebraska - Lincoln**

Submitted April, 2012

Abbreviations and Acronyms

ACS	Applied Climate Science	NGO	Non-Governmental Organization
A/V	Audio-Visual	NOAA	National Oceanic and Atmospheric Administration
CAS	College of Arts and Sciences	NRCS	Natural Resources Conservation Service
CASNR	College of Agricultural Sciences and Natural Resources	NSF	National Science Foundation
CSC	Climate Service Center	NWS	National Weather Service
EAS	Earth and Atmospheric Sciences	SNR	School of Natural Resources
FTE	Full-Time Equivalent	UCARE	Undergraduate Creative Activities & Research Experiences
GDP	Gross Domestic Product	UN	United Nations
GIS	Geographic Information Science	UNL	University of Nebraska-Lincoln
IANR	Institute of Agriculture and Natural Resources	USDOI	United States Department of the Interior
ISDR	International Strategy for Disaster Reduction	WMO	World Meteorological Organization
LCC	Landscape Conservation Cooperative		

UNDERGRADUATE PROGRAM IN APPLIED CLIMATE SCIENCE

I. DESCRIPTIVE INFORMATION

Name of Institution Proposing the Program: University of Nebraska-Lincoln

Name of Program (major) proposed: Applied Climate Science (ACS)

Degrees/Credentials to be Offered in the Program: B.S.

Other programs offered in this field by this institution:

Meteorology/Climatology; Applied Climate Science emphasis in Environmental Studies

CIP Code:

40.0402 - Atmospheric Chemistry and Climatology

Administrative Units for the Program:

School of Natural Resources in the College of Agricultural Sciences and Natural Resources

Proposed Delivery Site:

University of Nebraska-Lincoln East Campus

Date Approved by Governing Board:

Proposed Date Program will be Initiated: August, 2014

Description of the Proposed Program:

The purpose of the program is to establish a B.S. program in Applied Climate Science (ACS) at the University of Nebraska-Lincoln (UNL). The new B.S. program will expand the Natural Resources program within the School of Natural Resources (SNR) in the College of Agricultural Sciences and Natural Resources (CASNR). The School of Natural Resources (SNR) is the administrative home to seven natural resources programs within CASNR: Environmental Restoration Science, Environmental Studies (Applied Climate Science emphasis and Natural Resources emphasis), Fisheries and Wildlife, Grassland Ecology and Management, Water Science, Pre-forestry, and Integrated Studies in Natural Resources; the Geography program in the College of Arts & Sciences (CAS) also has its home in SNR. The ACS major will provide a foundation for understanding the climate system and its components, as well as interactions of the climate system components with, and impacts on, the environment and human societies. The new program will provide education and training needed to address applied climate science issues.

The program will promote growth at UNL by attracting new students to campus (addressing Chancellor Perlman's call to grow student enrollment at UNL). The new major, which is

distinct from the Meteorology and Climatology major in CAS, will provide students with an excellent background in ACS while also including greater exposure to courses in the social, natural resources, and biological sciences. (Support for the proposed program, See Appendix A). Students completing the program will have an interdisciplinary background with an emphasis in meteorology and climatology and courses in biology, chemistry, soils, water, ecology, Geographic Information Science (GIScience), and mathematics and statistics, which are fundamental to the ACS program.

Structure and Operation

The program will be housed in Hardin Hall since the majority of faculty who will advise students have appointments in the School of Natural Resources (SNR), which occupies Hardin Hall. An ACS Curriculum Committee will consist of a committee chair and four faculty members to oversee curricular matters. The major, as proposed, shall be part of an umbrella program of Atmospheric Sciences shared with the Department of Earth and Atmospheric Sciences (EAS) in which both tracks in atmospheric sciences will be highlighted: Meteorology-Climatology (through CAS) and Applied Climate Science (through CASNR). SNR will have responsibility for coordinating the program, advising students, clerical support, database and webpage management associated with the major, survey and assessment management, and will share in the responsibility of recruiting. The Natural Resources Advising Coordinator will work with the ACS undergraduate major coordinator (to be determined) and the ACS faculty in advising students in the major.

Proposed Curriculum

The proposed curriculum shall build upon current courses and a capstone course. NRES 452 (Climate and Society) will be revised and will initially serve as the capstone course for this major. It is our intent to develop a new course, Environmental Climatology, in the near future which may replace NRES 452 as the capstone course for this major.

The first year of study primarily would be applicable to either track – a benefit to undecided students since the different colleges have different core requirements (e.g., language and CASNR introductory course for all incoming freshmen (NRES 103)). In order to address applied climate science issues, students will be given interdisciplinary training and experience in the physical and biological sciences (physics, climatology, meteorology, biology, geography, geology, mathematics, statistics, and computer science) as well as an appreciation for the role of humans within the Earth's system. Students may focus their studies (through their electives) to specific areas including agroecosystems, geospatial technologies, hazard assessment, human dimensions and environmental policy, livestock, wildlife, and water resources.

Learning Outcomes with Selected Objectives

Upon graduation, ACS graduates will:

1. Demonstrate a sound working knowledge of basic climate concepts:
 - a. Impacts of climate variability and change on human and natural systems
 - b. How human and natural systems may respond to climate variability and a changing climate
 - c. Potential impacts of climate variability and change on a variety of economic and environmental sectors
 - d. Policy implications of climate in a global, regional, national, and local context
2. Demonstrate a competency in the skills of a climate scientist:
 - a. Know how to organize and summarize data and present them verbally and visually in a comprehensive and accurate manner
 - b. Develop reliable information and products to equip decision makers (e.g., government officials, policy makers, business leaders) to plan for a changing climate
 - c. Interpret data and draw conclusions that either support or refute hypotheses
 - d. Ask pertinent questions about the changing climate and its effects on society and natural systems.
3. Understand and apply information from scholarly and popular sources
4. Demonstrate professionalism
 - a. Work as an integrated team member to address climate-related issues
 - b. Communicate technical scientific information

SNR will implement and maintain an assessment process to assess the effectiveness of the program (See Appendix B). Strategies will be developed to utilize the resulting data to make improvements to courses and student experiences that will improve the success of the program.

Requirements for the Degree Program/Major and Minor in Applied Climate Science

Students majoring in Applied Climate Science would take courses which provide the appropriate skill sets needed by a climate scientist. Courses include natural resources, quantitative methods, communication, humanities and social sciences, physical and biological sciences, meteorology, and climatology as well as opportunities for internships.

CASNR/other Courses			6-7 Hours
ACE/ CASNR	Requirement	Course Title	Hrs
*	NRES 103	Food, Agricultural & Natural Resource Systems	3
	NRES 312, 412 or 418	Geographic Information Science Course	3-4
Mathematics and Quantitative methods			16 Hours
3*	MATH 106	Analytical Geometry & Calculus I	5
	MATH 107	Analytical Geometry & Calculus II	5
	CSCS 155N or CSCS 155T	Computer Science I: Engineering and Science or Computer Science I: Informatics Focus	3
3	STAT 218	Intro to Statistics	3

Communications Courses 6 Hours

1*	Written: Select from:	ENGL 150, 151, 254; JGEN 120, 200, NRES 260	3
2*	Communication/Interpersonal Skills: Select from:	ALEC 102; COMM 109, 209, 212, 286; ENGL 101, 150, 151, 252, 253, 254; JGEN 120, 200, 300	3

Economics, Humanities and Social Science Courses 15 Hours

6*	<i>Select one from:</i>		3
	ECON 211	Principles of Macroeconomics	
	ECON 212	Principles of Microeconomics	
	AECN 141	Intro to Economics & Agriculture	
5, 7, 8 or 9*	ACE Requirements	<i>Select one course each in ACE areas 5, 7, 8, and 9</i>	12

Natural Science Courses 15 Hours

4*	BIOS 101 & 101L or AGRO 131 & 132	General Biology/Lab or Plant Science & Lab	4
	WATS 281	Introduction to Water Science	3
	SOIL 153	Soil Resources	4
	NRES 220 & 222	Principles of Ecology & Lab	4

Physical Sciences Courses 8 Hours

*	CHEM 109	Chemistry in Context I or General Chemistry I	4
	PHYS 211	General Physics I	4

Applied Climate Sciences Courses 32 Hours

4	METR 200	Weather and Climate	4
	METR 205	Intro to Atmospheric Science	4
	NRES 370	Basic & Applied Climatology	3
	NRES 408	Microclimate: The Biological Environment	3
	METR 454	Statistical Analysis of Atm. Data	3
	NRES 478	Regional Climatology	3
	METR 470	The Climate System: Analysis & Prediction	3
	NRES 469	Bio-Atmospheric Instrumentation	3
10*	NRES 452	Capstone Course (NRES 452 Climate & Society)	3
	<i>Select one from:</i>		3
	METR 483 or METR 479 or METR 487 or METR 475	Global Climate Change or Hydroclimatology or Earth's Climate: Past, Present & Future or Physical Climatology	

*CASNR requirements

Major Requirements:	98-99 Hours
Specialization Requirements and Free Electives:	21-22 Hours
Credits Required to Graduate:	120 hours

Note: In addition to these requirements, students can focus on an area of individualized study designed

by the student in consultation with an advisor. Possible focus areas include but are not limited to Agroecosystems, Geospatial Techniques, Hazard Assessment, Human Dimensions & Environmental Policy, Livestock and Wildlife, and Water Resources. This also includes taking advantage of internship opportunities through NRES 497 (Career Experiences in Natural Resource Sciences)

The requirements for a minor in Applied Climate Science are provided in Appendix C. While the minor is intended for students in any major, initial discussions with business and journalism indicate a demand for the minor.

II. Review Criteria

A. Centrality to Role and Mission

The atmosphere is one of our most important natural resources and an improved understanding of weather and climate is of ever-increasing importance to regional, national, and international agendas. From extreme drought, heat waves, and floods to unprecedented tornado outbreaks, hurricanes, wildfires, and winter storms, a record 14 weather and climate disasters in 2011 each caused \$1 billion or more in damages in the U.S. And, most regrettably, there was significant loss of human lives and property. The National Oceanic and Atmospheric Administration's (NOAA's) National Weather Service has redoubled its efforts to create a "Weather-Ready Nation", where vulnerable communities are better prepared for extreme weather and other natural disasters. A recent study (www.economics.noaa.gov/?goal=climate) indicated that approximately one-third of the U.S. Gross Domestic Product (GDP) is sensitive to weather and climate impacts, potentially affecting close to \$4 trillion/year. Another study found that weather variability affected approximately 3.4% (\$260 billion) of the U.S. economic output per year. According to NOAA, the sectors of the economy that rely on climate data for decision-making include: energy, agriculture, transportation, insurance, engineering, manufacturing, health care, and tourism, among others.

Society can now draw on a substantial body of rapidly expanding knowledge about the atmosphere and its behavior. Today, there are more timely and accurate forecasts and warnings available to protect the safety and property of individuals and industry. Many of the challenges facing the state, nation, and world are related to the environment in general and our atmospheric environment in particular. These include such issues as climate change at regional and global scales, water and energy supplies, and severe weather.

Currently, the only undergraduate major in the Atmospheric Sciences area is offered as a B.S. with a major in Meteorology and Climatology, administered by faculty in the Department of Earth and Atmospheric Sciences through CAS and maintains an average of 80 undergraduate majors and graduate students. We propose to expand the undergraduate offerings at UNL through a new unified program, so that interested students can obtain a solid education in applied climate science with background in plants, soils, water, ecology, and GIScience, and an appreciation for the role of humans within the Earth's system, which makes it distinct from the Meteorology and

Climatology major. Discussions have been ongoing for many years regarding a better coordination of programs in meteorology and climatology at the University of Nebraska-Lincoln. It is clear that greater coordination of these programs would enhance recruitment and retention of students and could benefit undergraduates at UNL by providing them with increased exposure to a large number of faculty, research activities, courses, and possible career paths. The meteorologists in the Department of Earth and Atmospheric Sciences have a strong tradition and major appointments in teaching which in large part supports the meteorology emphasis of the B.S. degree in Meteorology/Climatology, while also conducting basic research in meteorology.

The current Meteorology/Climatology major offers students an excellent program in forecasting with resulting job opportunities in the National Weather Service. Although most students are currently following this track, the proposed ACS major will provide opportunities for students in the applied climatology area, thus complementing the current major. Graduates of the program will be able to address a variety of climate-based issues and relationships critical within natural resources and ecosystems. The first year of study primarily would be applicable to either track – a benefit to undecided students since the different colleges have different core requirements (e.g., language and CASNR introductory course for all incoming freshmen (NRES 103)). In the Meteorology/Climatology major, students meet or exceed the minimum requirements for the Civil Service¹ as a Meteorologist while those in the Applied Climatology major would meet the requirements for a Physical Scientist². Climatological research in the School of Natural Resources is by nature primarily applied, focusing on agriculture and natural environments.

UNL is the flagship research institution within the NU system with a focus on undergraduate education. Undergraduates at UNL learn from faculty who are leading scientists and scholars, and who care about students' success. Faculty within the Applied Climate Science area in SNR would provide undergraduates the same level of research experience to provide informed teaching and to foster discovery in the classroom.

B. Evidence of Need and Demand

1. Need for the program

¹24 hrs in meteorology/atmospheric science including:

- 6 hrs atmospheric dynamics
- 6 hrs analysis and prediction of weather systems (synoptic/mesoscale)
- 3 hrs physical meteorology
- 2 hrs remote sensing of atmosphere and/or instruments
- 6 hrs physics (1 course that includes lab sessions)
- 3 hrs ordinary differential equations
- 9 hrs physical science major (physical hydrology, chemistry, physical climatology, computer science, statistics, radiative transfer, advanced thermodynamics and light optics)

²Bachelor's degree in physical science that includes 24 semester hours in physical science.

In order to address applied climate science issues that are critical both nationally and internationally, as described above, it is important to develop interdisciplinary training and experience in the physical and biological sciences (physics, climatology, meteorology, biology, geography, geology, mathematics, statistics and computer science) as well as an appreciation for human behavior. The proposed ACS major will provide that training and experience.

The undergraduate major would provide students with several career options upon completion of their degree. Opportunities include positions with environmental consulting firms, planning agencies, non-governmental organizations (NGOs) and governmental agencies addressing climate issues, or fulfillment of a pre-professional degree requirement, and graduate studies. Agencies where graduates may find employment include: Natural Resources Districts, Water or Irrigation Districts, National Water and Climate Center/Natural Resources Conservation Service (NRCS), Climate Services Division of the National Weather Service, Regional Climate Centers, National Oceanic and Atmospheric Administration, National Climatic Data Center, the Environmental Protection Agency, National Center for Atmospheric Research and State Climate Offices. In October 2009, the American Meteorological Society began publishing a quarterly journal called *Weather, Climate, and Society*. This new journal, highlighting research and analyses on the interactions of weather and climate with society, illustrates a growing field and the developing need for programs in Applied Climate Science.

2. Demand for the program

The goal is to allow meteorology and climatology students to obtain a higher level of training in climatology in order to understand complex climate-based problems and their interrelationships with natural resources and ecosystem management issues that are pervasive today and will become even more important in the future. Issues such as natural hazard management, climate change, changing frequency and severity of extreme climate events, environmental degradation, deforestation, and increased demand for water and other natural resources are at the root of this increased demand for trained professionals. For example, the National Weather Service (NWS) has for many years hired meteorologists certified in weather forecasting. Recently, the NWS has begun placing greater emphasis on climate, and will establish a focal point in climate and climate services at each of the 123 Weather Service Offices across the country. Similar opportunities are going to be expanded through the National Climatic Data Center. The National Science Foundation (NSF) is funding a Climate Change Education Partnership Program (NSF 12-523) that calls for the development of a workforce trained in the interdisciplinary scholarship needed to understand and address the complex issues of sustainability in a changing climate. A national Graduate Climate Conference now exists and has been held annually since 2006, specifically targeting graduate students around the country who are working on climate-related issues. These

changes signal a paradigm shift to much greater interest in and, consequently, a much increased demand for trained professionals in climate sciences. These programmatic changes are likely to ripple through federal and state agencies, consulting firms, and other organizations across the country and increase demand for climate scientists. The University of Nebraska is well positioned to take full advantage of this paradigm shift.

3. Anticipated Demand for the Program

We anticipate demand for this program will increase in the future given the increasing pressures put on global water, energy, environmental, and agricultural resources. Stakeholders and officials across the nation and around the world are recognizing that future impacts related to climate variability and change will have significant effects on the economic health of local communities, states, and nations, as well as significant effects on the livelihoods of individuals. Evidence of demand for graduates in the applied climate sciences include:

- “Global Climate Change Impacts in the United States” 2009 report (www.globalchange.gov/publications/reports/scientific-assessments/us-impacts) indicates climate-related impacts are evident and expected to increase. The impacts are identified regionally and are related to issues such as sea-level rise, longer growing seasons, increases in heavy downpours, and droughts.
- Two relatively recent initiatives within the U.S. Department of Interior (USDOI) emphasize the importance of climate science and natural resources. The USDOI has established eight regional Climate Science Centers (CSCs) around the country. The mission of the CSCs is to provide scientific information, tools, and techniques that land, water, wildlife, and cultural resource managers and other interested parties can apply to anticipate, monitor, and adapt to climate and ecologically-driven responses at regional-to-local scales. Also, the CSCs specifically are tasked to help serve the 22 newly-established Landscape Conservation Cooperatives (LCCs) with the USDOI. Their mission is to protect North America’s natural and cultural resources and landscapes from land use changes and impacts such as drought, wildfire, habitat fragmentation, contaminants, pollution, invasive species, disease, and a rapidly changing climate. UNL, specifically SNR, is involved or connected with several of the CSCs and LCCs, which will potentially provide excellent employment opportunities for applied climate science students coming out of the interdisciplinary ACS program.
- A joint 2009 report by the U. S. Geological Survey, U.S. Army Corps of Engineers, U. S. Bureau of Reclamation, and National Oceanic and Atmospheric Administration emphasized that climate change has the potential to affect many sectors in which water resource managers play an active role, including water availability, water quality, flood risk reduction, ecosystems, coastal areas, navigation, hydropower, and other energy sectors. Applied Climate Science graduates, benefitting from UNL’s and SNR’s strengths in water resources, will be well positioned to assist with these issues and find placement within positions that communicate climate science to these water resource managers.

- Several efforts being initiated by the United Nations International Strategy for Disaster Reduction (ISDR) highlight the international need for applied climate scientists. For example, in looking beyond the 2005 Hyogo Framework on “Building the Resilience of Nations and Communities to Disasters,” ISDR has proposed a Post-2015 Framework on Disaster Risk Reduction where strategies to address climate variability and change are featured prominently in order to reduce disaster risks. In a parallel effort within the United Nations, the World Meteorological Organization (WMO) has begun an international effort to encourage its member nations around the world to develop a national drought policy. Training students in understanding climate and disaster risk will be a prominent need as societies move further into the 21st Century.
- The World Bank is recognizing the impact of climate variability and change on natural and human systems, and began a new initiative in 2008 called its “strategic framework for development and climate change,” designed to support nations’ efforts in building the capacity to become resilient to the impacts of future climate change. These efforts, and others like these supported by NGOs, will provide additional career opportunities for students graduating in the applied climate sciences.

We anticipate attracting approximately 10 students per year on average into the program, working closely as part of the Atmospheric Sciences umbrella program to promote the new major.

C. Required Resources

1. Faculty and Staff Resources

SNR is comprised of faculty within the Institute of Agriculture and Natural Resources (IANR) and CAS who focus on many critical natural resources and environmental issues. Twenty SNR faculty members are in the ACS faculty area in SNR with seven having teaching appointments totaling 1.30 Teaching FTE (see Appendix D, Table D-1 for a list of faculty and their appointments). There are three courses currently offered every other year which have been designated as required courses for the major. Maintaining this schedule would negatively affect the student graduation rate in the program. In order to meet UNL’s goal of having students graduate in a timely manner, courses must be offered on an annual basis. Current analysis (Appendix E) indicates that students can complete the program in four years if courses are offered on an annual basis. In addition, increased faculty time will be needed for coordinating the major, advising, and mentoring (e.g., clubs, UCARE, capstone course). Student involvement in the undergraduate club will be essential in engaging students in the major, especially freshmen and sophomores. One additional FTE is requested: 0.50 FTE in teaching for the additional course offerings and advising and 0.50 FTE in research. The new appointment potentially would have ties with new University initiatives in which climate change impacts on the

environment will be important, such as the Rural Futures and Water for Food. In addition a graduate teaching assistant will be needed to assist with courses, particularly the capstone course, while additional resources for a graduate teaching assistant in CAS may be necessary in the future to assist with additional labs to address enrollment increases in METR 200 (Appendix A).

Faculty effort of .10 FTE must be funded for such activities as program coordination, curriculum development, and liaison with the recruiting and advising coordinators. An additional 0.20 FTE will be needed for professional staff (recruiting and advising coordinators) to fulfill needs of the new program. Clerical support staff duties will require approximately .10 FTE, which we anticipate is an adequate level of support for room scheduling, textbook ordering, and other faculty support. One full (.49 FTE) Graduate Teaching Assistantship will need to be provided for adequate support to courses. We also anticipate that \$5,000 of operating will be needed to support activities such as the development of recruiting materials, recruiter travel, the development of advising materials, and teaching assistantship and faculty development.

It is also important to note that SNR is composed of many faculty members from other disciplines that have some expertise in climate as it relates to water, ecosystem science, human dimensions, remote sensing, geology, and geography.

In the fall 2007, ACS faculty established an Applied Climate Science option in the Environmental Studies major in CASNR as a means of providing undergraduates important insights about our changing climate. Dr. Ken Dewey serves as coordinator of this option. Courses supporting the undergraduate program and taught by ACS faculty are listed in Table A (300-400 level). In addition, undergraduates have research opportunities through UCARE (Undergraduate Creative Activities and Research Experiences), as interns, and through part-time employment, especially in the High Plains Regional Climate Center and the National Drought Mitigation Center.

Table A. Applied Climate Science Courses

NRES Course Number	Course Title	Instructor(s)
307	Basic & Applied Climatology	Dewey
408/808	Microclimate: The Biological Environment	Verma and Walter-Shea
452/852	Climate and Society	Hayes
467/867*	Global Climate Change	Hu**
469/869	Bio-atmospheric Instrumentation	Hubbard
470/870*	The Climate System: Analysis and Prediction	Oglesby**
478/878	Regional Climatology	Lenters
496/896	Hydroclimatology	Lenters

*Course Home in Earth and Atmospheric Sciences

***split appointment with SNR and EAS; teaching is through EAS*

Faculty within the ACS faculty area in SNR have been leaders in research (Appendix F, Table F-1) and graduate education, emphasizing collaboration with faculty within and outside the unit. Research/outreach/service activities are primarily in four areas: climate monitoring and climate data utilization; climate and crop modeling; carbon, water, and energy exchanges; and human dimensions.

2. Physical Facilities

UNL has adequate physical facilities, particularly Hardin Hall, to support the proposed program. This building was completely renovated between 2004 and 2006. SNR became the primary occupant of this facility in 2006 and it houses more than 75 faculty, 85 staff, and nearly 150 graduate students. The building is well-equipped with offices, wet and dry laboratories, classrooms, computer laboratories, and a large auditorium that accommodates nearly 400 people.

3. Instructional Equipment and Informational Resources

The School of Natural Resources currently maintains three computer teaching labs in Hardin Hall with a total of 40 computers. The largest computer lab has 16 computers. Students are authorized to access a 24/7 computer lab with 12 computers. Computers in these rooms are replaced every 4-5 years. Lecture classrooms and labs are connected to the SNR computer network. All classrooms have access to the network and are setup with white boards and audio-visual equipment that includes a computer projector. SNR has also established webinar capabilities which can be utilized in bringing guest lectures into the classroom by remote means or develop interactions between universities across the nation via the internet. SNR has an IT staff of three who maintain the computer hardware, software, and coordinate A/V equipment repair and maintenance. As classes grow, there is some flexibility in reassigning rooms to utilize larger capacity seating. As the program grows, additional teaching assistantships will be needed.

4. Budget Projections (Tables 1 and 2)

One additional FTE is required to address the additional teaching so all required courses can be offered on an annual basis and to further enhance advising, recruitment, outreach, research, and student club activities in the ACS area. Additional staffing effort will be needed for recruiting, advising, database and web management, and clerical support. Additional support is needed to provide adequate teaching assistance to faculty.

D. Avoidance of Unnecessary Duplication

There is no Applied Climate Science program within the state. Currently, the only undergraduate major in the Atmospheric Sciences area is offered as a B.S. with a major in Meteorology/Climatology, administered by faculty in the Department of Earth and Atmospheric Sciences through CAS (support for the proposed program, see Appendix A). The proposal to expand the undergraduate offerings at the UNL so that students with an interest can obtain a solid education in applied climate science is not a duplication. The ACS students, in contrast to the Meteorology and Climatology students, would gain a satisfactory background in plants, soils, water, ecology, and GIS, making the major distinct from the Meteorology and Climatology major. Iowa State University offers a Climate Science Program initiative focused in the short term on developing an externally funded research program with the eventual goal of adding educational and outreach components. While other universities in the Midwest region offer undergraduate degrees in Meteorology, no program in Applied Climate Sciences has been identified; San Jose State University offers a B.S. in Meteorology with a concentration in Climate Science, and, California University of Pennsylvania is starting a program in 2012. The University of Northern Illinois is in the process of proposing a specialization in Applied Climate Science in their Meteorology program.

E. Consistency with the Comprehensive Statewide Plan for Postsecondary Education

The proposed Applied Climate Science undergraduate program is consistent with the Nebraska Higher Education Comprehensive Plan for Postsecondary Education; the proposed program addresses a change in societal, political, economic, and workforce needs for trained professionals in climate science. The University of Nebraska is well positioned to take full advantage of this need. The program will provide educational opportunities which will meet this change and will provide students with the ability to understand complex climate-based problems and their interrelationships with natural resources and ecosystem management issues that are pervasive today and will become even more important in the future.

Appendix A – Supporting materials from the Department of Earth and Atmospheric Sciences in the College of Arts and Sciences



DEPARTMENT OF EARTH & ATMOSPHERIC SCIENCES

Dr. Donald A. Wilhite
Director of the School of Natural Resources
903 Hardin Hall
University of Nebraska
Lincoln, NE 68583-0989

15 February 2012

Dear Don,

I am writing in support of the proposed Applied Climate Science major in the School of Natural Resources. The Meteorology/Climatology faculty of the Department of Earth & Atmospheric Sciences (EAS) has met and examined carefully the proposal for this new program. We see this proposed program as one which complements our existing B.S. major in Meteorology/Climatology by providing an additional option for students who have interests in the atmospheric sciences. Although there are a small number of courses in common between the existing Meteorology/Climatology major and the proposed Applied Climate Science major, these are either at the introductory level (i.e. METR 200) or are electives for both programs. As a result, we do not see any significant redundancy or duplication in the two degree programs. Indeed, the sharing of a common course at the introductory level will facilitate mobility between the two programs as students choose their educational pathways.

We hope that this program will be successful and become an important component of the cooperative program in atmospheric sciences here at UNL. We must note that the success of this program (measured by large enrollments) has the potential to put a strain upon the resources of EAS. Specifically, the course *Weather and Climate* (METR 200) is currently a core course for the Meteorology/Climatology B.S. major in EAS and will become a core course for the proposed Applied Climate Science major in SNR. As noted above, there are positive aspects to having this core course in both majors. Large enrollments in the new Applied Climate Science major would result in increased enrollments in METR 200. At present, this very popular class is always full to capacity. Expansion of course capacity in METR 200 is dependent on increasing the number of lab sections. This will require additional resources in the form of a new Graduate Teaching Assistantship line. While this capacity problem will not be restrictive during the nascent phase of the Applied Climate Science major, it may become an issue as the new program expands. We will monitor this situation and move for appropriate action if a bottleneck arises.

Apart from the possibility of the need for additional resources, we in EAS see no negative aspects to the new Applied Climate Science major in SNR. We believe that this new program will serve the students of the University of Nebraska by adding an additional option for their educations. We also see this as another aspect of the increasing cooperation between EAS and SNR that will serve both of the departments as well as the University of Nebraska as a whole. We wish you good luck on your new venture.

Sincerely,

A handwritten signature in cursive script that reads "David K. Watkins".

David K. Watkins
Professor and Chair of Earth & Atmospheric Sciences

Appendix B – Assessment for the Undergraduate Degree Program in Applied Climate Science

A. Learning Outcomes and Expected Results

B. Assessment Methods

- a. Exit survey
- b. Observation of skills in design and execution of experiments
- c. Research projects
- d. Preparation for professional and graduate work
- e. Alumni surveys
- f. Use of assessment results

Appendix C – Climate Change Studies Minor (proposed)

Climate change is an issue of extreme environmental and economic importance, globally. There is a need to expose our undergraduate students to the scientific principles which underlie the climate change issue so that they can be engaged in debates on the issue and become informed citizens and decision makers. The proposed minor in Climate Change Studies is modeled after the Energy Science Minor and is intended to appeal to students with an interest in furthering their understanding of climate change in association with their major in fields such as business, journalism, or engineering.

Climate Change Studies Minor (18 hrs):

NRES 104 – Climate in Crisis

NRES 208 – Applied Climate Science

ENSC 230 – Energy and the Environment: Economics and Policy

NRES 370 – Basic and Applied Climatology

METR 487 – Earth’s Climate: Past, Present & Future

Choose one course from the following:

NRES 452 – Climate and Society

METR 479 – Hydroclimatology

NRES 478 – Regional Climatology

Appendix D - Applied Climate Science Faculty

Table D-1. FTE of Faculty in the Applied Climate Sciences Area, 2010-11.

Name, Rank	Appt.	Teaching	Research	Extension/ Outreach	Scholarly/ University Service	Admin.	SNR State Funded	Soft Funded
Non-Tenure Track								
Bathke, Deborah Asst. Prof. of Practice	0.40 SNR 0.60 EAS	-	.40	-	-	-	-	0.40
Dutcher, Al State Climatologist	1.00 SNR	-	-	0.70	0.30	-	1.00	-
Feng, Song (AY appt) Res. Asst. Prof.	1.00SNR	-	1.00	-	-	-	0.38	0.62
Fuchs, Brian Asst. Geoscientist	1.00 SNR	-	0.25	-	0.75	-	-	1.00
Pathak, Tapan Asst. Prof.	1.00 SNR	-	-	1.00	-	-	1.00	-
Suyker, Andy Res. Asst. Prof.	1.00 SNR	-	.60	-	.40	-	-	1.00
Svoboda, Mark Geoscientist	1.00 SNR	-	.25	-	.75	-	-	1.00
Tadesse, Tsegaye Asst. Geoscientist	1.00 SNR	-	.50	-	.50	-	-	1.00
You, Jinsheng Res. Asst. Prof.	1.00 SNR	-	.50	-	.50	-	-	1.00
Zhou, Xinhua Research Asst. Prof.	1.00 SNR	-	.50	-	.50	-	-	1.00
Non-Tenure Track	9.40 SNR 0.60 EAS	-	4.00	1.70	3.70	-	2.38	7.02
Tenured/Tenure-Track								
Dewey, Ken (AY appt) Professor	1.00 SNR	0.15	-	0.83	0.02	-	1.00	-
Hayes, Mike (NDMC Dir) Professor	1.00 SNR	0.10	0.23	-	0.37	0.30	1.00	-
Hu, Steve Professor	0.70 SNR 0.30 EAS	-	0.53	-	0.17	-	0.70	-
Hubbard, Ken Professor	1.00 SNR	0.15	0.60	-	0.25	-	0.51	0.49
Lenters, John Assoc. Prof.	1.00 SNR	0.20	0.75	-	0.05	-	1.00	-
Oglesby, Bob (AY appt) Professor	0.30 SNR 0.70 EAS	-	0.30	-	-	-	0.30	-
Shulski, Martha (HPRCC Dir.), Asst. Prof.	1.00 SNR	0.20	0.33	0.30	0.02	0.15	1.00	-
Verma, Shashi Professor	1.00 SNR	0.15	0.83	-	0.02	-	1.00	-
Walter-Shea, Betty Professor	1.00 SNR	0.35	0.63	-	0.02	-	1.00	-
Wilhite, Don (SNR Director), Professor	1.00 SNR	-	-	-	-	1.00	1.00	-
Tenured/Tenure-Track	9.00 SNR 1.00 EAS	1.30	4.20	1.13	0.92	1.45	8.51	0.49
Total								
Total	17.40 SNR 1.60 EAS	1.30	8.20	2.83	4.62	1.45	10.89	7.51

Appendix E – Sample Four Year Class Schedule (if courses offered on an annual basis)

Applied Climate Science Major

First Year, First Semester

ACE	COURSE #	DESCRIPTION	CR HRS
	NRES 103	Food, Agricultural & Natural Resource Systems	3
4	BIOS 101 & 101L or AGRO 131& 132	General Biology or Plant Science & Lab	4
3	MATH 106	Calculus I	5
1	ENGL 150, 151 or 254 or JGEN 120, 200	Written communications course	3
			15

First Year, Second Semester

ACE	COURSE #	DESCRIPTION	CR HRS
4	METR 200	Weather and Climate	4
	Math 107	Calculus II	5
	PHYS 211 or MSYM 109	General Physics I or Physical Principles in Agriculture	4
2	COMM 109, 209, 212, 286; ALEC 102; ENGL 101, 150, 151,v252, 253,254; JGEN 120, 200, 300	Communication and Interpersonal Skills	3
			16

Second Year, First Semester

ACE	COURSE #	DESCRIPTION	CR HRS
	NRES 220 & 222	Principles of Ecology	4
	WATS 281	Intro to Water Science	3
	CHEM 105 or CHEM 109	Chemistry in Context 1 or General Chemistry I	4
	METR 205	Intro to Atmospheric Science	4
			15

Second Year, Second Semester

ACE	COURSE #	DESCRIPTION	CR HRS
	SOIL 153	Soil Resources	4
6	ECON 211 or ECON 212 or AECN 141	Principles of Macroeconomics or Principles of Microeconomics or Intro to Economics & Agriculture	3
3	STAT 218	Intro to Statistics	3
5, 7, 8 or 9	ACE requirement	One course in areas 5, 7, 8 or 9	3
	CSCE 155E or 155T	Computer Science I	3
			16

Third Year, First Semester

ACE	COURSE #	DESCRIPTION	CR HRS
	NRES 370	Basic & Applied Climatology	3
5, 7, 8 or 9	ACE requirement	Choose one course in Area 5, 7, 8 or 9	3
	NRES 469	Bio-Atmospheric Instrumentation	3
	NRES 454	Statistical Analysis of Atm. Data	3
	Specialization /Elective		3
			15

Third Year, Second Semester

ACE	COURSE #	DESCRIPTION	CR HRS
	NRES 312 or 412 or 418	Geographic Information Science course	3-4
5, 7, 8 or 9	ACE Requirement	Choose one course in Area 5, 7, 8 or 9	3
	Specialization/Electives		8-9
			15

Fourth Year, First Semester

ACE	COURSE #	DESCRIPTION	CR HRS
	NRES 408	Microclimate: The Biological Environment	3
	NRES 470	The Climate System	3
	METR 483 or METR 479 or METR 487 or METR 475	Global Climate Change (Spring, even) or Hydroclimatology or Earth's Climate: Past, Present & Future or Physical Climatology	3
5, 7, 8 or 9	ACE Requirement	Choose one course in Area 5, 7, 8 or 9	3
	Specialization/Electives		3
			15

Fourth Year, Second Semester

ACE	COURSE #	DESCRIPTION	CR HRS
	NRES 478	Regional Climatology	3
10	NRES 452	Capstone course	3
	Specialization/Electives		10
			13

Total 120 credit hours

Appendix F – Grant History

Table F-1. Selected Grants Awarded to Faculty in the Applied Climate Sciences area, 2005-2012

Title	Granting Agency	Total Amt	Term	Faculty
Drought Risk, Impact & Mitigation Information System	Dept of Agriculture-RMA-FCIC	6,407,473	2005-10	Wilhite
Carbon Sequestration in Dryland	Dept of Energy	2,364,500	2003-09	Hubbard Suyker Verma
High Plains Regional Climate Center	Dept of Commerce-NOAA	1,812,692	2007-10	Hubbard
2004-05 Administrative & Research Budget of the Great Plains Regional Center of the National Institute for Global Environmental Change	Dept of Energy-NIGEC	1,268,660	2005-06	Verma
Climate & Soil Risk Information System	Dept of Agriculture-RMA	1,212,056	2005-08	Wilhite Hubbard
Rangeland & Forage Geospatial Decision Support System for Drought Risk Management	Dept of Agriculture-RMA	1,023,038	2005-10	Wilhite
Drought Prep Framework Tribal Govt	Dept of Interior-BIA	609,539	2007-10	Svoboda Hayes Wilhite
Developing Drought Mitigation & Preparedness Technologies for US	Dept of Agriculture-CSREES	589,996	2004-07	Wilhite
Satellite-Based Carbon Exchange	NASA	496,124	2008-11	Gitelson Verma Suyker
Drought Monitoring, Planning & Mitigation	Dept of Agriculture-CSREES	495,371	2004-07	Wilhite
Measurement of Growing Season	Central Platte NRD	492,564	2007-11	Verma
Transition Drought Impact Reporter	Dept of Commerce-NOAA-NCTP	445,257	2007-10	Hayes
Drought Mitigation, NE Project	Dept of Agriculture-CSREES	437,244	2009-10	Hayes Svoboda
Riparian Vegetation Impacts	Ne Dept Natural Resources	433,960	2008-10	Lenters
Drought Mitigation, NE Project	Dept of Agriculture-CSREES	347,246	2008-09	Hayes Svoboda
Dev Seasonal Predictive Capability	Univ of Illinois-Urbana/Champaign	311,000	2008-11	Svoboda
Estimating the Impacts of Complex C	Dept of Commerce-NOAA	300,000	2006-10	Hayes Wilhite
Weather & Climate Forecasts	Dept of Commerce-NOAA	293,732	2005-08	Hu Hubbard
NOAA Warm Season Precip N America	Dept of Commerce-NOAA	292,000	2009-12	Hu Oglesby Feng
Dev Drought Ready Communities Prog	Dept of Commerce-NOAA	288,670	2008-10	Hayes Svoboda
GRACE Water Storage Data GSFC	NASA-GSFC	224,991	2008-11	Svoboda

Title	Granting Agency	Total Amt	Term	Faculty
Drought Decision Support Portal	Dept of Commerce-NOAA	223,524	2007-09	Svoboda
Soil Moisture Monitoring Program for Nebraska	Dept of Interior-BR	206,000	2001-08	Hubbard
US Daily Temperatures 1950s-2000s	Dept of Commerce-NOAA	169,829	2006-10	Hubbard Lin
NIDIS Portal & Help Desk Support	Dept of Commerce-NOAA	165,409	2008-09	Svoboda
OM Evolution in Piedmont Catchments	NSF	138,458	2008-11	Lenters
Changes in Lake Dynamics	NSF	114,087	2007-10	Lenters
Livestock Output & Climate Change	Michigan Technological University	98,000	2006-08	Hu
Remote Sensing Info in US Drought	Dept of Interior-GS	97,784	2007-10	Svoboda Tadasse
Impact of CO2 Changes in US	Michigan Technological University	89,862	2008-10	Lenters
Second Generation Biofuels	Dept of Energy	500,000	2010-13	Verma
Great Lakes Evaporation	Dept of Commerce- NOAA	29,992	2011-12	Lenters Sukyer
Mercury Deposit Network	NE Dept of Environmental Quality	45,000	2007-13	Verma
Global Patterns Lake Temperature	NSF	49,973	2001-12	Lenters
Circumartic Lakes Observation	NSF	297,082	2011-15	Lenters
NOAA Precip Dataset N Hemisphere	Dept of Commerce-NOAA	529,501	2010-13	Feng Hu Oglesby
Megadrought: Medieval N America	Dept of Commerce-NOAA	469,398	2011-14	Feng Hu Oglesby
GCP-CCEP	Kansas State University	211,985	2011-12	Hu Hubbard Shulski
Climate Info for Cereal Crop Produc	Purdue University	284,468	2011-13	Shulski
UAF Mesocale Meteorology Modeling	Univ of Alaska-Fairbanks	102,163	2009-12	Shulski
NOAA High Plains Reg Climate Center	Dept of Commerce-NOAA	1,827,435	2010-13	Hubbard Shulski You
NOAA High Plains Reg Climate Center (NDMC)	Dept of Commerce-NOAA	\$829,998	2011-13	Bathke Hayes Svoboda
AWDN Climate Conditions in Wyoming	North Platte Decree Com	55,450	2010-15	Hubbard
Weather Stations Green River Wyoming	Wyoming State Engineer	38,923	2009-13	Hubbard
North Platte Decree Committee	NE Community Fdn, Inc	65,306	2007-10	Hubbard
Adding Daily Solar Radiation & Dew Point	Dept of Commerce-NOAA	68,927	2007-09	Hubbard You
Drought Information System	Kongju National Univ	70,000	2008-11	Hayes
Drought Management Database	Dept of Commerce-NOAA	283,835	2011-13	Hayes
Drought Mitigation, NE Project	Dept of Agriculture-NIFA	558,401	2010-12	Hayes

Title	Granting Agency	Total Amt	Term	Faculty
				Svoboda
NOAA Drought Early Warning Index	Dept of Commerce-NOAA	62,441	2009-12	Svoboda
Moisture in NLDAS	Dept of Commerce-NOAA	82,270	2011-14	Svoboda
Mitigation of Ag Drought Model	Univ of Alabama-Huntsville	20,383	2010-12	Svoboda
Borlaug Fellowship Program-IRAQ	Dept of Agriculture-ICD	35,519	2007-09	Wilhite
Understanding the Role of Atlantic Sear Surface Temperatures on Persistent Drought in US Great Plains	Layman Fund	10,000	2009-10	Feng
FEW NET Drought Monitor Ethiopia	Dept of Interior-GS	5.755	2011-12	Tadesse
Climate Master of Nebraska	EPA	41,752	2011-13	Pathak

Source: NUGrants

TABLE 1: PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM

	FY14 Year 1		FY15 Year 2		FY16 Year 3		FY17 Year 4		FY18 Year 5		Total	
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
Personnel												
Faculty ¹	1.10	118,300	1.10	120,666	1.10	123,079	1.10	125,541	1.10	128,052	1.10	615,638
Professional ²	.20	11,960	.20	12,199	.20	12,443	.20	12,692	.20	12,946	.20	62,240
Graduate assistants	.49	24,747	.49	25,360	.49	25,999	.49	26,662	.49	27,353	.49	130,121
Support staff	.10	5,256	.10	5,362	.10	5,469	.10	5,578	.10	5,689	.10	27,354
Subtotal	1.89	160,263	1.89	163,587	1.89	166,990	1.89	170,473	1.89	174,040	1.89	835,353
Operating												
General Operating ³	\$5,000		\$5,000		\$5,000		\$5,000		\$5,000		\$25,000	
Equipment ⁴												
New or renovated space ⁵												
Library/ Information Resources ⁶												
Other ⁷												
Subtotal	\$5,000		\$5,000		\$5,000		\$5,000		\$5,000		\$25,000	
Total Expenses	1.89	165,263	1.89	168,587	1.89	171,990	1.89	175,473	1.89	179,040	1.89	860,353

¹ 1.00 FTE at projected annual salary of \$80,000, benefits of 30%, 2% increase to base each year;
.10 FTE at annual salary of \$110,000, benefits of 30%, 2% increase to base each year

² .10 FTE Advising at an annual base salary of \$43k plus 30% benefits, 2% increase to base each year;
.10 FTE Recruiting at an annual base salary of \$49k plus 30% benefits, 2% increase to base each year

Graduate Assistants = .49 FTE at SNR's master's stipend of \$16,500 plus 41% benefits (tuition remission) plus employer's share of health insurance, which is increased each year, 2% increase to base each year.

Support Staff = .10 FTE at annual base salary of \$36K plus 46% fringe benefits, 2% increase to base each year

NOTE: Graduate Assistants' Health Insurance rates and benefit percentages were taken from:
<http://research.unl.edu/sp1/fringerates.shtml>

³ needed to support activities such as the development of recruiting materials, recruiter travel, the development of advising materials and teaching assistantship and faculty development.

NOTE: All items requiring explanation may be included on this page or in the proposal narrative.

TABLE 2: REVENUE SOURCES FOR PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM

	FY 14 Year 1	FY15 Year 2	FY16 Year 3	FY17 Year 4	FY18 Year 5	Total
Reallocation of Existing Funds ¹						
Required New Public Funds ²						\$0
1. State Funds	165,263	165,587	171,990	175,473	179,040	\$857,353
2. Local Funds						\$0
Tuition and Fees ³	39,920	83,830	176,040	277,260	388,160	\$965,210
Other Funding ⁴						\$0
1						\$0
2						\$0
3						\$0
Total Revenue ⁵	\$205,183	\$249,417	\$348,030	\$452,733	\$567,200	\$1,822,563

¹ Total amount the institution will reallocate from its budget to support this unit. Identify the source of funding and provide an explanation of the impact that the redistribution of funds and other resources will have on existing programs or unit.

² State funds include the salary/benefits for 1.10 faculty, .20 professional staff, .10 clerical staff, .49 teaching assistantship, and \$5k in operating annually. This represents a requirement for additional public funds to support this unit. 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 Show additional tuition and fee revenues that will be used to support this unit.

- Tuition and fees - \$7,984 (5% increase to base each year)
 - \$216/credit hour @ 30 credit hours (Resident rate) = \$6,480
 - \$1,504/year student fees
- Student enrollment – year 1 = 5, year 2 = 10, year 3 = 20, year 4 = 30, year 5 = 40

⁴ Show the amount of external funding or donations which will become available each year to support this unit. Include a brief explanation of the nature of these resources including their specific source and the term of the commitment.

⁵ **Revenues are not expected to match expenses.**

NOTE: Where appropriate, show calculations and/or formulas that were used to project new revenue; e.g. number of new students projected multiplied by tuition and fees.

TO: The Board of Regents
Academic Affairs

MEETING DATE: October 26, 2012

SUBJECT: Establishment of the Center for Urban Sustainability at the University of Nebraska at Omaha (UNO)

RECOMMENDED ACTION: Approval is requested to establish the Center for Urban Sustainability at UNO

PREVIOUS ACTION: None

EXPLANATION: The purpose of the proposed Center for Urban Sustainability will be to advance the practice of urban sustainability by creating knowledge through fundamental and applied research and disseminating this knowledge to the University of Nebraska, Omaha metropolitan region, and the state through community engagement and educational offerings. The center will serve: faculty and students; businesses; non-profit, government and civic entities in Omaha and other Nebraska communities; and Nebraska P-12 schools. The center will be located at UNO.

The Council of Academic Officers has reviewed this proposal.

PROJECT COST: \$200,000 in first year

SOURCE OF FUNDS: Reallocation of existing funds in the UNO Office of Academic and Student Affairs

SPONSORS: B.J. Reed
Senior Vice Chancellor for Academic and Student Affairs

John Christensen, Chancellor
University of Nebraska at Omaha

RECOMMENDED: Susan M. Fritz
Interim Executive Vice President and Provost
Interim Dean of the Graduate College

DATE: October 2, 2012

Proposal to Establish the Center for Urban Sustainability

Descriptive Information

Name of the Institution Proposing the Center: University of Nebraska at Omaha

Name of the Unit Proposed: Center for Urban Sustainability

Administrative Units for the New Unit: Office of Academic & Student Affairs,
University of Nebraska at Omaha

Date Approved by Board of Regents: October 26, 2012

Date Center will be Initiated: Spring, 2013

Description and Purpose

The exploding world population, increasing global competition for markets and jobs, and growing demand for food, water, energy and other natural resources present challenges for sustaining standards of living and ways of life in the decades ahead. Finding solutions to these challenges will require innovative thinking and bold action. Future generations of Americans, Nebraskans in particular, will need to adapt to changing conditions and face these challenges head-on. The University of Nebraska can take a prominent leadership role among universities nationwide in addressing the challenges of urban sustainability by creating the proposed Center for Urban Sustainability.

Background research and analysis of university research centers around the country identified best practices and success factors related to urban sustainability centers. A report entitled *The 2008 Aspen Institute Report: A Closer Look at Applied Urban Sustainability Centers* provided particularly insightful information. Besides interviewing key stakeholders across the University of Nebraska system (see Appendix A), a feasibility study team examined several centers established at major universities such as *The Nelson Institute for Environmental Studies* at the University of Wisconsin in Madison, Purdue University's *Center for Global Urban Sustainability* and *The Center for Urban Policy and the Environment* at Indiana University. The emergence and continuation of university urban sustainability centers across the nation in recent years provides some evidence of the importance of such enterprises. Feasibility study results drawing upon best practices and success factors from existing programs across the nation have been incorporated into this proposal.

The Center for Urban Sustainability will serve: University of Nebraska faculty and students; faculty and students from other academic institutions collaborating with the Center; businesses, non-profit, government and civic entities in Omaha and other Nebraska communities partnering or collaborating with the Center; and secondary schools throughout Nebraska collaborating with Center affiliates to develop content and deliver education to students on sustainability, renewable energy and related topics.

The Center's purpose will be to advance the practice of urban sustainability by creating knowledge through fundamental and applied research and disseminating this knowledge to the University of Nebraska, Omaha metropolitan region, and the state through community engagement and educational offerings. Specifically, the Center will:

- Establish strong research partnerships among faculty across the University and with companies based in the region in architecture, engineering, construction, energy and other fields related sustainability to pursue externally funded grants and contracts;
- Engage in fundamental and applied research to establish a knowledge base of practical, innovative solutions to global challenges of urban sustainability;
- Serve as a focal point and portal for University research and educational efforts in this important area drawing national attention to the University as a recognized leader in urban sustainability research and education;
- Attract talented, renowned faculty to conduct research and advance pedagogy in this important area;
- Attract college-bound and non-traditional students from Nebraska and out of state interested in learning about and conducting research in urban sustainability and 'green' jobs by offering novel and unique collaborative research opportunities in new areas of study of interest to current and future generations of students;
- Attract companies interested in hiring University of Nebraska graduates with experience and practical knowledge in sustainability, 'green' jobs and renewable energy; and
- Contribute to the University achieving its enrollment goal of 60,000 students with a campus goal for UNO of 20,000 students by 2020.

The Center will be administered through UNO's Office of Academic and Student Affairs. The physical location of the center is yet to be determined. As a UNO academic center, the Center will primarily engage faculty, staff, and students from UNO's College of Information Science and Technology and key units in UNO's five other colleges (listed below). Additionally, the UNL Colleges of Engineering and Architecture may be significant partners in the center.

- UNO College of Arts and Sciences: Biology, chemistry, geography, mathematics, philosophy, sociology and anthropology, environmental studies;
- UNO College of Business Administration: Accounting, economics and real estate, finance, marketing, Nebraska Business Development Center;
- UNO College of Communication, Fine Arts, and Media: Radio and TV Writing, School of Communication;
- UNO College of Education: Health, physical education, recreation;
- UNO College of Information Sciences and Technology: Information systems and quantitative analysis, School of Interdisciplinary Informatics; and

- UNO College of Public Affairs and Community Service: Urban Studies, School of Public Administration, School of Social Work, Brennan Labor Institute.

Letters of support and feedback from the deans and faculty from UNL and UNO (see Appendix B) attest to University-wide commitment to both urban sustainability and to the proposed Center. The Center for Urban Sustainability will support and assist colleges with developing tracks, minors and certificate programs for students. It is hoped and envisioned that these initial undertakings will result in a multi-disciplinary academic program in urban sustainability being established at the University.

Centrality to Role and Mission

In serving the University and State of Nebraska, the proposed Center of Urban Sustainability will strive to achieve the highest standards of scholarly research, academic excellence and personal conduct. A commitment to excellence in these areas will be expected of all who are assigned or affiliated with the Center so that the Center contributes to the University of Nebraska's ranking and reputation among peer institutions as an exemplary institution.

As Nebraska's metropolitan university, UNO is an especially appropriate home for a Center for Urban Sustainability. The Center will support UNO's vision to be a metropolitan university of distinction and is closely aligned with UNO's three overarching strategic goals of student-centeredness, academic excellence, and community engagement.

Partnerships. *Higher education institutions will work as partners with one another and with other entities whenever appropriate to share resources and deliver programs cooperatively to enhance learning opportunities for Nebraska residents.*

P-12 Schools. *Higher education will work cooperatively with elementary and secondary schools to improve teaching and learning at all levels of education and to facilitate the transition from one level of education to another.*

The Center will serve Nebraska's P-12 secondary schools and institutions of higher learning by being involved in partnerships to develop and deliver urban sustainability education programs. Content for academic programs involving urban sustainability will be suitable for delivery in the classroom, by distance learning, adult learning and continuing education programs in the Omaha region and throughout Nebraska. The theory, knowledge and practice for making communities and living spaces more sustainable can be added to secondary educational curriculum. Research by faculty and students working with the proposed Center will, over time, contribute to the creation of a life-long learning body of knowledge in urban sustainability.

The *University of Nebraska Strategic Planning Framework 2010-2013* lays out six major planning goals. These timeless and enduring goals are intended to shape, guide and align efforts University-wide to serve the State and citizens of Nebraska and benefit all

students who attend the University. Goals 1 and 2 are ones that every unit of the University seeks to achieve.

Goal 1. The University of Nebraska will provide the opportunity for Nebraskans to enjoy a better life through access to high quality, affordable undergraduate, graduate and professional education.

Goal 2. The University of Nebraska will build and sustain undergraduate, graduate and professional programs of high quality with an emphasis on excellent teaching.

Goal 3. The University of Nebraska will play a critical role in building a talented, competitive workforce and knowledge-based economy in Nebraska in partnership with the state, private sector and other educational institutions.

The Center will contribute to Goal 3 through urban sustainability research undertaken by students and faculty from a traditional academic discipline or collaborating as multidisciplinary team. Research activity will generate knowledge that can be incorporated into existing academic courses to increase student's knowledge and skills relating to the design, engineering, construction, and monitoring of sustainable systems, buildings and communities. Students who engage in research activities sponsored and supported by Center for Urban Sustainability will be more prepared to apply critical thinking and problem solving to address existing and future challenges across a wide range of jobs and professions. Students will be more competitive as applicants in the job market.

Goal 4. The University of Nebraska will pursue excellence and regional, national and international competitiveness in research and scholarly activity, as well as their application, focusing on areas of strategic importance and opportunity.

The main purpose of the Center for Urban Sustainability is to create knowledge and advance the practice of urban sustainability by engaging in fundamental and applied scholarly research. Research in urban sustainability has strategic importance with implications for our national economic security, financial stability, and the social well-being of our citizens. Without question, issues must be addressed regarding how the nation and the world will sustain quality of life with fewer and while using fewer resources to reduce harmful practices which impact the planet's ecosystem. These and other global, national and local issues will be explored at the Center by University faculty and students.

Goal 5. The University of Nebraska will serve the entire state through strategic and effective engagement and coordination with citizens, businesses, agriculture, other educational institutions, and rural and urban communities and regions.

The Center will serve citizens by providing content for the development of P-12 sustainability and renewable energy education programs through distance learning, as well as adult learning and continuing education programs in the Omaha region and across the state. Practical knowledge for creating more sustainable

communities is of importance and applicable to both urban and rural communities of Nebraska.

Contributions to Society and Economic Development

Numerous ways exist for businesses to engage with the proposed Center. These include teaming on research, forming partnerships to commercialize and workforce development through internships and hiring University graduates. For example, the proposed Center will work in collaboration with businesses to install, test, assess and market new products and technologies related to sustainability, renewable energies, construction, building materials and energy monitoring. The Center can provide faculty with the opportunity to collect data on the areas listed above and to study how new products and technologies impact human behavior. The Center will focus on the creation of new practices, knowledge and opportunities for developing new green jobs starting new green businesses that are essential to the economic growth of the region and the state. The establishment of a Center for Urban Sustainability in Omaha on the UNO campus is consistent with the Nebraska 2010 Green Jobs Report which emphasizes the importance of advancing the green industry in Nebraska, creating more green jobs and moving society, and particularly Nebraska, towards a sustainable existence (see <https://networks.nebraska.gov/admin/gsipub/htmlarea/uploads/Nebraska%20Green%20Jobs%20Report.pdf>).

Adequacy of Resources. For the initial funding, UNO's Office of Academic and Student Affairs has reallocated \$200,000. The University of Nebraska Center for Urban Sustainability will seek substantial private financial donations from a combination of sources including corporate sponsors, foundations and private donors. Additionally, grants and contracts awarded to faculty will contribute a significant portion of the center funding beginning in year two. Funds will be used to establish the Center, make hires and provide internally funded seed grants. The scope of the Center's staffing and programming will be determined by the funds raised.

Faculty and Staff Resources. Core center faculty and staff will be hired with the founding of the center as funding becomes available. Additionally, existing UNO and UNL faculty and staff with expertise in sustainability will be affiliated with the Center.

Physical Resources (including instructional equipment and information resources). While the physical location of the Center is not determined, the work of the Center will be done utilizing existing instructional and research facilities throughout the UNO campus. As an interdisciplinary center, the classrooms and laboratories of the affiliated programs will be the primary physical resources of the Center. The administrative functions of the Center will be located in proximity to the initial part-time director (from the UNO faculty). As the Center expands based on increased funding, a permanent physical home of the administrative functions will be found. As an interdisciplinary

center, the instructional, research, and engagement functions of the center will occur in the classrooms and labs of the affiliated faculty and units. Existing information and equipment resources are sufficient for the founding of the center.

Budget Projections

Expenses:

Initially, the Center will have a .50 Director from current faculty and .50 faculty reassignments to the Center. The Center also will have a .50 grant writer and .75 staff assistant. The Center will operate with a minimal operating budget and provide a limited number of faculty seed grants. As funding expands from reallocation, grants/contracts, and donations, the Center will have a full-time director, grant writer, and staff assistant. The Center will continue to operate with part-time faculty buy-outs and expand the faculty seed grant program.

Revenue:

In its first year, the Center will have funds reallocated from the Office of Academic and Student Affairs. The Center will expand staffing and programming as funds become available from grants/contracts and private donations.

Avoidance of Unnecessary Duplication

There are not any comparably units in the Omaha metropolitan area or in the region. The Center will seek opportunities to collaborate with institutions of higher learning locally and across the nation as well. Collaborating with local universities and colleges will benefit the collective interests of the partners and serve the common good of the greater Omaha metropolitan region. For example, Creighton University recently launched the Energy Technology Program where students can earn a Bachelors of Arts in Sustainable Energy or a Bachelors of Science in Energy Science. Metropolitan Community College provides students with hands-on experiences with electric power systems, mechanical equipment, weatherization technology, and urban gardens.

The Center for Urban Sustainability will be positioned to align, and perhaps integrate (on some level), programs across institutions to the mutual benefit of the institutions and students alike. Opportunities to work on cross-disciplinary teams provide students with invaluable experience that will greatly enhance their understanding and knowledge making them more competitive for jobs upon graduation.

Finally, the distinction of being an officially-recognized University Center may facilitate the formation of new relationships with peer institutions throughout the nation by the proposed Center for Urban Sustainability serving as a central touch point for the University's research and education programs related to urban sustainability.

Consistency with the Comprehensive Statewide Plan for Postsecondary Education

Through its mission and purposes, the Center for Urban Sustainability will support relevant goals of the State of Nebraska's *Comprehensive Statewide Plan for Postsecondary Education*. Core functions of the Center are research and development (R&D), academics and scholarship, business and economic development, and workforce development.

Student Centered. *Nebraska's post-secondary education institutions will be student-centered and will offer learning opportunities that are responsive to students' needs.*

The Center for Urban Sustainability will collaborate with campuses across the University of Nebraska, local universities and colleges in the greater Omaha metropolitan region and state and private colleges across the State of Nebraska to advance urban sustainability concepts and knowledge. Although the Center itself will not be home to academic programs, the Center will share knowledge created through research efforts by faculty and students with post-secondary state institutions across Nebraska. In so doing, the campuses can incorporate urban sustainability content into curricula to better educate students about issues regarding population growth, climate change, food, and water and energy use along with practical, pragmatic ways that Nebraskans living in communities of any size can make them more sustainable.

Skilled Graduates. *Nebraska colleges and universities will provide their graduates with the skills and knowledge needed to succeed as capable employees and responsible citizens.*

Workforce Development. *Higher education in Nebraska will be responsive to the workforce development and ongoing training needs of employers and industries to help sustain a knowledgeable, trained, and skilled workforce in both rural and urban areas of the state.*

As a focal point for urban sustainability research, the proposed Center for Urban Sustainability will coordinate interdisciplinary research projects involving teams of faculty and students from the University of Nebraska and other higher education institutions and with industry, government and civic organizations. The Center will collaborate with academic departments to coordinate student internships and student capstone projects with companies and organizations that can provide students with valuable professional development experiences. These types of research and problem-solving activities will benefit students by making them better prepared to apply critical thinking and analysis to existing and future challenges across a wide range of jobs and professions. For the companies and other organizations, student internships can be a workforce development pipeline where the companies can evaluate and begin to recruit students while interning and learning about the company while working on real-world problems in their chosen field that are of importance to the company and of interest to the interns.

Research and Technology Transfer. *Institutions will contribute to the health and prosperity of the people and to the vitality of the state through research and*

development efforts, technology transfer and technical assistance, and by attracting external funds to support these activities.

The main purpose of the Center will be to lead research and development in urban sustainability. Establishing the proposed Center will the University with a unique opportunity to grow a robust and collaborative basic and applied research program in urban sustainability. Research activity will generate knowledge that can be acquired by companies working in the fields of design, engineering, construction, and monitoring of sustainable systems, buildings and urban communities. Working in collaboration with the University's Technology Development Corporation (UTDC), the technology transfer office of the University, interdisciplinary R&D by faculty affiliated with the proposed Center will lead to business partnerships and technology transfer opportunities to commercialize intellectual property. If successful, the Center will generate the intellectual capital necessary to discover, develop and commercialize intellectual property and promote regional economic growth and business development in the decades ahead.

APPENDIX A. Center for Urban Sustainability University Stakeholder Interview List

The Feasibility Study Team interviewed a diverse group of University stakeholders from the University of Nebraska Central Administration (UNCA), and the UNL and UNO campuses. Individuals interviewed are listed below.

Campus	Name	Position
UNCA	Susan Fritz	Associate Vice President for Academic Affairs
	Rich Sincovec	Senior Science Fellow, Office of the University President
UNO	John Christensen	Chancellor
	BJ Reed	Senior Vice Chancellor for Academic and Student Affairs
	Bill Conley	Vice Chancellor for Business and Finance
	Scott Snyder	Associate Vice Chancellor for Research and Creative
	Patrick Wheeler	UNO Sustainability Taskforce Chair
	Hesham Ali	Dean, Information Science & Technology
	John Bartle	Interim Dean, College of Public Affairs and Community Service
	David Boocker	Dean, College of Arts & Sciences
	Nancy Edick	Dean, College of Education
	David Conway	Associate Dean, College of Education
	Louis Pol	Dean, College of Business Administration
	Neal Grandgenett	Professor, College of Education
	Rick Yoder	Director, Pollution Prevention Regional Information
	Angie Eikenberry	Associate Professor, CPACS
	John McCarty	Professor & Director, Environmental Sciences
	Alan Kolok	Professor, Biology
	LaReesa Wolfenbarger	Associate Professor, Biology
	William Tappich	Professor, Biology
	Janice Rech	Professor, Mathematics/ Faculty Senate President
	Matthew Marx	Lecturer, English
Doug Paterson	Professor, Theatre	
UNL	Prem Paul	Vice Chancellor for Research and Economic
	Deb Hamernik	Associate Dean, Agricultural Research Division
	Timothy Wei	Dean, College of Engineering
	Jim Goedert	Associate Professor, Architectural Engineering &
	Avery Schwer	Associate Professor, Architectural Engineering &
	Moe Alahmad	Assistant Professor, Architectural Engineering
	Bing Chen	Professor & Chair, Computer Electronics & Engineering
	Tim Hemsath	Assistant Professor, College of Architecture
UNMC	Hal Maurer	Chancellor
	Bob Bartee	Vice Chancellor for External Affairs

APPENDIX B: Center for Urban Sustainability Letter of Support List

The Feasibility Study Team solicited letters of support from a diverse group of University and community stakeholders. Individuals who provided letters of support are listed below. Letters are available upon request.

Organization	Name	Position
UNL	Timothy Hemsath	Assistant Professor
	James Goedert	Associate Professor
	Avery Schwer	Associate Professor
	Riley Palsma	UNL Student, Civil Engineering
	Ramia Bashara	UNL Student, Environmental Studies
UNMC	Harold Maurer	Chancellor
UNO	John Christensen	Chancellor
	Hesham Ali	Dean, College of Information Science and Technology
	John Bartle	Acting Dean, College of Public Affairs
	David Boocker	Dean, College of Arts and Sciences
	Nancy Edick	Dean, College of Education
	David Conway	Associate Dean, College of Education
	Lou Pol	Dean, College of Business
	Janice Rech	Faculty Senate President
	Mahmoud Alahmad	Assistant Professor
	Christopher Decker	Professor
	Angela Eikenberry	Associate Professor
	Neal Grandgenett	Professor
	Alan Kolok	Acting Director, Elkhorn River Research Station
	Richard Lomneth	Associate Professor
	Matthew Marx	Director of Synergy Program, Department of English
	John McCarty	Professor
	Suzanne Sollars	Associate Professor
	William Tapprich	Professor, Chair of Biology
	Patrick Wheeler	Environmental Advocate/Sustainability Champion
	L. LaReesa Wolfenbarger	Department of Biology
	Richard Yoder	CBA Sustainability Officer
OPPD	W. Gary Gates	President and CEO
USGBC Nebraska Flatwater Chapter	Sarah Gudeman	Vice Chair, Mechanical Engineer
Omaha Community Foundation	Michael Leighton	President and CEO
Omaha Philanthropist	Carl G. Mammel	Business Owner and Financial Investor

TABLE 1: PROJECTED EXPENSES - NEW ORGANIZATIONAL UNIT

Personnel	FY 2014 Year 1		FY 2015 Year 2		FY 2016 Year 3		FY 2017 Year 4		FY 2018 Year 5		Total	
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
Faculty ¹	1	\$130,000	1	\$130,000	3	\$430,000	4	\$586,000	5	\$742,186	5	\$2,018,186
Non-teaching staff: Professional ²	0.5	\$35,000	0.5	\$36,050	1	\$72,500	1	\$74,675	1	\$76,915	1	\$295,140
Graduate assistants											0	\$0
Non-teaching staff: support	0.75	\$25,000	0.75	\$25,750	1	\$40,000	1	\$41,200	1	\$42,436	1	\$174,386
Subtotal	2.25	\$190,000	2.25	\$191,800	5	\$542,500	6	\$701,875	7	\$861,537	7	\$2,487,712
Operating												
General Operating		\$10,000		\$25,000		\$25,000		\$30,000		\$35,000		\$125,000
Equipment ³						\$100,000		\$50,000		\$50,000		\$200,000
New or renovated space ⁴												\$0
Library/Information Resources ⁵												\$0
Other ⁶ Seed Grants				\$95,000		\$145,000		\$320,000		\$420,000		\$980,000
Subtotal		\$10,000		\$120,000		\$270,000		\$400,000		\$505,000		\$1,305,000
Total Expenses	2.25	\$200,000.00	2.25	\$311,800.00	5	\$812,500.00	6	\$1,101,875.00	7	\$1,366,537.00	7	\$3,792,712.00

¹ Part-time (.50) faculty buy-out and .50 Director for first 2 years. Transition to full-time director in year 3 as funds become available.

² .50 Grant writer in first year, full-time by year 3 as funds become available.

³ Current equipment sufficient for first two years.

⁴ NA

⁵ NA

⁶ Faculty Seed Grants

TABLE 2: REVENUE SOURCES FOR PROJECTED EXPENSES - NEW ORGANIZATIONAL UNIT

	FY 2014 Year 1	FY 2015 Year 2	FY 2016 Year 3	FY 2017 Year 4	FY 2018 Year 5	Total
Reallocation of Existing Funds ¹	\$200,000	\$206,000	212,180	218,545	225,101	\$1,061,826
Required New Public Funds ²						\$0
1. State Funds						\$0
2. Local Funds						\$0
Tuition and Fees ³						\$0
Other Funding ⁴						\$0
1 Grants/Contracts		\$200,000	\$350,000	\$450,000	\$450,000	\$1,450,000
2 Private Donations		\$150,000	\$250,000	\$500,000	\$750,000	\$1,650,000
3						\$0
Total Revenue ⁵	\$200,000	\$556,000	\$812,180	\$1,168,545	\$1,425,101	\$4,161,826

¹ The Office of Academic and Student Affairs will reallocate \$200,000 for the first year. The OASA funds are from Academic Excellence and indicate the academic priority of the Center. Assuming an annual 3% increase in funds.

² N/A

³ N/A

⁴ As the Center develops, the primary source of funding will be from Grants/Contracts and private donations. Expansion of the Center's activities will be dependent upon the funds raised.

⁵ **Revenues are not expected to match expenses.**

TO: The Board of Regents
Business Affairs

MEETING DATE: October 26, 2012

SUBJECT: Program Statement and Budget for Brace Laboratory Renovation at the University of Nebraska-Lincoln

RECOMMENDED ACTION: Approve the Program Statement and Budget for Brace Laboratory Renovation at the University of Nebraska-Lincoln (UNL)

PREVIOUS ACTION: June 15, 2006 – The Board of Regents approved the Program Statement and Budget for the UNL Physical Sciences Replacement Building, now named Jorgensen Hall.

EXPLANATION: The proposed project renovates Brace Laboratory, formerly used by the Department of Physical Sciences and Astronomy, to serve as a core center for innovative teaching, which will include classrooms, laboratories, examination and testing center, and staff to assist faculty to incorporate technology into their classrooms. The building has not had permanent occupants since the Department moved to Jorgensen Hall in 2010.

The Brace Lab Building will be renovated to comply with all applicable codes. Other major improvements include: installing a heating, ventilation and air conditioning system (to replace the existing radiators and window unit air conditioners); installing restrooms; replacing exterior windows; abating asbestos; repairing and painting walls; and repairing/replacing floors and ceilings.

The project will also provide program-specific renovations to permit the building to be re-used to house: three Life Sciences lower division laboratories and lab support space; two special classrooms for Technology Transforming Teaching; a video editing room; a 97 station testing center and office and support space for examination services; and offices, storage and conference room space for information support currently located in the 501 Building and Architecture Hall. The project will also renovate an existing auditorium (no longer in use) as a general purpose classroom (with tiered seating) and renovate space for two new general purpose classrooms.

Strategically, this renovation will position UNL to better meet increasing demand for Life Sciences courses for majors and non-majors and increase the physical capacity limits in these programs which will allow enrollment to grow.

The program statement and budget have been reviewed and approved by the Business Affairs Committee.

Construction of the project will begin after commitments for all funding are in place and authorization to proceed is received from the President.

Proposed start of construction	July 2013
Proposed completion of building systems and classrooms	July 2014
Proposed completion of entire project	May 2015

PROJECT COST: \$8,000,000

ESTIMATED OPERATING AND MAINTENANCE: Annual Operating Costs \$297,000

SOURCE OF FUNDS:	LB 605 Funds	\$2,750,000
	Revolving Funds	400,000
	Cash Funds	553,000
	Trust Funds/Private Donation	<u>4,297,000</u>
		<u>\$8,000,000</u>

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

RECOMMENDED: Harvey Perlman, Chancellor
University of Nebraska-Lincoln

DATE: October 2, 2012

University of Nebraska-Lincoln (UNL)
Brace Laboratory Renovation
Program Statement

Campus: UNL City Campus
Date: August 17, 2012
Prepared by: UNL Facilities Planning

Phone No. (402) 472-3131

1. Introduction

a. Background and History

Brace Laboratory was completed in 1906 and was named for the founding chair of the Physics Department, Dewitt Bristol Brace, who died in 1905. Brace Lab is three stories with a partial basement and attic, with a total gross square footage of 39,200.

In 2006, the University of Nebraska received funding from Legislative Bill 605 which provided state funding for deferred maintenance on University of Nebraska-Lincoln (UNL) Campus. The Department of Physical Sciences and Astronomy was housed in three deteriorated buildings, Behlen Laboratory, Brace Laboratory and Ferguson Hall. Due to the high cost of renovating these buildings to house state-of-the-science research labs and the efficiencies of locating the department in a single building, it was decided to construct a replacement building (Jorgensen Hall). Behlen was retained because of the investment in the laser laboratories in the basement and Brace was retained because of its historic nature. Ferguson Hall was demolished. The plan was to develop a minimal renovation that addressed code issues and basic repairs in order to relieve City Campus of a shortage of space. The long term plan is to find future funding for a project that will address all the interior and exterior building deficiencies.

b. Project Description

The proposed project is to renovate Brace Laboratory, formerly used by the Department of Physical Sciences and Astronomy to serve as a core center for innovative teaching, which will include classrooms, laboratories, examination and testing center, and staff to assist faculty to incorporate technology into their classrooms. The building has not had permanent occupants since the Department moved to Jorgensen Hall in 2010.

The Brace Lab Building will be renovated to comply with all applicable codes, including with the Fire/Life Safety Code, the Americans with Disabilities Act (ADA) and the International Building Code. Other major improvements include: installing a heating, ventilation and air conditioning system (to replace the existing radiators and window unit air conditioners); installing restrooms;

replacing exterior windows; abating asbestos; repairing and painting walls; and repairing/replacing floors and ceilings.

The building is linked to Behlen Laboratory to the west by a link containing an elevator allowing the occupants of Brace to use the restrooms in Behlen. Due to plans for research in Behlen which requires high security, accessible restrooms need to be added to Brace so that Behlen may be secured.

The project will also provide program-specific renovations to permit the building to be re-used to house: three Life Sciences lower division laboratories and lab support space; two special classrooms for Technology Transforming Teaching (T3); a video editing room; a 97 station testing center and office and support space for examination services; and offices, storage and conference room space for Information Support (IS) currently located in the 501 Building and Architecture Hall. The project will also renovate an existing auditorium (no longer in use) as a General Purpose classroom (with tiered seating) and renovate space for two new General Purpose classrooms.

c. Purpose and Objectives

The purpose of the project is to renovate Brace Lab so that it may help address the shortage of labs, lecture and academic support space on the UNL campus.

The objectives are as follows:

- Address all building and life/safety code and ADA non-compliance issues.
- Provide the repairs necessary to improve the efficiency and level of comfort and air quality to allow the continued operation of the building for at least five years.
- Provide additional undergraduate lower division life science laboratories to address growing enrollment.
- Provide additional large general purpose classrooms to deal with previous and project growth in enrollment.
- Provide additional special classrooms for Technology Transforming Teaching (T3) to support advanced technologies and collaborative learning.
- Provide a large (over 90 station) computer based Testing Center.
- Consolidate Examination Services office and support space with the Testing Center.
- Move offices and support space for Information Services from Architecture Hall and the 501 Building to allow those buildings to have a more singular focus and to provide convenient technical support for the T3 classrooms and the Testing Center.

2. Justification of the Project

a. Data which supports the funding request

Basic Building Renovations

Code related

Some improvements are necessary in order to re-occupy the building. These include: the abatement of asbestos; the correction of any code violation or life safety issue (e.g. repair and replace guard railings) and compliance with the Americans with Disabilities Act. (ADA). Because the restrooms in Behlen may not be available to individuals in Brace, it will be necessary to construct two accessible restrooms on each floor as part of this project.

Energy related

Some improvements to the building envelope are included in this renovation project including replacing exterior windows and adding insulation to exterior walls. Replace exterior windows with new windows which meet the current energy code and more appropriately relate to the historic character of the building. Furring out all exterior walls, adding insulation, and finishing the walls and ceilings will also improve the building envelope for energy efficiency.

The existing building is heated by steam radiators located around the perimeter of the building. The steam piping serving these radiators is beyond its useful life and many pipe failures are occurring. There is no central cooling and cool air is provided by window air conditioning units.

The building will be heated and cooled through a new variable air volume system. The terminal heating coil system will be provided to serve all spaces, with the exception of the large lecture hall. The lecture hall would be served by a single zone air handling unit. Systems will be provided with chilled water and hot water from the main University chilled water system and by a hot water convertor located in the basement level, utilizing campus steam to heat hot water. This heated hot water will then be distributed to the various VAV boxes in the facility.

Functional/Aesthetic

The building is in poor internal condition. Some fixed equipment remains from the old Physics labs. Floors, walls and ceilings need to be patched or replaced. The project will address these needs to the extent permitted by the budget.

The project will reconfigure the east (main) entrance to its original layout and restore the stairway to its historical condition. New wall, ceiling and floor finishes and lighting will be provided. The existing entry doors will be renovated with glass to daylight the lobby.

Renovation to Support New Programs

Life Sciences Lower Division Laboratories

The demand for Life Sciences courses for majors and non-majors is increasing, but physical capacity limits will prevent enrollments from growing. At UNL, the School of Biological Sciences offers a core curriculum that delivers a basic biological

sciences education to virtually all of the Life Sciences majors across the university. The introductory core includes a yearlong program of lecture, recitation, and lab courses that serve as the foundation for the developing integrated campus-wide Life Sciences curriculum. These courses have seen steady growth. Total enrollments in non-majors, science majors, and pre-health majors have increased from 2,628 in 2004 to 3,294 in 2010 - an overall total increase of over 20%. Biological Sciences is one of the most popular majors in the College of Arts and Sciences. Enrollment in the major has been steadily increasing. The School is already at, or very close to, absolute space limits in several required courses. Demand for these courses is likely to increase as UNL adopts a campus-wide Life Sciences Curriculum. Interest in pre-health profession tracks continues to grow. Assuming UNL's goal of a 20% increase in overall enrollment by 2017 is reached, we can expect Biological Sciences to reach a minimum of 840 majors, and very likely more than this. With current laboratory and classroom facilities, it will be impossible to meet the physical space demands that such an increase in enrollment involves.

Current teaching laboratory facilities are inadequate for even the passive modes of instruction that were common in the Life Sciences some decades ago. An undisputed fundamental foundation for delivering quality science education is the opportunity for students to learn in a "hands on" learning environment. In science courses, this is mostly provided by laboratory instruction. All of the existing laboratory courses described in the previous section are delivered in the instructional laboratories on the first floor of Manter Hall (approximately 8,000 sq ft). These labs were built in the mid-70's and have been consistently characterized as dim and unattractive by numerous external review teams over the years. There have been only limited improvements, e.g., the addition of flooring and ceilings about 10 years ago to address this concern. The most recent assessment describes the facility as showing signs of aging, with inadequate preparation, storage and meeting space and poor ventilation. This study also found that classroom utilization was higher than national norms and that space per student was about half that of national standards. In addition, the labs are woefully outdated in their technological features, which limit the quality of education the University can offer. Perhaps most important, the number of majors has increased dramatically since 2004, and currently we have over 700 biology majors. Between Fall 2004 and Fall 2011, UNL undergraduate enrollment increased by 14.5%, whereas enrollment in Biological Sciences lab courses increased by 33%. In 2011, university enrollment remained flat compared to 2010, whereas Biological Sciences enrollment increased by 10%.

School of Biological Sciences has already or will soon reach the absolute space limits for meeting any additional demand for some of the courses.

T3 Classrooms

The vision of the Technology Transforming Teaching (T3) initiative is to develop and support the integration of technology, classroom design and pedagogy in a way that improves the development and delivery of course material in order to improve student learning outcomes. This project will create up to three T3 classrooms that

support advanced technologies and collaborative learning. Two of these rooms will replace the two existing classrooms in Architecture Hall. Co-locating the IS T3 and classroom support personnel with the T3 classrooms and two large general purpose classrooms will result in improved support for faculty using the classrooms and provide increased opportunities for faculty development and pedagogical innovation. In addition, moving IS personnel out of Architecture Hall and the 501 Building will allow both of these buildings to have a more singular focus.

Testing Center and Examination Services

The new 1,710 nsf Testing Center will nearly double the capacity of the existing center in Burnett. It will also be specifically designed as a testing center with provisions for security. The Examination Services offices will be relocated from Canfield North to Brace in order to have test scanning and scoring operations in the same area. This will result in increased synergies and efficiencies. The goal is to create a “one-stop” campus center for testing and examination services.

Offices and Support Space for Information Services

Offices from Information Services that support the technology will be moved into Brace. Vacating space in the basement of the 501 Building will also help meet the increasing demand for space for social service research.

b. Alternatives considered

Demolition

The State Legislature approved LB 605 to provide deferred maintenance funding to renovate Behlen, Brace and Ferguson. It was determined that the most cost effective solution was to construct a new building that could provide state of the science laboratories and provide more efficient operations by consolidating the department in one building. Brace was considered for demolition, but due to its historic character was retained for future use. The program statement for the Physical Sciences Replacement Building (approved by the Board of Regents at the June 15, 2006 meeting) stated the following: “Brace, the second oldest building on campus, will be used temporarily with minimum renovation with the hope that a future building project might incorporate the façade or shell to retain its character.”

Address all building deficiencies:

A survey of the deficiencies in the building identified many more deficiencies that will be addressed in this project. This work would include: complete restoration of all walls and ceilings; replacement of all interior doors to match the original designs; replace lights and branch wiring; repair the building envelope to meet the energy code; upgrade the plumbing; improve the exterior east entry; refurbish the built-in cabinets; and install an emergency generator.

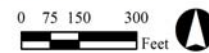
This list of renovations does not include improvements to outfit the space for specific tenants. There is not sufficient funding at this time to complete all of these renovations.

3. Location and Site Considerations

- a. County
Lancaster
- b. Town or campus
University of Nebraska-Lincoln City Campus
- c. Proposed site



Brace Laboratory Renovation
Project Location Map



- d. Statewide building inventory
5ZZ00491100B
- e. Influence of project on existing site conditions
 - (1) Relationship to neighbors and environment
Brace Hall is located in southwest section of City Campus, south of Richards Hall and North of Architecture Hall. Behlen Laboratory is connected to Brace on the east. Behlen is located on the east side of Stadium Drive. The 501 Building is located across Stadium Drive from Behlen Laboratory. T Street is located north of Richards and south of Memorial Stadium. It intersects 10th Street on the west and dead ends at Avery Hall on the east.
 - (2) Utilities
The existing campus utilities will be sufficient to serve this project.
 - (3) Parking and circulation
Most of the building will be used in a similar fashion to the Brace Laboratory when it was occupied by the Department of Physics and Astronomy (i.e. classrooms, labs and offices). The main difference will be the addition of the 97 seat Testing Center. This would be expected to sporadically increase the demand for short term parking, particularly at the end of the semester when the Center is likely be in full use. The Stadium Drive Parking Garage is nearby at the intersection of T Street and Stadium Drive and is available for public parking. There is also metered parking on P Street.

4. Comprehensive Plan Compliance

- a. University of Nebraska Strategic Framework

This project complies with the objectives of the University Strategic Planning Framework for 2010-2013:

1. *The University of Nebraska will provide the opportunity for Nebraskans to enjoy a better life through access to high quality, affordable undergraduate, graduate and professional education.*
2. *The University of Nebraska will build and sustain undergraduate, graduate and professional programs of high quality with an emphasis on excellent teaching.*
3. *The University of Nebraska will be cost effective and accountable to the citizens of the state.*

The project will provide additional undergraduate classrooms and class laboratories to address the increased enrollment goals for the University of Nebraska–Lincoln.

- b. University of Nebraska–Lincoln 2006-2015 Master Plan Building Efficiency Goals
“Correct existing qualitative and quantitative building and infrastructure deficiencies identified in the Universities physical facilities audits.”
- c. **Statewide Comprehensive Capital Facilities Plan**
 The Statewide Facilities Plan is Chapter Six of the Comprehensive Statewide Plan for Postsecondary Education. This plan includes the following goals:
“Nebraskans will advocate a physical environment for each of the state’s postsecondary institutions that: supports its role and mission; is well utilized and effectively accommodates space needs; is safe, accessible, cost effective, and well maintained; and is sufficiently flexible to adapt to future changes in programs and technologies.”

5. Analysis of Existing Facilities

- a. Functions/purpose of existing programs as they relate to the proposed project
 The existing building does not have any permanent occupants and is housing temporary programs.
- b. Square footage of existing areas of Brace
- | | |
|----------------------------|--------|
| Gross square feet | 39,200 |
| Net assignable square feet | 25,920 |
- c. Utilization of existing space by facility, room, and/or function
 The functions moving to the renovated building are currently in Architecture Hall, Burnett Hall, Canfield Administration Building and the 501 Building. These rooms are shown on the Table 2: Comparison of Existing and Proposed Space.
- d. Physical deficiencies
 The UNL Facilities Condition Assessment of Brace Laboratory dated December 15, 2011 includes the following statements:

Interiors

The interior of Brace is in need of a complete overhaul. The ceilings are stained in many areas and style varies from room to room. The paint is peeling off the walls in many areas and it is recommended that the entire interior be repainted. All of the flooring should be replaced. The carpet is worn out, the wood floors no longer have a finish and the vinyl and sheet flooring no longer have a finish.

Mechanical/Plumbing

The entire plumbing system is mostly from the original construction in 1904. As it has deteriorated over the years, sections have been abandoned to the point where only a few lab sinks (are) left operational. There are no functional toilet facilities. ...All HVAC (Heating, Ventilation and Air Conditioning) equipment is

beyond its life span and cannot meet the needs of the program it serves. The building does not have make up air and IAQ (Internal Air Quality) problems are plentiful. Brace Lab needs a major HVAC upgrade to coincide with a renovation.”

- e. Programmatic deficiencies
In order to be re-used for classrooms, laboratories and the Testing Center, some of the interior walls will need to be demolished and the space reconfigured. Plumbing for sinks will need to be added to the first floor to support the life science laboratories. Additional telecommunications wiring will be needed to support the classrooms and Testing Center.
- f. Replacement cost of existing building
The Facilities Management Information Report (FMIR) for June 2011 indicates the replacement cost for Brace Laboratory is \$8,282,169. This figure has been developed for insurance purposes. It does not include costs for land or site development, program-related equipment, utility connections, and project management and inspection.

6. Facility Requirements and the Impact of the Proposed Project

- a. Functions/purpose of the proposed program
 - (1) Activity identification and analysis
Life Sciences Lower Division Laboratories
Effective Life Sciences education requires classrooms and laboratories that support active and collaborative learning, group problem solving and student engagement. The School of Biological Sciences needs to teach students to think and solve problems independently if they are to be prepared to be successful in the science and science related careers. Pedagogical methods, including digital learning, learning-by-doing, teamwork, and undergraduate research have been shown to increase student learning outcomes. However, there are currently only a few major science programs with initiatives that have begun to successfully promote the changes necessary to revolutionize teaching at large research universities. These innovative pilot programs in science education have provided convincing evidence for the following benefits to students: increased retention, enhanced problem-solving skills, and greater success in subsequent science courses. Due to over-crowding and outdated learning environments, UNL’s Life Sciences curriculum has only a limited ability to implement these pedagogies that have proven so effective for student learning.

General Purpose Classrooms

The University has experienced significant enrollment growth over the past ten years and anticipates increased enrollments over the next five years. However, the University has seen almost no growth in the number of general purpose

classrooms on the campus. In order to support increased enrollments, the University must have additional general purpose classrooms, particularly those with a capacity of 50 to 150 students. This project will create one auditorium style classroom with a capacity of approximately 160 students and two traditional classrooms, one with a capacity of approximately 60 and one with a capacity of approximately 80 students.

T3 Classrooms

The Technology Transforming Teaching (T3) initiative is a collaborative effort between Information Services and the Office of Academic Affairs. T3 has developed a five step approach to explore, test, research and deploy (or discard) new instructional technologies and pedagogies on campus.

The mission of T3 is to discover, implement and support learning technologies and pedagogies to enhance student learning by:

- Supporting technologies, classroom designs and pedagogies that transform undergraduate teaching
- Discovering and implementing new instructional technologies in learning spaces
- Consulting with faculty and students in the utilization of technology in their courses and research
- Enabling and measuring student success.

Testing Center and Examination Services

A new computer based testing center with a capacity of approximately 97 students will be created in Brace. The security for the new Testing Center will have many levels. At the entrance, students must present NCards to verify their identities and will be asked to secure their belongings while in the testing center. Other security features include cameras that monitor and record activity in the e-testing lab; blocked access to any outside Web sites and instant messaging services at testing stations; and proctoring by instructors and teaching assistants. Vacating space in the basement of the 501 Building will also help meet the increasing demand for space for social service research.

In addition to offering examinations in a secure environment, the Testing Center will offer many creative options for exam planning that are not possible with regular paper testing. Graphic displays, animations and acoustics can be used in the test which allows the test to be more closely aligned with the course objectives.

Computer based testing also has the capability of providing immediate feedback to students on their understanding of course material. Instructors can manipulate the feedback to students and present material that will provide an understanding of why a particular response is incorrect. The provision of immediate feedback enhances a student's ability to learn from tests.

The Examination Services offices, relocated from Canfield North, will provide test scanning and scoring operations in the same area. This will result in a “one-stop” campus center for testing and examination services.

(2) Projected occupancy/use levels

City Campus has a need for additional classrooms in the 60 to 99 seat range and the 100 to 199 seat range. Enrollment has increased and is projected to continue to increase, while the number for larger classrooms has remained the same on City Campus.

The current occupancy level (Fall 2011) for classrooms in the 60 to 99 seat range is 73.3% and for the 100 to 199 seat range is 72.5%. The occupancy rate is lower for the University as a whole, when East and City Campus are considered together. The total UNL occupancy is 62% for classrooms in the 60 to 99 seat range and 65% for classrooms in the 100 to 199 seat range. The occupancy goal is considered 65%.

The T3 Classrooms are considered General Purpose Classrooms, but because of the special technical equipment and flexible furniture arrangements they will be considered for special use for classes using collaborative methods or working with advanced technology. Because of the low numbers of these classrooms (three in this building) the usage would be expected to be higher than the average for a 36 or a 54 capacity sized classroom on City Campus (56% and 57%,).

The utilization of the existing 13 Life Sciences Labs in Manter Hall was an average of 105.3% during the Fall Semester of 2011. This statistic, however, does not provide a very accurate picture of the over-crowded conditions of the Life Sciences Labs. Five of the labs have a utilization rate that is over 140% (ranging from 143% to 166%). The overall utilization rate is skewed by the lab in Room 427 which has a 5% rate. This room is in extremely poor condition and has only been used for a few upper level courses with limited enrollment.

All of the Life Sciences labs in Manter are listed with a capacity of 24 student stations despite the size of the rooms. *The UNL Life Sciences Instruction Laboratory Assessment and Comprehensive Plan Report* prepared by Flad & Associates in May 2006 collected benchmarking data from 20 instructional biological science facilities in the early years of this century. This information shows a standard of 47 net square feet per student station. If this standard was applied to the Life Sciences labs in Manter the student stations per lab would range from 13 to 18 per room instead of 24 each.

The UNL Life Sciences Instruction Laboratory Assessment and Comprehensive Plan Report prepared by Flad & Associates in May 2006 noted the following: The instructional laboratories within Manter Hall are

heavily utilized and generally exceed benchmark utilization and capacity rates. ...The average space assignment per laboratory student stations is 50-60% of benchmark life sciences figures. These deficiencies have resulted in a variety of conditions which compromise functionality and safety of the rooms.”

b. Space requirements

(1) Square footage by individual areas and/or functions
See Table 1 page 14.

(2) Basis for square footage/planning parameters
For the Life Sciences Labs an average of 40 sf per student was used. This is below the benchmark of 47 sf that would be used for a new facility (the long term goals) but more space per student than many labs in Manter.

The space for the classrooms and testing center are within the standard square feet per student listed in the University of Nebraska – Lincoln Design Guidelines for Facilities Construction (16 to 22 square feet for large classrooms, 18 to 30 feet for the small classrooms).

(3) Square footage difference between existing and proposed areas (net and gross)
See Table 1 page 15.

c. Impact of the proposed project on existing space

The approximately 2,414 assignable square feet of space vacated in Architecture Hall will be available to house the expansion of the College of Architecture programs, including Landscape Architecture.

Other space that will be vacated for other uses include:
501 Building (1,186 assignable square feet)
Burnett Hall (1,058 assignable square feet)
Canfield North (295 assignable square feet).

7. Equipment Requirements

a. List of available equipment for reuse
All of the equipment for existing programs will be moved into the new space in the Brace Lab.

b. Additional equipment

- (1) Fixed equipment
Fixed equipment will include fixed seating in the auditorium and fixed lab benches in the Life Sciences labs on the first floor.
- (2) Movable equipment will include classroom and office furniture and

equipment to furnish new functions located in the building. A comprehensive list will be available at the completion of schematic design.

Program/Space Description	Room Use			
	Code	NASF	# of Rooms	Total NASF
Auditorium -180 seats		1,920	1	1,920
General Purpose Classroom (60)	110	1,340	1	1,340
Classroom (84) (preference for Biology)	110	1,683	1	1,683
Collaborative classroom (36)	110	875	1	875
Collaborative classroom (36)	110	800	1	800
Collaborative classroom (54)	110	1,210	1	1,210
Total Category 100				7,828
Life Sciences Laboratory 1	210	926	1	926
Life Sciences Laboratory 2	210	956	1	956
Life Sciences Laboratory 3	210	969	1	969
Testing Center Reception/Check-in	210	443	1	443
Total				3,294
Laboratory Service 1	215	207	1	207
Laboratory Service 2	215	181	1	181
Laboratory Service 3	215	440	1	440
Total				828
Computer Testing Center (97)	220	1,698	1	1,698
Total				1,698
Total Category 200				5,820
Offices, Supervisors (IS)	310	120	4	480
Office, Shared (IS)	310	191	1	191
Office, Shared (IS)	310	157	1	157
Office, Shared (IS)	310	408	1	408
Office Shared	310	526	1	526
Total				1,762
Office support for Testing Center	315	326	1	326
Conference Room/Staff Breakroom	315	285	1	285
Faculty Authoring Room	315	285	1	285
Total				896
Total Category 300				2,658
Storage - IS (3rd floor)	780	168	1	168
Storage - IS and Exam Services (2nd floor)	780	969	1	969
Total Category 700				1,137
Subtotal Assignable Square Feet				17,443
Ground Floor Lobby	WWW	455	1	455
Circulation	WWW	4,311	1	4,311
Janitor's Closet	XXX	60	3	180
Toilet Room - Men's and Women's	YYY	295	3	885
Mechanical room (located in attic)	YYY	2,500	1	2,500
Total Support Spaces				8,331
Total Net Assignable Square Feet				25,774

Table 2: Comparison of Existing and Proposed Space						
Space Description	Rm Use		Existing ASF	Proposed ASF	Diff.	%
	Code	ASF				
General Purpose Classrooms	110	740	7,828	7,088		
Total Category 100		740	7,828	7,088	958%	
Teaching Laboratories	210	-	3,294	3,294		
Teaching Laboratory Service	215	-	828	828		
Computer Lab	220	980	1,698	718		
Total Category 200		980	5,820	4,840	494%	
Office	310	2,162	1,762	(400)		
Office Service	315	314	896	582		
Total Category 300		2,476	2,658	182	7%	
Media Production	570	160	-	(160)		
Total Category 500	570	160	-	(160)	-100%	
Central Computer	710	206	-	(206)		
Central Computer Service	730	370	-	(370)		
Unit Storage	780	-	1,137	1,137		
Total Category 700		576	1,137	561	97%	
Total Assignable Square Feet		4,932	17,443	12,511	254%	

8. Special Design Considerations

a. Sustainability

The overall design of the facility will be developed to maximize the opportunity for sustainable design as set forth by the University of Nebraska President's Administration Policy. The design will focus on making good long-term choices for components of the building finishes, building systems and construction materials.

b. Mechanical and electrical systems

The building will be heated and cooled through a new variable air volume (VAV) with a terminal heating coil system will be provided to serve all spaces, with the exception of the large lecture hall. The lecture hall would be served by a single zone air handling unit. The large lecture hall will have a single zone unit with economizers, chilled water and heating water coils. The air handler will be equipped so that outside air flow can be adjusted based on the carbon dioxide level in the lecture hall. The air handler for the lecture hall, as well as the VAV air handling system for the offices and other classrooms, will be located in the attic space above. New outside and relief air hoods and/or dormer louvers will be provided for outside and relief air.

Systems will be provided with chilled water and heating hot water from the main University chilled water system and by a hot water convertor located in the basement level, utilizing campus steam to heated hot water. This heated hot water will then be distributed to the various VAV boxes in the facility. Plumbing will be extended to serve the new restrooms located on each floor.

The electrical service and distribution in Brace needs to be replaced. A new 120/208 volt three phase electrical service shall be installed to better support the new uses of the building. The new service shall terminate at a 1200 amp rated main distribution panel with a 1000 amp LSIG adjustable main circuit breaker, a surge suppression device, a multifunction meter, and bolt-on branch distribution breakers. The existing branch distribution panels located in the hallways shall be replaced with new 42 circuit panels located in a new electrical room on each floor with new branch feeders. Existing branch circuits shall be re-routed to these new branch panels.

The existing fire alarm system that serves Brace Hall needs to be replaced in its entirety with a new addressable system with voice evacuation capabilities that meet UNL Design Guidelines. New detection devices and notification devices shall be installed throughout in accordance with Code requirements. New fire alarm circuit wiring shall be installed from the new devices back to a new control panel. The new control panel shall be sized to accept existing detection and notification circuits from Behlen Hall.

All existing light fixtures need to be replaced with new fixtures that meet UNL Design Guideline requirements and provide the proper lighting levels for each space.

All electrical and communication outlets will be raised from the existing 15 inches above finished floor to 18 inches above finished floor to meet ADA requirements and provide new devices to go with the new branch circuiting.

Battery packs will provide emergency back-up power for all egress and exit lighting, heat system pumps and associated controls, and construction materials.

The design and installation of all mechanical and electrical systems will be in accordance with all applicable codes, standards and regulations. These systems will also comply with all aspects of the UNL “Design Guidelines for Facilities Construction.”

c. Life Safety/ADA

All areas being renovated will be made accessible under the terms of the ADA Accessibility Guidelines and Nebraska Accessibility Guidelines.

d. Security

Building security will be provided by cameras at the entrances monitored by the University Police. In addition, there will be security cameras mounted in the Testing Center to detect and discourage cheating on examinations.

e. Historic or architectural significance

Brace Hall was completed in 1906 and is the second oldest building on campus. It is not on the National Register of Historic Places, but it is an important part of the UNL heritage. It is located in proximity to two other turn-of-the twentieth - century buildings, Architecture Hall (original building constructed 1894) and Richards Hall (constructed 1908). These three buildings are constructed of red or brown brick with buff stone and include strong design elements such as cornices, pediments, lintels and arches.

Stylistically, Brace Laboratory represents a turning point in campus architecture. Architects Mendelssohn, Fisher and Lawrie utilized a simple building form with elaborate but limited ornamentation. This represented a shift away from the complex late Victorian buildings they previously designed on campus, those being the Library (now Architecture Hall). Brace was the first building to deviate from the traditional red brick used for campus buildings up to this point as well.

Brace Laboratory of Physics was named in honor of DeWitt Bristol Brace (1859-1905), chair of the Department of Physics. Brace was instrumental in the planning and development of the new physics facility throughout 1904 and 1905 and monitored progress on the construction of the new building. As the building

was nearing completion, he became ill and died.

The building was formally named “Brace Laboratory of Physics” following a request from Brace’s colleagues in the Physics Department and the University Senate which was accepted by the Board of Regents in December 1905.

Dewitt Bristol Brace arrived at the University of Nebraska in 1887 when physics and chemistry were still not distinct departments. Initially hired to take over the teaching of physics, he went on to carve out a prominent Physics Department at a time when scientific coursework was becoming specialized at the University. Brace developed a strong department that brought prestige and recognition to the University. One of Brace’s students, Harold Allen, was awarded the first Ph.D. west of the Mississippi.

f. Artwork

Funding from LB 605 (Deferred Maintenance Initiative) will provide approximately \$1,685,000 of the project budget in funds remaining from the Physical Sciences Replacement Building (Jorgensen Hall). The art allocation for the entire \$34,500,000 state funded budget (including this \$1,685,000) was used to fund art for Jorgensen Hall.

g. Phasing

The construction of the project will be done in two phases. The highest priority is to have the classrooms and laboratories operational for Fall Semester 2014, construction related to those spaces (plus installation of the heating, ventilation and air conditioning system and other system improvements) will be completed in Phase I. Improvements relating to the spaces assigned to Information Services will be done in Phase II which will be ready for occupancy in June 2015.

h. Future expansion

There are no current plans to expand Brace Laboratory.

9. Project Budget and Fiscal Impact

a. Cost estimates criteria

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

The cost estimate was prepared by Building Cost Consultants based on drawings prepared by Leo Daly and Associates.

(2) Identify the year and month on which the estimates are made and the inflation factors used.

The estimate was prepared in July 2012 and escalated at 3% per year to the midpoint of construction.

(3) Gross and net square feet	
Gross square feet	39,200 gsf
Net square feet renovated*	25,774 nsf

*Does not include partial basement and attic space except for 2,500 nsf mechanical area

(4) Total project cost per gross square foot	\$204/gsf
(5) Construction cost per gross square foot	\$162/gsf
b. Total project cost	\$8,000,000
c. Construction cost	\$6,346,000
d. Non-construction cost	\$1,654,000

Probable Project Costs		
CONSTRUCTION COSTS		
<u>External Services</u>	General Construction Contractor	\$5,117,000
	Other Construction Contract(s)*	\$0
	Fixed Equipment (Installed by GC)	\$0
	Site work/Demolition*	\$0
	Utilities Contractor(s) and/or Services	\$0
	Environmental Issues	\$0
	Parking/Drives , Roads, & Walks	\$0
	Carpet*	\$0
	Signage	\$0
	Audio Visual Telecommunication	\$0
<u>Internal Services</u>	Energy Management Control System	\$280,000
	Card Access System	\$57,000
	Fire Alarm System	\$109,000
	Security System	\$84,000
	Other UNL Services	\$11,000
	Keying of Doors	\$4,000
	Telecommunications	\$155,000
	Fixed Equipment (Purchased/Installed by UNL)	\$0
	Construction Contingency	\$529,000
	Subtotal - Construction Costs	\$6,346,000
NON-CONSTRUCTION COSTS		
<u>Design and Project Management</u>	Planning & Program Statement	\$0
	A/E Basic Services	\$378,000
	A/E Additional Services	\$34,000
	A/E Reimbursable Expenses	\$4,000
	Project Management/Construction Inspection (UNL)	\$155,000
<u>Equipment</u>	Movable Equipment	\$771,000
	Non Capital Equipment/Supplies	\$0
	Special & Technical Equipment	\$0
<u>Other</u>	Land Acquisition	\$0
	Artwork	\$0
	Builder's Risk Insurance	\$7,000
	Moving & Relocation Costs	\$13,000
	Other Non-Construction Costs	\$98,000
	Code Review and Inspection	\$23,000
	Parking Replace/Lease	\$4,000
	Non-construction Contingency	\$167,000
	Subtotal - Non-construction Costs	\$1,654,000
TOTAL PROBABLE PROJECT COSTS		\$8,000,000

* Installed or provided by other than general construction contractor.

- e. Fiscal Impact based upon first full year of operation
 - (1) Estimated additional operational and maintenance costs per year
Additional annual operational and maintenance costs as a result of this project are estimated to be \$297,000.
 - (2) Estimated additional programmatic costs per year
\$186,000
 - (2) Applicable building renewal costs
Not applicable

10. Funding

- a. Total funds required
\$8,000,000
- c. Project Funding Source (amounts and/or percentages of each)

LB 605 Funds	\$2,750,000
Revolving Funds	\$400,000
Cash Funds	\$553,000
Trust Funds	<u>\$4,297,000</u>
Total Expenditures	\$8,000,000
- c. Fiscal year expenditures for project duration

FY 2012/13	\$489,000
FY 2013/14	\$5,346,000
FY 2014/15	<u>\$2,165,000</u>
Total Expenditures	\$8,000,000

11. Time Line

- Start Programming May 30, 2012
- Program Statement to UNCA August 27, 2012
- BOR approves Program Statement October 26, 2012
- CCPE review period Oct 29, 2012 -Jan 4, 2013
- Start design November 16, 2012
- Business Affairs Committee reviews Intermediate Design Report March 2013

Complete design	May 2013
Bid Phase I	June 2013
Start construction Phase I	July 2013
Complete construction Phase I	July 2014
Move-in Phase I	August 2014
Start construction Phase II	September 2014
Complete construction Phase II	May 2015
Move-in Phase II	June 2016

12. Higher Education Supplement

- a. CCPE Review
CCPE review is required for this project.
- b. Method of contracting
The method of contracting for this project will be design-bid-build, awarded to the lowest responsible prime general contractor.

TO: The Board of Regents
 Business Affairs

MEETING DATE: October 26, 2012

SUBJECT: Capital Improvements for the Nebraska Unions and University Housing Facilities at the University of Nebraska-Lincoln (UNL)

RECOMMENDED ACTION: Approve the attached Resolution to authorize expenditure of up to \$1,966,468 for capital improvements for the Nebraska Unions and University Housing facilities from the Replacement Fund of the Student Fees and Facilities Revenue Bonds at the University of Nebraska-Lincoln.

PREVIOUS ACTION: During the last five years the Board of Regents has approved similar requests as follows:

<u>Prior Approvals</u>	<u>Amount</u>
October 2011	\$2,193,500
December 2010	1,646,385
October 2009	1,694,154
November 2008	2,292,545
November 2007	2,572,396

EXPLANATION: Section 6.2 of the Bond Resolution (December 1, 1964) requires the Board of Regents to keep the "facilities" in good repair, working order and condition, and to make all necessary and proper repairs. Section 6.12 of the Resolution requires the Board to comply with all statutes of the State of Nebraska. The improvements and modifications detailed on the accompanying pages represent the highest priority needs that have been identified by residents, user groups, and managers of these facilities.

PROJECT COST: \$1,966,468

SOURCE OF FUNDS: Student Fees and Facilities Revenue Bond Surplus Funds

SPONSORS: Juan N. Franco
 Vice Chancellor for Student Affairs

Christine A. Jackson
 Vice Chancellor for Business & Finance

RECOMMENDED: Harvey Perlman, Chancellor
 University of Nebraska-Lincoln

DATE: October 2, 2012

RESOLUTION

BE IT RESOLVED by the Board of Regents of the University of Nebraska (the "Board") as follows:

1. The Board hereby finds and determines:
 - (a) Pursuant to its Bond Resolution dated as of December 1, 1964, authorizing the issuance of Revenue Bonds by the Board (the "Resolution"), the Board has heretofore issued revenue bonds payable from the revenues and fees derived from the ownership and operation of the dormitories and other facilities for the housing and boarding of students, student unions, student health facilities and other facilities for the activities of students located on the campus of the University of Nebraska-Lincoln, under which a Surplus Fund was created;
 - (b) Section 6.2 of the Resolution requires the Board to operate the "facilities" (as defined in the Resolution) in an efficient, sound and economical manner and to keep all Facilities and betterments thereto in good repair, working order and condition and to make all necessary and proper repairs, renewals, replacements, additions, extensions and betterments thereto, so that at all times the business carried on in connection therewith shall be properly and advantageously conducted.
 - (c) The "facilities" include the Nebraska Unions, the University Health Center and all facilities and structures for the housing and boarding of students located and currently or hereafter existing on the campus of the University of Nebraska-Lincoln, which facilities require certain renewals, replacements, additions, betterments and extensions to maintain the Revenue and Fees. In order to accomplish such renewals, replacements, additions, betterments and extensions, the sum of \$1,966,468 should be expended from the Replacement Fund as indicated on the attached schedule.
2. Authorization. The Board hereby authorizes the transfer of up to \$1,966,468 from the Surplus Fund established pursuant to the Resolution to the Replacement Fund, and the expenditure of up to \$1,966,468 from the Replacement Fund for the projects herein identified. The Vice Chancellor for Business and Finance at the University of Nebraska-Lincoln, is hereby designated as the University representative who may certify to the Trustee the specific payments to be made from the Replacement Fund.
3. Surplus Fund. There currently are monies or investments in the Surplus Fund including accruals in excess of \$1,966,468.

University of Nebraska-Lincoln
 Capital Improvement Requests
 October 26, 2012

SUMMARY	
Department	Funding Requested
Nebraska Unions	\$ 299,468
University Housing	1,667,000
Grand Total	\$1,966,468

NEBRASKA UNIONS
 Detail of Improvement Requests

Project	Location	Funding Required	Justification
Replace three ovens	Nebraska East Union	\$19,200	Replace old food service equipment
Replace floor tile	Nebraska East Union	12,800	Existing tile is deteriorating and in need of replacement
Renovate third floor restrooms	Nebraska East Union	140,000	Upgrade/remodel original restrooms constructed in 1977
Replace meeting room chairs	Nebraska East Union	20,718	Replace 37 year-old chairs
Equipment Replacement	Nebraska Union	79,000	Replace and update audio visual and custodial equipment
Furniture Replacement	Nebraska Union	8,150	Replace office, meeting room and lounge furniture
Concrete Replacement	Nebraska Union	14,000	Replace cracked concrete on the Plaza to improve site and safety
Trash Receptacle Replacement	Nebraska Union	5,600	Replace damaged trash receptacles
Subtotal		\$299,468	

UNIVERSITY HOUSING
 Detail of Improvement Requests

Project	Location	Funding Required	Justification
Replace conveyor line and install tile on walls	Harper/Schramm/Smith Dining	\$100,000	Update to facilitate going trayless; improve sanitation and maintenance

Replace wall covering with tile	Abel/Sandoz Dining	5,000	Replace vandalized material
Renovate student kitchens	Selleck	65,000	Meet code requirements, improve sanitation and make kitchens more user friendly
Replace appliances in student rooms, apartments, and laundries	Housing System	150,000	On-going replacement of worn out equipment
New roof	U Street Apartments	120,000	Replacement due to age and wear
New roofs 4 @ \$75,000 ea. 1 st of 2 year plan	Park Apartments	150,000	Replace worn out roofs
Replace boilers & A/C 20 @ \$7,000 ea. 1 st of 2 year plan	Park Apartments	140,000	Replace inefficient boiler system (original-1950's) with high efficiency HVAC
Replace carpet	Housing System	70,000	On-going replacement of worn out carpet
Replace security cameras and DVRs	Housing System	25,000	On-going replacement of security equipment
Replace HVAC plate and frames	Harper/Schramm/Smith	15,000	Replace worn out equipment
Install backflush valves and add chemical treatment equipment for HVAC	Harper/Schramm/Smith/ The Village	80,000	Required to minimize plugged lines and improve efficiency
Furniture replacement/repair	Housing System	90,000	On-going replacement of worn out/damaged furniture
Mattress replacement 600 @ \$130 ea.	Housing System	78,000	On-going replacement of worn out mattresses
Linen and protective linen	Housing System	15,000	On-going replacement of worn out bedding material
Improve landscape drainage; downspout and sprinkler repair	Housing System	100,000	Eliminate foundation repair and water leaks
Install access control system to select office doors	Housing System	25,000	Improve security
Complete driveway, repair sidewalk, playground, and outside laundry area	Starr Street Apartments	75,000	Replace worn out concrete and improve safety; final phase

Replace water lines to apartments and add exterior sprinklers	Starr Street Apartments	60,000	Replace worn out lines and reduce labor/water consumption
Asbestos/lead removal	Housing System	25,000	Eliminate hazardous waste
Tuckpointing	Housing System	75,000	Eliminate water leaks and damage
Repair and regrout showers	Selleck	25,000	Eliminate water leaks and damage
Replace instantaneous heaters	Housing System	60,000	Replace worn out equipment
Replace heat pumps, HVAC coils and air compressors	Housing System	40,000	Replace worn out equipment
Replace fire exit doors	Selleck	10,000	Comply with Fire Marshall request
Add handrails to double-shaft elevator car tops	Housing System	45,000	Meet code requirements
Design services for fire & life safety project	Selleck	24,000	Determine modifications and cost to meet code requirements
Subtotal		\$1,667,000	

TO: The Board of Regents
 Business Affairs

MEETING DATE: October 26, 2012

SUBJECT: Improvements for the University of Nebraska-Lincoln (UNL) Parking and Equipment

RECOMMENDED ACTION: Approve the Resolution to authorize the expenditure of up to \$700,000 from the Surplus Fund of the UNL Parking Revenue Bonds to improve certain property and equipment.

PREVIOUS ACTION: During the last five years the Board of Regents has approved similar requests as follows:

<u>Prior Approvals</u>	<u>Amount</u>
October, 2011	\$460,000
January, 2011	456,000
October, 2009	1,116,500
November, 2008	763,000
November, 2007	851,600

EXPLANATION: Section 6.2 of the Bond Resolution (May 1, 1984) requires the Board of Regents to keep the "facilities" in good repair, working order and condition, and to make all necessary and proper repairs, etc., so that the parking operations can be conducted in an efficient, sound and economical manner. Section 6.13 of the resolution requires the Board to comply with all statutes of the State of Nebraska. The improvements and modifications detailed on the accompanying pages represent the highest priority needs that have been identified by managers of Parking Operations.

PROJECT COST: \$700,000

SOURCE OF FUNDS: Parking Revenue Bonds Surplus Fund

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

RECOMMENDED: Harvey Perlman, Chancellor
 University of Nebraska-Lincoln

DATE: October 2, 2012

RESOLUTION

BE IT RESOLVED by The Board of Regents of the University of Nebraska (the "Board") as follows:

1. The Board hereby finds and determines:
 - (a) Pursuant to its General Bond Resolution dated as of May 1, 1984, authorizing the issuance of Revenue Bonds by the Board (the "Resolution"), the Board has heretofore issued revenue bonds payable from the revenues and fees derived from the ownership and operation of the parking facilities located on the campus of the University of Nebraska-Lincoln under and pursuant to the Second Series Resolution dated as of December 15, 1984 (the "Second Series Resolution") which created a Second Series Surplus Fund in accordance with Section 3.9 of the Resolution;
 - (b) Section 6.2 of the Resolution requires the Board to operate the facilities in an efficient, sound and economical manner and to keep all facilities and betterments thereto in good repair, working order and condition and to make all necessary and proper repairs, renewals, replacements, additions, extensions and betterments thereto, so that at all times the business carried on in connection therewith shall be properly and advantageously conducted.
 - (c) The "Second Series Facilities" include all parking facilities and structures located and currently or hereafter existing on the campus of the University of Nebraska-Lincoln, which parking facilities require certain renewals, replacements, additions, betterments and extensions to maintain the Second Series Revenues and Fees. In order to accomplish such renewals, replacements, additions, betterments and extensions, the sum of \$700,000 should be expended from the Second Series Surplus Fund as indicated on the attached schedule.
2. Authorization. The Board hereby authorizes the expenditure of up to \$700,000 from the Second Series Surplus Fund established pursuant to the Resolution for the project herein identified. The Vice Chancellor for Business and Finance at the University of Nebraska-Lincoln is hereby designated as the University representative who may certify to the Trustee the specific payments to be made from the Second Series Surplus Fund.
3. Surplus Fund. There currently are monies or investments in the Surplus Fund including accruals in excess of \$700,000.

PARKING IMPROVEMENT REQUESTS

University of Nebraska-Lincoln

October 26, 2012

Project	Location	Funding Required	Justification
Parking Access, Revenue Control, Permit and Citation Management Systems	City and East Campus	\$390,000	Replace outdated parking management technologies with world class systems
Surface lot lighting and security	City and East Campus	160,000	Enhance security
Parking facility maintenance and repair	City and East Campus	135,000	Maintenance and repair of existing multi-level structures
Computer equipment and support	City Campus	15,000	Replace aging equipment
Total		\$700,000	

TO: The Board of Regents
Business Affairs

MEETING DATE: October 26, 2012

SUBJECT: Development team selection and project scope for the mixed-use component of the 18th and R Parking Garage at the University of Nebraska-Lincoln (UNL) and associated Ground Lease and Guaranteed Annual Payment and Excess Gross Revenue Sharing Agreement.

RECOMMENDED ACTION: Approve the development team of America First Real Estate Group, LLC, the project scope for the mixed-use component of the 18th and R Parking Garage at the University of Nebraska-Lincoln (UNL), and the associated Ground Lease and Guaranteed Annual Payment and Excess Gross Revenue Sharing Agreement.

PREVIOUS ACTION: June 8, 2012 – The Board of Regents approved the Program Statement and Budget for the 18th and R Parking Garage at the University of Nebraska-Lincoln (UNL).

EXPLANATION: The Program Statement approved by the Board of Regents on June 8, 2012 contemplated a 1,250 stall parking garage, to be located at the corner of 18th and R Streets (the “Site”). UNL would construct, own, operate and maintain the new garage similar to the parking garage at 17th and R Streets.

However, during the planning process, UNL considered the feasibility of a mixed-use facility on the site, similar in concept to the newly constructed Larson Building located on “Q” Street between 13th and 14th Streets in Lincoln. The Larson building is a mixed-use facility including 17,000 square feet of first-floor retail, six floors of City-operated parking, and 52 residential units and associated parking on the top three floors of the building.

UNL evaluated the potential of adding a mixed-use component to the planned 18th and R parking garage, taking into account the current surrounding uses in the area, as well as the potential benefits for the campus and the community. The landscape of the area has changed dramatically since the construction of the 17th and R parking garage. Redevelopment of the Antelope Valley Parkway corridor has transformed the landscape of many areas of East Downtown Lincoln, but none more significantly than the area around Q Street. From construction of the new Assurity Center to development of new student and private housing and park and recreational amenities, demand for convenient goods and services exists in an area that was once dominated by commercial uses. As more office space is built in and around this area in the future, a creative means for providing retail space will be needed, especially as land in the area becomes scarce. In addition, with a charge to grow UNL enrollment by 5,000 students by 2017, more students will be seeking housing in the area, increasing the demand for

residential as well as retail conveniences and parking. These factors support the addition of residential and possible retail/office components to the parking garage facility.

UNL issued a request for proposals to identify a developer to construct housing and possible retail/office space along with the original project of at least 1,250 parking stalls to be owned and operated by UNL. There were two respondents to the proposals. After evaluation of the responses, each of the respondents was asked to make, and did make, a best and final offer to the campus, including a guaranteed amount of return plus a percentage of gross income. UNL is recommending America First Real Estate Group, LLC based in Omaha, Nebraska as the developer for this project (the “Developer”).

The proposed project will construct a 123-foot tall, mixed-use facility on the 1.7 acre site, consisting of:

- A multi-level parking structure with 1,270 spaces to be owned, operated and maintained by UNL under a condominium regime
- 130 residential units with a total of 475 beds, owned and operated by the Developer
- 384 additional parking stalls dedicated to the residential and retail/office components, with income therefrom to the Developer.

Under the agreement with the Developer, the UNL parking garage is required to be completed by August 1, 2014, in order to enable the campus to meet the additional parking demands resulting from two new suite-style student housing projects, totaling 1,034 beds, and projected enrollment growth. UNL will contribute to the construction project the cost of the parking garage component only, up to \$16,700,000, the amount approved by the Board of Regents on June 8, 2012. All remaining construction costs shall be paid by Developer, with Developer owning, maintaining, managing and operating the residential (and associated residential space parking), possible retail and office spaces.

In order to secure ownership of the entire Site, the University must acquire title to the City’s surface parking lot, which Lincoln Fire and Rescue uses to park passenger vehicles and hazardous materials trailers. In consideration for the City’s transfer of this property to the University, UNL has agreed to provide 26 staff parking spaces and parking for two 35-foot hazardous materials trailers for Lincoln Fire and Rescue. The details and location of the City’s future parking is still under review, but may utilize a portion of 18th Street, which is intended to be vacated and closed to vehicular traffic, except intercampus route buses.

In return for the right to own and operate the residential (and associated residential space parking), possible retail and office spaces and collect rents therefrom, America First has agreed to pay a minimum of \$120,000 per year to UNL (with inflation at 2% per year) plus 80% of gross revenue in excess of approximately \$3.7 million, as adjusted. The terms of America First’s payments to UNL are detailed in the Guaranteed Annual Payment and Excess Gross Revenue Sharing Agreement (the

“Payment Agreement”). Under America First’s proposal, America First will lease the University property under a 35 year Ground Lease, which Ground Lease dictates the standards of management and operation of the housing and other mixed use components and provides the University with an option to purchase the housing and other mixed used components per terms negotiated in the Ground Lease. In the event the University does not exercise its option to purchase, the housing and other mixed use components become the property of the University at the end of the 35 years term.

The President, in consultation with General Counsel, is authorized to approve, execute, and administratively process the Ground Lease and the Payment Agreement and related documents, directives, and approvals required by their terms notwithstanding any other provision of the Board's bylaws or policies.

The selection, project scope, Ground Lease and Payment Agreement have been reviewed by the Business Affairs Committee.

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.

Proposed start of construction	March 2013
Proposed completion of construction	August 2014

PROJECTED INCOME:	\$120,000 (guaranteed payment to campus)
ON-GOING FISCAL IMPACT:	N/A
SOURCE OF FUNDS:	N/A
SPONSOR:	Kim A. Phelps Associate Vice Chancellor for Business and Finance
RECOMMENDED:	Christine A. Jackson Vice Chancellor for Business and Finance
DATE:	October 1, 2012

TO: The Board of Regents
Business Affairs

MEETING DATE: October 26, 2012

SUBJECT: Acceptance of Audio/Video Equipment for the Hendricks Complex

RECOMMENDED ACTION: Approve acceptance of a gift of audio/video equipment for the University of Nebraska-Lincoln Hendricks Complex from the Hawks Family via the University of Nebraska Foundation.

PREVIOUS ACTION: None

EXPLANATION: Per Policy 6.6.7.3 Board approval is required to accept the gift of audio/video equipment for the University of Nebraska-Lincoln Hendricks Complex from the Hawks Family via the University of Nebraska Foundation.

With acceptance of this gift, the Regents express on behalf of the University of Nebraska and the University of Nebraska-Lincoln Athletics Department, their deepest gratitude and appreciation to Neal and Jamie Hawks and Howard and Rhonda Hawks for their donation of this important equipment.

SPONSORS: Tom Osborne
Director of Intercollegiate Athletics

Christine A. Jackson
Vice Chancellor for Business and Finance

RECOMMENDED: Harvey Perlman, Chancellor
University of Nebraska-Lincoln

DATE: October 2, 2012

TO: The Board of Regents
Business Affairs

MEETING DATE: October 26, 2012

SUBJECT: Acceptance of the Lectra USA Software License

RECOMMENDED ACTION: Approve acceptance of a gift of Software License for the University of Nebraska-Lincoln College of Education and Human Sciences Department of Textiles, Merchandising & Fashion Design from Lectra USA.

PREVIOUS ACTION: None

EXPLANATION: Per Policy 6.6.7.3 board approval is required to accept the Software License donation for the University of Nebraska-Lincoln College of Education & Human Sciences Department of Textiles, Merchandising & Fashion Design from Lectra USA.

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 to Lectra USA for their donation of this important Software License.

SPONSORS: Michael James
Department Chairman

Barbara Trout
Project Director

Christine A. Jackson
Vice Chancellor for Business and Finance

RECOMMENDED: Harvey Perlman, Chancellor
University of Nebraska-Lincoln

DATE: October 2, 2012

TO: The Board of Regents
Business Affairs

MEETING DATE: October 26, 2012

SUBJECT: Encroachment Easement Agreement with the Nebraska Educational Telecommunications Commission for the East Campus Recreation Center at the University of Nebraska-Lincoln

RECOMMENDED ACTION: Approve the Encroachment Easement Agreement with the Nebraska Educational Telecommunications Commission for the East Campus Recreation Center at the University of Nebraska-Lincoln

PREVIOUS ACTION: March 2, 2012 – The Board of Regents approved the Project Review Board recommendation for renovation and additions to the East Campus Recreation Center at the University of Nebraska-Lincoln.

October 28, 2011 – The Board of Regents approved the selection of Sinclair Hille Architects to provide design services for the East Campus Recreation Center.

June 17, 2011 – The Board of Regents approved the Program Statement and Budget for the East Campus Recreation Center at the University of Nebraska-Lincoln.

EXPLANATION: The current design for the renovation and addition to the East Campus Recreation Center at the University of Nebraska-Lincoln (the “Rec Center”) requires an encroachment of the elevated Rec Center addition onto a portion of the adjacent property owned by the Nebraska Educational Telecommunications Commission (“NETC”).

The Encroachment Easement Agreement grants the University an easement for the encroachment of the Rec Center until such time as the Rec Center is removed or permanently abandoned by the University. The Agreement also provides for required construction and utility easements on the NETC property. The easements are granted by NETC at no cost to the University. The Encroachment Easement Agreement has been approved by the NETC Board and has been executed by NETC.

The President is authorized to approve, execute, and administratively process the Encroachment Easement Agreement and related documents, directives, and approvals required by its terms notwithstanding any other provision of the Board's bylaws or policies.

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: N/A

ON-GOING FISCAL
IMPACT: N/A

SOURCE OF FUNDS: N/A

SPONSORS: Joel D. Pedersen
Vice President and General Counsel

David E. Lechner
Vice President for Business and Finance

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

DATE: October 12, 2012

TO: The Board of Regents

Business Affairs

MEETING DATE: October 26, 2012

SUBJECT: Glacier Creek Preserve

RECOMMENDED ACTION: Approve the Purchase Agreement by and between NS-The Heritage, L.L.C. (Heritage), the Papio-Missouri River Natural Resources District (NRD) and the Board of Regents for approximately 76 acres adjacent to University of Nebraska at Omaha's Glacier Creek Preserve.

PREVIOUS ACTION: October 23, 2009 – The Board of Regents approved the Purchase Agreement by and between NS-The Heritage, L.L.C. (Heritage), the Papio-Missouri River Natural Resources District (NRD) and the Board of Regents for approximately 83 acres of land adjacent to UNO's Allwine Prairie Preserve, 14810 State Street, Omaha, Nebraska.

EXPLANATION: Funding from the NRD, including funds from the Farm and Ranch Lands Protection Program, a UNO Nebraska Environmental Trust grant and UNO cash funds allows UNO to move forward with the next phase of the expansion of the Glacier Creek Preserve (Preserve). Approximately 76 acres to the north of the existing 240 acre Preserve will be purchased from Heritage. This acquisition will capture the North Viewshed which overlooks the existing Preserve, protecting the view from housing development and the associated runoff, including pollutants that could adversely affect the stream that originates on Allwine Prairie. UNO will manage the expanded Preserve to provide a continuous, prairie-wetland complex in support of environmental education, research and native habitat conservation.

The asking price of \$23,930 per acre is based upon the appraised value of the west tract of the Heritage property located near the intersection of State Street and Military Road in Douglas County, Nebraska. The appraised value of the North Viewshed was actually less at \$16,500 per acre primarily due to the lack of access which is not an issue for UNO. UNO agrees that assigning the west tract value to the North Viewshed is appropriate. The property is currently unimproved. UNO will accept the Farm and Ranch Lands Protection Program easement upon transfer of title. An initial draft Phase I Environmental Site Assessment report reveals no evidence of recognized environmental conditions in connection with the property.

The proposed agreement has been reviewed and approved as to form and content by the Office of the University General Counsel.

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: \$1,822,509

ON-GOING FISCAL IMPACT: Estimated Operating and Maintenance No Additional Impact to UNO

SOURCE OF FUNDS: Papio-Missouri River Natural Resources District
(\$630,000 from Farm & Ranch Lands
Protection Program) \$1,000,000
Nebraska Environmental Trust grant 481,000
UNO Cash Funds 341,509
Total \$1,822,509

SPONSOR: William E. Conley
Vice Chancellor for Business & Finance

RECOMMENDED: John E. Christensen, Chancellor
University of Nebraska at Omaha

DATE: October 2, 2012

TO: The Board of Regents
Business Affairs

MEETING DATE: October 26, 2012

SUBJECT: Letter of Intent regarding arena construction at the University of Nebraska at Omaha

RECOMMENDED ACTION: Authorize the President of the University to enter into a letter of intent with developers for construction of an arena at the University of Nebraska at Omaha

PREVIOUS ACTION: October 21, 2005 – The Board of Regents approved a Master Agreement with Ak-Sar-Ben Future Trust providing for the (i) the exchange of parcels of land located in the Ak-Sar-Ben Business and Education Campus, and (ii) the acquisition of the Chili Greens property and approximately 17 acres of real property in the vicinity of 64th and Center Streets in Omaha.

September 16, 2005 – The Board approved a non-binding Memorandum of Understand with Ak-Sar-Ben Future Trust providing the negotiation of a binding definitive agreement for the (i) the exchange of parcels of land located in the Ak-Sar-Ben Business and Education Campus, and (ii) the acquisition of the Chili Greens property and approximately 17 acres of real property in the vicinity of 64th and Center Streets in Omaha.

September 16, 2005 – The Board adopted a resolution authorizing the University Administration to proceed with the purchase of real property in the vicinity of 64th and Center Streets in Omaha for the development of the south campus of the University of Nebraska at Omaha.

EXPLANATION: In 2005, the University of Nebraska Foundation acquired two parcels of real estate in anticipation of expansion of the UNO campus. The first was a property of approximately 54 acres that formerly was the Chili Greens golf course. The second parcel was 17 acres immediately east of the former Chili Greens, bounded by the Papio Creek on the west, Center Street on the north, and south and east boundaries approximating Arbor and 63rd streets. The purpose of the acquisitions was to provide room for strategic expansion of the UNO campus. Together, the parcels have come to be known as the “South of Center” campus.

A group of developers has approached the University with a proposal to construct an arena on the South of Center campus. The Project would be transformational to the UNO campus: helping to redefine UNO athletics and ultimately, to assist the campus in its goal to grow to 20,000 students by 2020. It would also give a permanent campus home to UNO hockey, women’s and men’s basketball, and volleyball.

The proposed arena would have approximately 7,500 seats. The facility would feature two sheets of ice to allow maximum flexibility. Accordingly, hockey, basketball, volleyball and community uses, such as commencements, graduations, and concerts, could be conducted with minimal conflicts. The plan also contains infrastructure elements that facilitates access and positions the property for further improvements and uses of the South of Center campus.

The proposal in its current form provides for a privately constructed and financed facility, with the goal of UNO acquiring the facility through a lease-purchase arrangement. Payments would be funded by a combination of fund-raising and lease payments ultimately resulting in UNO ownership. The private financing has advantages to the University as it allows the use of financing vehicles and tax strategies available only to private owners.

This agenda item would approve the President entering into a letter of intent with the Developers. The letter of intent would signal the University's intention to enter into a ground lease, facility lease, and other agreements once the sources of funding and developer financing are identified and the terms are acceptable to both parties. Negotiated ground and facility leases and related University financing documents, if any, will require formal approval by the full Board of Regents.

The cost of the proposed facility is estimated at \$76.3 million including infrastructure costs.

The proposal was reviewed and recommended for approval by the Business Affairs Committee.

PROJECT COST:	\$76,300,000	
SOURCE OF FUNDS:	Developer Financing	\$31,300,000
	Private Donations	35,000,000
	City of Omaha and other	<u>10,000,000</u>
	Total	<u>\$76,300,000</u>
SPONSORS:	William E. Conley Vice Chancellor for Business & Finance	
	Trev Alberts Athletic Director	
RECOMMENDED:	John E. Christensen, Chancellor University of Nebraska at Omaha	
DATE:	October 9, 2012	

TO: The Board of Regents
Business Affairs

MEETING DATE: October 26, 2012

SUBJECT: Interlocal Agreement with Douglas County, Nebraska, for funding of the Comprehensive Cancer Center Project on the Campus of University of Nebraska Medical Center

RECOMMENDED ACTION: Approve Interlocal Agreement with Douglas County, Nebraska, for funding in the amount of \$500,000 annually for ten (10) years for ~~of~~ the Comprehensive Cancer Center Project on the Campus of University of Nebraska Medical Center

PREVIOUS ACTION: None

EXPLANATION: The Comprehensive Cancer Center Campus Project will require funding of \$370 Million, to be completed with funds from multiple public and private sources. The Board of County Commissioners, Douglas County, Nebraska, by Resolution No. 643 adopted September 11, 2012, committed funding for the UNMC Comprehensive Cancer Center Campus construction project in the amount of \$500,000 per fiscal year for ten years, beginning with the current 2012/2013 fiscal year, with funding coming from the County's annual General Fund inheritance tax revenues, and the Board further resolved that if the inheritance tax is restricted, the Board will revisit its funding commitment.

The Interlocal Agreement, adopted by the Board of County Commissioners on October 23, 2012, provides for funding in accordance with the Resolution.

The proposed agreement has been reviewed and approved as to form and content by the Office of the University General Counsel. Members of the public and news media may obtain a copy of the agreement in the Office of the University Corporate Secretary, 3838 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: \$370 Million

ON-GOING FISCAL IMPACT: None

SOURCE OF FUNDS:	University Research Tower:	
	State Appropriation	\$50,000,000
	Private funds	<u>60,000,000</u>
		110,000,000
	Patient Tower and Mixed Use Areas:	
	NMC Debt Financing	\$120,000,000
	Private Funds	100,000,000
	City of Omaha	35,000,000
	Douglas County	<u>5,000,000</u>
		<u>260,000,000</u>
	Total Project	<u>\$370,000,000</u>

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

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

DATE: October 16, 2012

TO: The Board of Regents
Business Affairs

MEETING DATE: October 26, 2012

SUBJECT: Interlocal Cooperation Agreement with City of Omaha, Nebraska, for funding of the Comprehensive Cancer Center on the Campus of University of Nebraska Medical Center

RECOMMENDED ACTION: Approve Interlocal Cooperation Agreement with City of Omaha, Nebraska, for funding in the amount of \$35,000,000 for ~~of~~ the Comprehensive Cancer Center on the Campus of University of Nebraska Medical Center

PREVIOUS ACTION: None

EXPLANATION: The Comprehensive Cancer Center Campus Project will require funding of \$370 Million, to be completed with funds from multiple public and private sources. The City of Omaha, Nebraska, by Ordinance No. 39472, as amended, adopted by the City Council on October 2, 2012, and signed by the Mayor of Omaha on October 10, 2012, provided for an occupational tax on retailers selling tobacco products in Omaha, and also by action on October, 2, 2012, the City Council approved this form of Interlocal Cooperation Agreement to provide for the funding amount of \$35 Million for the Project.

The Interlocal Cooperation Agreement provides that the City will make annual payments to UNMC of \$3,500,000, beginning on July 1, 2014, or a lesser amount if collections from the occupational tax during the prior twelve month period are less that such amount, until the funding amount of \$35 Million has been paid. The City's obligation is limited to the amounts of the occupational tax actually collected. The City is not required to use any other funds to make up any shortfall.

The proposed agreement has been reviewed and approved as to form and content by the Office of the University General Counsel. Members of the public and news media may obtain a copy of the agreement in the Office of the University Corporate Secretary, 3838 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: \$370 Million

ON-GOING FISCAL IMPACT: None

SOURCE OF FUNDS:	University Research Tower:	
	State Appropriation	\$50,000,000
	Private funds	<u>60,000,000</u>
		110,000,000
	Patient Tower and Mixed Use Areas:	
	NMC Debt Financing	\$120,000,000
	Private Funds	100,000,000
	City of Omaha	35,000,000
	Douglas County	<u>5,000,000</u>
		<u>260,000,000</u>
	Total Project	<u>\$370,000,000</u>

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

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

DATE: October 26, 2012

C. FOR INFORMATION ONLY

1. University of Nebraska Strategic Planning Framework Addendum IX-C-1
2. University of Nebraska Strategic Framework Accountability Measures Addendum IX-C-2
3. Calendar of establishing and reporting accountability measures Addendum IX-C-3
4. University of Nebraska Strategic Dashboard Indicators Addendum IX-C-4
5. Board of Regents agenda items related to the University of Nebraska Strategic Framework Addendum IX-C-5

TO: The Board of Regents
Academic Affairs

MEETING DATE: October 26, 2012

SUBJECT: University of Nebraska Strategic Framework

RECOMMENDED ACTION: For Information Only

PREVIOUS ACTION: None

EXPLANATION: Attached is the current version of the Strategic Framework document.

SPONSOR: James B. Milliken, President
University of Nebraska

DATE: October 2, 2012

INVESTING IN NEBRASKA'S FUTURE

Strategic Planning Framework

2010-2013

The University of Nebraska is a four-campus, public university which was created and exists today to serve Nebraskans through quality teaching, research, and outreach and engagement. We strive to be the best public university in the country as measured by the impact we have on our people and our state, and through them, the world. To do that, we must compete effectively with other institutions around the world for talented students and faculty. The future of Nebraska is closely tied to that of its only public university, and this framework guides university-wide and campus planning to help build and sustain a Nebraska that offers its citizens educational and economic opportunity and a high quality of life.

The framework consists of six overarching goals emphasizing access and affordability, quality academic programs, workforce and economic development, research growth, engagement with the state, and accountability. Each goal has a number of related objectives, strategies and accountability measures developed for Board and university-wide monitoring over a multi-year period. Companion documents include an implementation tool with metrics and the schedule for monitoring by the Board, as well as a dashboard reflecting progress.

The university's efforts will not be limited to these priorities, as we expect to be able to measure progress in other areas given the interrelatedness of the objectives, other priorities of the Board and the President, and the ongoing strategic planning efforts of the four campuses. Campus plans are consistent with this framework and operate within its broader goals. Each campus has established a set of quality indicators that provide a means to evaluate achievement and momentum related to its principal objectives.

1. The University of Nebraska will provide the opportunity for Nebraskans to enjoy a better life through access to high quality, affordable undergraduate, graduate and professional education.
 - a. The university will strive to increase affordability and ensure qualified students are not denied access based on economic circumstances.
 - i. Secure state funding sufficient to support access to high quality programs.*
 - ii. Keep tuition increases moderate and predictable for students and families, consistent with goals of both access and quality.*
 - iii. Expand need-based financial aid and effectively market opportunity and major aid programs (e.g. Collegebound Nebraska, Buffett Scholars, Thompson Learning Communities).*
 - b. Increase the percentage of Nebraska high school graduates (the state “college-going rate”) who enroll at and graduate from the university.
 - i. Increase enrollment, consistent with quality imperatives, to serve Nebraska’s goals for increased educational attainment.*
 - ii. Increase each campus’s undergraduate freshman-to-sophomore retention rate each year, with a goal of exceeding the average of its peer institutions.*
 - iii. Increase each campus’s undergraduate six-year graduation rate, with a goal of exceeding the average of its peer institutions.*
 - c. Increase the diversity of those who enroll at and graduate from the university, employing measures permitted by state and federal law.
 - i. Engage in partnerships with other higher education institutions, K-12, and the private sector to increase diversity of students who seek a post-secondary education, employing measures permitted by state and federal law.*
 - d. Expand lifelong educational opportunities, including those for non-traditional and transfer students.
 - e. Promote adequate student preparation for success in higher education.
 - i. Engage in pilot programs with Nebraska high schools for development of high school academies in partnership with the university.*
 - ii. Provide timely and usable information to middle school students, parents, teachers and school administrators.*

- f. Promote ease of transfer to the university from other higher education institutions.
 - i. *Improve programs for transfer from community colleges, state colleges and other higher education institutions.*
 - g. Expand distance education programs, taking advantage of university-wide marketing and efficiencies and campus role and mission, strengths and entrepreneurship.
 - i. *The University will offer a variety of its academic programs by distance education through Online Worldwide in an effort to provide access to the University of Nebraska to the people of the state and beyond the boundaries of the state who are unable to enroll in programs offered only on campus.*
2. The University of Nebraska will build and sustain undergraduate, graduate and professional programs of high quality with an emphasis on excellent teaching.
- a. Recruit and retain exceptional faculty and staff, with special emphasis on building and sustaining diversity.
 - i. *To help ensure competitiveness, faculty salaries and incentives (awarded on the basis of merit) and fringe benefits should exceed the average of peer institutions.*
 - ii. *Develop and maintain programs to enhance work/life conditions of faculty and staff, including overall campus climate.*
 - iii. *Each campus shall endeavor to meet the university's ongoing commitments to faculty diversity, employing measures permitted by state and federal law.*
 - iv. *Increase support for professorships and named/distinguished chairs.*
 - b. Pursue excellence through focus on targeted programs in areas of importance to Nebraska where the university can be a regional, national and/or international leader (e.g. agriculture and natural resources, life sciences, information technology and architectural engineering).
 - i. *Programs of Excellence funding shall be increased when practicable and results of allocations shall be periodically reviewed for impact.*
 - ii. *Resource allocation shall take advantage of distinct campus roles and missions to achieve overall university goals.*
 - iii. *Campuses are encouraged to collaborate to achieve overall university goals.*
 - c. Provide opportunities for global engagement of faculty through international teaching, research and outreach exchanges, fellowships and collaborations.
 - i. *Increase faculty participation in Fulbright and related programs.*

3. The University of Nebraska will play a critical role in building a talented, competitive workforce and knowledge-based economy in Nebraska in partnership with the state, private sector and other educational institutions.
 - a. Work to stem and reverse the out-migration of graduates and knowledge workers.
 - b. Increase proportion of the most talented Nebraska high school students who attend the University of Nebraska.
 - i. *Increase enrollment of Nebraska students ranked in top 25% of their high school class.*
 - ii. *Increase support for merit-based scholarships.*
 - c. To attract talent to the state, increase the number of nonresident students who enroll at the university.
 - i. *Increase enrollment of nonresident undergraduate students at UNL, UNO and UNK.*
 - d. To adequately prepare students for the global economy, significantly increase opportunities for international study and engagement.
 - i. *Significantly increase the number of undergraduates studying abroad, with the goal of ultimately providing the opportunity for every undergraduate to study abroad.*
 - ii. *Significantly increase the number of international undergraduates and graduates studying at the university.*
 - e. Encourage and facilitate the commercialization of research and technology to benefit Nebraska.
 - f. Develop and strengthen internship and service learning opportunities with business, education, government, military, and nonprofit organizations.
 - g. Engage in partnerships with government and the private sector to develop regional economic strength.
 - h. Pursue excellence in educational attainment aligned with the long-term interests of the state.
 - i. *Analyze areas of future workforce demand, including job and self-employment opportunities in non-growth rural communities and economically disadvantaged urban areas, and strengthen or develop curricula and programs appropriate to the university in alignment with those areas.*
 - ii. *Develop educational programs that prepare students for the flexibility required to respond to the uncertainty of future workforce demands.*

iii. *Develop distance education and other educational programs that permit Nebraskans to prepare for jobs and opportunities to meet future workforce demands.*

4. The University of Nebraska will pursue excellence and regional, national and international competitiveness in research and scholarly activity, as well as their application, focusing on areas of strategic importance and opportunity.

a. Increase external support for research and scholarly activity.

i. *Increase federal support for instruction, research and development, and public service.*

ii. *Inventory and forecast infrastructure (physical facilities, information technology, equipment) necessary to support continued growth in research activity and secure private and public support to eliminate deficiencies.*

b. Increase undergraduate and graduate student participation in research and its application.

c. Encourage and support interdisciplinary, intercampus, inter-institutional and international collaboration.

d. Improve the quantity and quality of research space through public and private support.

e. Focus resources on areas of strength in research where the university has the opportunity for regional, national and international leadership and in areas of strategic importance to the health and economic strength of Nebraska (e.g. agriculture and life sciences; natural resources, especially water; prevention and cure of diseases such as cancer; and early childhood education).

i. *Invest resources through the Nebraska Research Initiative, Programs of Excellence and other sources to build capacity and excellence in research.*

5. The University of Nebraska will serve the entire state through strategic and effective engagement and coordination with citizens, businesses, agriculture, other educational institutions, and rural and urban communities and regions.

a. Support economic growth, health and quality of life through policy initiatives consistent with university mission.

b. Recognize and reward faculty innovation and effectiveness in outreach and engagement.

- c. Support Nebraska's economic development.
 - i. Partner and collaborate with government and the private sector to attract, retain, and spur business development and economic opportunity.*
 - ii. Use university research and other resources to foster more effective relationships with the private sector.*
 - d. Support entrepreneurship education, training and outreach.
 - e. Collaborate with the public and private sectors to build successful regional, multistate, international linkages.
 - f. Use university resources to engage Nebraskans outside cities where our major campuses are located.
 - i. Effectively use the Nebraska Rural Initiative and other university-wide and campus programs to develop excellence in supporting community development while creating quality economic opportunities throughout rural Nebraska.*
 - ii. Effectively use regional research and extension operations and statewide extension for engagement with the university.*
6. The University of Nebraska will be cost effective and accountable to the citizens of the state.
- a. Support the development of a sustainable university environment.
 - i. Build a comprehensive long-range capital facilities planning process and provide a six-year capital construction plan, updated quarterly.*
 - ii. Implement the second phase of LB 605 to repair, renovate and/or replace specific university facilities.*
 - iii. Campuses shall pursue energy efficiency.*
 - iv. Campuses shall promote through policies and scheduling effective utilization of university facilities.*
 - b. Maintain a safe environment for students, faculty, staff and visitors.
 - i. Develop and regularly monitor fire safety plans and procedures.*
 - ii. Collaborate with state and local government in disaster planning.*
 - iii. Develop and test campus plans for emergencies and disasters.*

- c. Allocate resources in an efficient and effective manner.
 - i. *Use best practices in procurement and construction and other business engagement.*
 - ii. *Leverage roles and missions of campuses to find savings and cost reductions through academic, administrative and business process efficiencies and effectiveness.*
 - iii. *Develop and report on matrix of business health indicators, including university debt.*
- d. Maximize and leverage non-state support.
 - i. *Promote entrepreneurship and revenue-generating opportunities.*
 - ii. *Collaborate with the University of Nebraska Foundation to secure private support for university priorities.*
- e. Create and report performance and accountability measures.
- f. Maximize potential of information technology to support the university's activities.
- g. Provide accurate and transparent information to the public about college costs and student learning and success outcomes.
 - i. *Participate in the Voluntary System of Accountability.*
 - ii. *Participate in the National Survey of Student Engagement.*
 - iii. *Monitor student achievements on licensing and professional examinations.*
 - iv. *Participate and measure effectiveness of national pilot projects on learning assessment with the goal of adopting university measurements.*
- h. Implement awareness and education programs to assist all students in management of personal financial matters.

TO: The Board of Regents
Academic Affairs

MEETING DATE: October 26, 2012

SUBJECT: University of Nebraska Strategic Framework Accountability Measures

RECOMMENDED ACTION: For Information Only

PREVIOUS ACTION: None

EXPLANATION: Attached is the current version of the Strategic accountability measures.

SPONSOR: James B. Milliken, President
University of Nebraska

DATE: October 2, 2012

INVESTING IN NEBRASKA’S FUTURE

Strategic Planning Framework

2010-2013

Accountability Measures

1. State Funding (1-a-i)

Secure state funding sufficient to support access to high quality programs.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
FY 2013-14	Attain sufficient state funding and manage the cost effectiveness of the University so that tuition increases do not exceed 6%.	June 2013	Business
FY 2014-15	Attain sufficient state funding and manage the cost effectiveness of the University so that tuition increases do not exceed 6%.	June 2014	Business
FY 2015-16	Attain sufficient state funding and manage the cost effectiveness of the University so that tuition increases do not exceed 6%.	June 2015	Business

2. Tuition (1-a-ii)

Keep tuition increases moderate and predictable for students and families, consistent with goals of both access and quality.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
FY 2013-14	Attain sufficient state funding and manage the cost effectiveness of the University so that tuition increases do not exceed 6%.	June 2013	Business
FY 2014-15	Attain sufficient state funding and manage the cost effectiveness of the University so that tuition increases do not exceed 6%.	June 2014	Business
FY 2015-15	Attain sufficient state funding and manage the cost effectiveness of the University so that tuition increases do not exceed 6%.	June 2015	Business

3. Need-based Financial Aid (1-a-iii)

Expand need-based financial aid and effectively market opportunity and major aid programs (e.g. Collegebound Nebraska, Buffett Scholars, Thompson Learning Communities).

On September 14, 2012, the Board of Regents referred future need-based aid metrics to the Academic Affairs committee of the Board for discussion and a report/recommendation at a future date.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
FY 2012-13	Raise at least \$6 million in private funds (endowment and/or spendable).	Sept. 2013	Academic
FY 2013-14	Raise at least \$6 million in private funds (endowment and/or spendable).	Sept. 2014	Academic
FY 2014-15	Raise at least \$6 million in private funds (endowment and/or spendable).	Sept. 2015	Academic

4. Enrollment (1-b-i)

Increase enrollment, consistent with quality imperatives, to serve Nebraska's goals for increased educational attainment.

Note: On October 28, 2011, the Board of Regents referred future enrollment metrics to the Academic Affairs committee of the Board for discussion and a report/recommendation at a future date.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
Fall 2012	1) Increase undergraduate enrollment by 1.5% annually. 2) Maintain a retention rate of 80% or above for undergraduate students.	Oct. 2012	Academic
Fall 2013	1) Increase undergraduate enrollment by 1.5% annually. 2) Maintain a retention rate of 80% or above for undergraduate students.	Nov. 2013	Academic
Fall 2014	1) Increase undergraduate enrollment by 1.5% annually. 2) Maintain a retention rate of 80% or above for undergraduate students.	Nov. 2014	Academic

5. Graduation Rates (1-b-iii)

Increase each campus's undergraduate six-year graduation rate, with a goal of exceeding the average of its peer institutions.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
2010-11 Academic Year	1) Each campus will maintain or reach the average six-year graduation rate of its peers. 2) All prospective and current undergraduate students are regularly informed and assisted in obtaining the benefit of the University's four-year graduation guarantee.	Jan. 2013	Academic
2011-12 Academic Year	1) Each campus will maintain or reach the average six-year graduation rate of its peers. 2) All prospective and current undergraduate students are regularly informed and assisted in obtaining the benefit of the University's four-year graduation guarantee.	Jan. 2014	Academic
2012-13 Academic Year	1) Each campus will maintain or reach the average six-year graduation rate of its peers. 2) All prospective and current undergraduate students are regularly informed and assisted in obtaining the benefit of the University's four-year graduation guarantee.	Jan. 2015	Academic

6. Faculty Merit Compensation (2-a-i)

To help ensure competitiveness, faculty salaries and incentives (awarded on the basis of merit) and fringe benefits should exceed the average of peer institutions.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
FY 2012-13	<ol style="list-style-type: none"> 1) All salary increases should be awarded, to the extent possible, on the basis of merit. 2) Average faculty salaries on each campus shall meet or exceed the midpoint of peers. 3) Once the midpoint of peers has been met or exceeded, an exceptional merit fund shall be established to provide additional incentives related to performance. 	June 2013	Business
FY 2013-14	<ol style="list-style-type: none"> 1) All salary increases should be awarded, to the extent possible, on the basis of merit. 2) Average faculty salaries on each campus shall meet or exceed the midpoint of peers. 3) Once the midpoint of peers has been met or exceeded, an exceptional merit fund shall be established to provide additional incentives related to performance. 	June 2014	Business
FY 2014-15	<ol style="list-style-type: none"> 1) All salary increases should be awarded, to the extent possible, on the basis of merit. 2) Average faculty salaries on each campus shall meet or exceed the midpoint of peers. 3) Once the midpoint of peers has been met or exceeded, an exceptional merit fund shall be established to provide additional incentives related to performance. 	June 2015	Business

Due to changes in the Board's meeting schedule, reporting on this item was moved from April to June in 2013.

7. Faculty Diversity (2-a-iii)

Each campus shall endeavor to meet the university's ongoing commitments to faculty diversity, employing measures permitted by state and federal law.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
Fall 2012	<ol style="list-style-type: none"> 1) Increase faculty diversity, employing measures permitted by state and federal law. 2) Report on the diversity of the faculty and the relative rate of change in faculty composition as compared to peers. 	Sept. 2013	Academic
Fall 2013	<ol style="list-style-type: none"> 1) Increase faculty diversity, employing measures permitted by state and federal law. 2) Report on the diversity of the faculty and the relative rate of change in faculty composition as compared to peers. 	Sept. 2014	Academic
Fall 2014	<ol style="list-style-type: none"> 1) Increase faculty diversity, employing measures permitted by state and federal law. 2) Report on the diversity of the faculty and the relative rate of change in faculty composition as compared to peers. 	Sept. 2015	Academic

8. Nebraska Top 25% (3-b-i)

Increase enrollment of Nebraska students ranked in top 25% of their high school class.

Note: On October 28, 2011, the Board of Regents referred the Top 25% metric to the Academic Affairs committee of the Board for discussion and a report/recommendation at a future date.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
Fall 2012	Increase enrollment of first-time freshmen ranked in the top quartile of their high school graduating class to 50.0%.	Oct. 2012	Academic
Fall 2013	Maintain enrollment of first-time freshmen ranked in the top quartile of their high school graduating class at 50.0% or greater.	Nov. 2013	Academic
Fall 2013	Maintain enrollment of first-time freshmen ranked in the top quartile of their high school graduating class at 50.0% or greater.	Nov. 2014	Academic

9. Merit-based Scholarships (3-b-ii)

Increase support for merit-based scholarships.

On September 14, 2012, the Board of Regents referred future merit-based scholarship metrics to the Academic Affairs committee of the Board for discussion and a report/recommendation at a future date.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
FY 2012-13	Raise at least \$6 million in private funds (endowment and/or spendable).	Sept. 2013	Academic
FY 2013-14	Raise at least \$6 million in private funds (endowment and/or spendable).	Sept. 2014	Academic
FY 2014-15	Raise at least \$6 million in private funds (endowment and/or spendable).	Sept. 2015	Academic

10. Nonresident Student Enrollment (3-c-i)

Increase enrollment of nonresident undergraduate students at UNL, UNO and UNK.

Note: On October 28, 2011, the Board of Regents referred future enrollment metrics to the Academic Affairs committee of the Board for discussion and a report/recommendation at a future date.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
Fall 2012	Increase the number of new nonresident undergraduate students by 1.5% percent annually.	Oct. 2012	Academic
Fall 2013	Increase the number of new nonresident undergraduate students by 1.5% percent annually.	Nov. 2013	Academic
Fall 2014	Increase the number of new nonresident undergraduate students by 1.5% percent annually.	Nov. 2014	Academic

11. Workforce Development (3-h-i and 3-h-iii)

Analyze areas of future workforce demand, including job and self-employment opportunities in non-growth rural communities and economically disadvantaged urban areas, and strengthen or develop curricula and programs appropriate to the university in alignment with those areas. (3-h-i) Develop distance education and other educational programs that permit Nebraskans to prepare for jobs and opportunities to meet future workforce demands. (3-h-iii)

Reporting Period	Accountability Measure	Report Date	Reporting Committee
Fall 2012	Address program alignment revisions to meet workforce needs based on Fall 2011 data.	March 2013	Academic
Fall 2013	Address program alignment revisions to meet workforce needs based on Fall 2011 data.	March 2014	Academic
Fall 2014	Address program alignment revisions to meet workforce needs based on Fall 2011 data.	March 2015	Academic

12. Research (4-a-i)

Increase federal support for instruction, research and development, and public service.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
FY 2011-12	Increase UNL and UNMC federal research expenditures by 20% more than the weighted total federal appropriations per year on a three-year rolling average.	March 2013	Academic
FY 2012-13	Increase UNL and UNMC federal research expenditures by 20% more than the weighted total federal appropriations per year on a three-year rolling average.	March 2014	Academic
FY 2013-14	Increase UNL and UNMC federal research expenditures by 20% more than the weighted total federal appropriations per year on a three-year rolling average.	March 2015	Academic

13. Entrepreneurship (5-d)

Support entrepreneurship education, training and outreach.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
Spring 2013	1) Increase training hours invested by program participants by 5% of 55,104. 2) Increase number of clients assisted by 5% of 12,868. 3) Increase number of SBIR/STTR applications by 10% of 84. 4) Increase number of SBIR/STTR awards by 5% of 8. 5) Increase investment in NU assisted companies by 5% of \$58,549,521. 6) Increase NU assisted business start-ups and transitions by 5% of 246.	March 2013	Academic
Spring 2014	Evaluate and modify annual targets as appropriate.	March 2014	Academic
Spring 2015	Evaluate and modify annual targets as appropriate.	March 2015	Academic

Due to changes in the Board's meeting schedule, reporting on this item was moved from April to March in 2013.

14. LB 605 (6-a-ii)

Implement the second phase of LB 605 to repair, renovate and/or replace specific university facilities.

A capstone report on LB 605 was presented to the Board of Regents in January 2011.

15. Business Process Efficiencies (6-c-ii)

Leverage roles and missions of campuses to find savings and cost reductions through academic, administrative and business process efficiencies and effectiveness.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
2012 Calendar Year	<ol style="list-style-type: none"> 1) Short-Term Cash/Investments: Exceed average of similar fund types 2) Endowments: Exceed average of similar fund types 3) Debt: Maintain Aa2 rating; exceed 1.15 coverage 4) Capital: Capital Queue 5) Human Resources: Meet midpoint of peers in faculty and staff salaries 	<ol style="list-style-type: none"> 1) June 2012 2) January 2013 (no Dec. 2012 meeting) 3) January 2013 (no Dec. 2012 meeting) 4) Quarterly 5) April 2012 	Business
2013 Calendar Year	<ol style="list-style-type: none"> 1) Short-Term Cash/Investments: Exceed average of similar fund types 2) Endowments: Exceed average of similar fund types 3) Debt: Maintain Aa2 rating; exceed 1.15 coverage 4) Capital: Report on Capital Queue 5) Human Resources: Meet midpoint of peers in faculty and staff salaries 	<ol style="list-style-type: none"> 1) 2nd Quarter 2013 2) 4th Quarter 2013 3) 4th Quarter 2013 4) Quarterly 5) 2nd Quarter 2013 	Business
2014 Calendar Year	<ol style="list-style-type: none"> 1) Short-Term Cash/Investments: Exceed average of similar fund types 2) Endowments: Exceed average of similar fund types 3) Debt: Maintain Aa2 rating; exceed 1.15 coverage 4) Capital: Report on Capital Queue 5) Human Resources: Meet midpoint of peers in faculty and staff salaries 	<ol style="list-style-type: none"> 1) 2nd Quarter 2014 2) 4th Quarter 2014 3) 4th Quarter 2014 4) Quarterly 5) 2nd Quarter 2014 	Business

16. Student Learning Assessment (6-g)

Provide accurate and transparent information to the public about college costs and student learning and success outcomes.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
Fall 2012	<ol style="list-style-type: none"> 1) Annual or other periodic review, as available, by the Board of performance on standardized examinations and surveys, including the National Survey of Student Engagement and professional licensure examinations. 2) Annual review by the Board of participation in pilot programs to measure student learning outcomes, such as the Collegiate Learning Assessment. 	March 2013	Academic
Fall 2013	<ol style="list-style-type: none"> 1) Annual or other periodic review, as available, by the Board of performance on standardized examinations and surveys, including the National Survey of Student Engagement and professional licensure examinations. 2) Annual review by the Board of participation in pilot programs to measure student learning outcomes, such as the Collegiate Learning Assessment. 	March 2014	Academic
Fall 2014	<ol style="list-style-type: none"> 1) Annual or other periodic review, as available, by the Board of performance on standardized examinations and surveys, including the National Survey of Student Engagement and professional licensure examinations. 2) Annual review by the Board of participation in pilot programs to measure student learning outcomes, such as the Collegiate Learning Assessment. 	March 2015	Academic

Due to changes in the Board's meeting schedule, reporting on this item was moved from April to March in 2013.

17. Global Engagement - Study Abroad (3-d-i)

Significantly increase the number of undergraduates studying abroad, with the goal of ultimately providing the opportunity for every undergraduate to study abroad.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
Academic Year 2011-12	By 2019-20, the University shall increase the number of students who have participated in a study or work abroad program to 2,442. Using the base academic year 2009-10 when 1,221 participated in such programs outside the U.S., the University will achieve slightly more than 7% growth compounded each year to reach the goal.	June 2013	Academic
Academic Year 2012-13	Continue progress toward doubling by 2019-20 the number of students who have studied or worked abroad by achieving average annual growth of slightly more than 7%.	June 2014	Academic
Academic Year 2013-14	Continue progress toward doubling by 2019-20 the number of students who have studied or worked abroad by achieving average annual growth of slightly more than 7%.	June 2015	Academic

18. Global Engagement – International Student Enrollment (3-d-ii)

Significantly increase the number of international undergraduates and graduates studying at the university.

Note: On October 28, 2011, the Board of Regents referred future enrollment metrics to the Academic Affairs committee of the Board for discussion and a report/recommendation at a future date.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
Academic Year 2011-12	By 2019-20, the University shall increase the number of international students enrolled to 6,036. Using the base academic year 2009-10 when 3,018 international students were enrolled, the University will achieve slightly more than 7% growth compounded each year to reach the goal.	Oct. 2012	Academic
Academic Year 2012-13	Continue progress toward doubling by 2019-20 the enrollment of international students by achieving average annual growth of slightly more than 7%.	Nov. 2013	Academic
Academic Year 2013-14	Continue progress toward doubling by 2019-20 the enrollment of international students by achieving average annual growth of slightly more than 7%.	Nov. 2014	Academic

19. Distance Education (1-g-i)

The University will offer a variety of its academic programs by distance education through Online Worldwide in an effort to provide access to the University of Nebraska to the people of the state and beyond the boundaries of the state who are unable to enroll in programs offered only on campus.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
Academic Year 2011-12	Increase student credit hours from distance-only students in Nebraska and beyond the boundaries of the state each by 10% annually through 2014-15.	June 2013	Academic
Academic Year 2012-13	Increase student credit hours from distance-only students in Nebraska and beyond the boundaries of the state each by 10% annually through 2014-15.	June 2014	Academic
Academic Year 2013-14	Increase student credit hours from distance-only students in Nebraska and beyond the boundaries of the state each by 10% annually through 2014-15.	June 2015	Academic

Due to changes in the Board's meeting schedule, reporting on this item was moved from April to June in 2013.

TO: The Board of Regents
Academic Affairs

MEETING DATE: October 26, 2012

SUBJECT: University of Nebraska Calendar of establishing and reporting
accountability measures

RECOMMENDED ACTION: For Information Only

PREVIOUS ACTION: None

EXPLANATION: Attached is a calendar of establishing and reporting accountability
measures.

SPONSOR: James B. Milliken, President
University of Nebraska

DATE: October 2, 2012

Strategic Framework Accountability Measure Reporting and Updating Calendar

Revised October 16 for October 26, 2012 meeting

<u>Board Meeting Date</u>	<u>Academic Affairs Committee</u>	<u>Business Affairs Committee</u>
October 26, 2012	Enrollment [1-b-i] Nebraska Top 25% [3-b-i] Nonresident Student Enrollment [3-c-i] International Student Enrollment [3-d-ii]	None
November 29, 2012	None	None
January 25, 2013	Graduation Rates [1-b-iii]	Administrative/Business Efficiencies [6-c-ii] <i>(Endowments, Debt, Capital Queue)</i> <i>(Usually in December but no Dec. 2012 mtg)</i>
February 15, 2013	Campus visit with discussion of campus strategic plan and performance indicators.	
March 15, 2013	Workforce Development [3-h-i & iii] Research [4-a-i] Entrepreneurship [5-d] Student Learning Assessment [6-g]	Administrative/Business Efficiencies [6-c-ii] <i>(Capital Queue)</i>
June 7, 2013	Distance Education [1-g-i] Study Abroad [3-d-i]	State Funding [1-a-i] Tuition [1-a-ii] Faculty Merit Compensation [2-a-i] Administrative/Business Efficiencies [6-c-ii] <i>(Short-term Cash/Investments, Capital Queue, Human Resources)</i>
September 20, 2013	Need-based Financial Aid [1-a-iii] Faculty Diversity [2-a-iii] Merit-based Scholarships [3-b-ii]	Administrative/Business Efficiencies [6-c-ii] <i>(Capital Queue)</i>
October 24, 2013	Campus visit with discussion of campus strategic plan and performance indicators.	
November 15, 2013	Enrollment [1-b-i] Nebraska Top 25% [3-b-i] Nonresident Student Enrollment [3-c-i] International Student Enrollment [3-d-ii]	None
January 24, 2014	Graduation Rates [1-b-iii]	Administrative/Business Efficiencies [6-c-ii] <i>(Endowments, Debt, Capital Queue)</i> <i>(Usually in December but no Dec. 2013 mtg)</i>

TO: The Board of Regents
Academic Affairs

MEETING DATE: October 26, 2012

SUBJECT: University of Nebraska Strategic Dashboard Indicators

RECOMMENDED ACTION: For Information Only

PREVIOUS ACTION: None

EXPLANATION: Attached is the current version of the Strategic Framework Indicators.

SPONSOR: James B. Milliken, President
University of Nebraska

DATE: October 2, 2012

University of Nebraska Strategic Dashboard Indicators (Updated as of September 14, 2012)

State Funding Change (1.a.i) FY 2012-13	Tuition Change (1.a.ii) FY 2012-13	Enrollment Change (1.b.i) FY2011-12	Retention (1.b.i) FY2011-12	Need-Based Aid (1.a.iii) FY2011-12	
<u>Target</u> <u>Outcome</u>	<u>Target</u> <u>Outcome</u>	<u>Target</u> <u>Outcome</u>	<u>Target</u> <u>Outcome</u>	<u>Target</u> <u>Outcome</u>	
State funding + cost mgmt. = <6% tuition increase 1.3%	Funding + cost mgmt. = <6% tuition increase 3.75%	1.5% 1.1%	80% Retention rate 79.9%	Increase private funds by \$6 million Increased \$9.91 million	
Women Faculty (2.a.iii) Fall 2011	Minority Faculty (2.a.iii) Fall 2011	Top 25% Enrollment (3.b.i) Fall 2011	Nonresident Students (3.c.i) Fall 2011	Merit-Based Aid (3.b.ii) FY2011-12	
<u>Target</u> <u>Outcome</u>	<u>Target</u> <u>Outcome</u>	<u>Target</u> <u>Outcome</u>	<u>Target</u> <u>Outcome</u>	<u>Target</u> <u>Outcome</u>	
Increase over 2010 2011=34.56% 2010=33.76%	Increase over 2010 2011=17.55% 2010=16.15%	Increase to 50% 47.9%	Increase 1.5% over 2010 0.6%	Increase private funds by \$6 million Increased \$26.45 million	
Study Abroad (3.d.i) AY2010-11	International Students (3.d.ii) AY2010-11	Distance Education (3.g.i) AY2010-11	Six-Year Graduation Rate (1.b.iii) AY2009-10		
<u>Target</u> <u>Outcome</u>	<u>Target</u> <u>Outcome</u>	<u>Target</u> <u>Outcome</u>	<u>Campus</u>	<u>Target</u>	<u>Outcome</u>
Double base of 1,221 students by 2019-20 2010=1,048 2009=1,221	Double base of 3,018 students by 2019-20 4.7%	Increase in-state and out-of-state distance only credit hours by 10% In-state = 5.2% Out-of-State = 5.3%	UNL UNO UNK UNMC	Maintain or show progress toward reaching the average six-year graduation rate of peers Not Applicable	2010= -6.2% 2009= -6.1% 2010= 3.0% 2009= 5.0% 2010= 6.3% 2009= 8.4% Not Applicable

LEGEND:



Target Met or Exceeded



Progress Toward Target



Target Not Met

University of Nebraska Strategic Dashboard Indicators (Updated as of September 14, 2012)

Federal Research Funding Growth (4.a.i) UNL and UNMC FY2010-11			Research/Scholarly Activity Growth (4.a.i) UNO and UNK FY2010-11			Faculty Salaries (2.a.i) FY2011-12				
<u>Campus</u>	<u>Target</u>	<u>Outcome</u>	<u>Campus</u>	<u>Target</u>	<u>Outcome</u>	<u>Campus</u>	<u>Target</u>	<u>Outcome</u>		
↑	UNL	4.53%	14.32%	↑	UNO	Double in 10 years/7% annual compounded growth over FY 2005-06	42.1%	↓	UNL	2011= -5.6% 2010= -4.6%
↑	UNMC	3.62%	23.46%	↓	UNK	-19.6%	↓	UNMC	Significant progress toward exceeding midpoint of peers	2011= -8.3% 2010= -7.4%
									UNO	*
									UNK	*

	<u>Indicator</u>	<u>Target</u>	<u>Outcome</u>
↑	Four-Year Graduation Guarantee (1.b.iii) AY2009-10	All prospective and current undergraduate students are informed about the University's four-year graduation guarantee.	All campuses have posted information about the four-year graduation guarantee on their websites and also have a link to four-year graduation guarantee information on the UNCA website.
↑	Faculty Salaries (2.a.1) Fall 2011	Award all salary increases, to the extent possible, on the basis of merit.	Faculty salaries at UNL and UNMC may be based/granted entirely on merit, while faculty salaries at UNO and UNK are negotiated through the collective bargaining process and therefore the amount and method of distribution at UNO and UNK must be determined by agreement.
↑	Entrepreneurship (5.d) Spring 2012	1) Increase training hours by 5%. 2) Increase number of clients by 5%. 3) Increase SBIR/STTR applications by 10%. 4) Increase SBIR/STTR awards by 5%. 5) Increase investment in NU-assisted companies by 5%. 6) Increase NU-assisted startups and transitions by 5%.	1) Training hours decreased by 16%. 2) Clients increased by 25%. 3) SBIR/STTR applications increased 9%. 4) SBIR/STTR awards decreased 62%. 5) Investment in NU-assisted companies increased 12%. 6) NU-assisted start-ups and transitions decreased 58%.

LEGEND:



Target Met or Exceeded









Progress Toward Target



Target Not Met

University of Nebraska Strategic Dashboard Indicators (Updated as of September 14, 2012)

	<u>Indicator</u>	<u>Target</u>	<u>Outcome</u>
	Workforce Development (3.h.i and 3.h.iii) Fall 2011	Review new internal and external research on workforce needs and update categories of employment for purposes of aligning university programs to changing needs.	Faculty and state agency research has been reviewed. The University of Nebraska continues to monitor relevant faculty and agency research to identify emerging workforce opportunities and trends in the state.
	Student Learning Assessment (6.g) Fall 2011	<ol style="list-style-type: none"> Review performance on standardized examinations and surveys, including the National Survey of Student Engagement and professional licensure examinations. Report on participation in pilot programs to measure student learning outcomes, such as the Collegiate Learning Assessment. 	<ol style="list-style-type: none"> UNK, UNL and UNO currently participate in the National Survey of Student Engagement (NSSE). Performance on professional licensure examinations is above average for all campuses. Campuses are taking a variety of approaches to participation in pilot programs designed to measure learning outcomes, including exploring processes for assessing general studies requirements and participation in the administration of the College Assessment of Academic Proficiency (CAAP).
	Business Process Efficiencies (6.c.ii)		
	Short Term Cash Investments September 2011	Exceed average of similar fund types.	The performance of the State's Operating Investment Pool (4.9%) slightly underperformed when compared to the benchmark value of 5.3%.
	Endowments December 2011	Exceed average of similar fund types.	Fund N endowments returned 25.2% for the year ending June 30, 2011. exceeding similar fund average of 23.5%.
	Debt January 2012	Maintain Aa2 rating and exceed 1.15 coverage.	Bond rating increased to Aa1 and exceeded 1.15 coverage.
	Human Resources June 2012	Meet midpoint of peers in faculty and staff salaries.	Faculty salaries at UNL and UNMC are below the midpoint of peers for 2011*.

Notes:

*UNO and UNK salaries are governed by collective bargaining.

LEGEND:



Target Met or Exceeded



Progress Toward Target



Target Not Met

TO: The Board of Regents
Academic Affairs

MEETING DATE: October 26, 2012

SUBJECT: Board of Regents agenda items related to the University of Nebraska Strategic Framework

RECOMMENDED ACTION: For Information Only

PREVIOUS ACTION: The current version of the framework appears as an information item at each Board of Regents meeting.

April 2005 – The Board of Regents began development of the University of Nebraska “Strategic Framework – Accountability Measures” document.

EXPLANATION: Attached is an explanation of the agenda items that are aligned with the strategic goals of the Board of Regents’ Strategic Framework.

SPONSOR: James B. Milliken, President
University of Nebraska

DATE: October 2, 2012

Alignment of the University's Strategic Goals with Board of Regents Agenda Items
October 26, 2012

- 1. The University of Nebraska will provide the opportunity for Nebraskans to enjoy a better life through access to high quality, affordable undergraduate, graduate and professional education.**
 - Strategic Framework report on need-based financial aid (carryover from last month)
 - Strategic Framework annual report on Enrollment
 - Business Affairs committee report on the estimated impact of sequestration
 - Report of programs with tuition variances

- 2. The University of Nebraska will build and sustain undergraduate, graduate and professional programs of high quality with an emphasis on excellent teaching.**
 - Academic Affairs committee presentation and approve the establishment of the Rural Futures Institute
 - Create a Bachelor of Science degree in Applied Climate Science at UNL
 - Report of leaves of absences approved for the FY 2011-12 year
 - MOU between UNL and UNMC to form a Juris Doctorate and Master of Public Health dual degree program

- 3. The University of Nebraska will play a critical role in building a talented, competitive workforce and knowledge-based economy in Nebraska in partnership with the state, private sector and other educational institutions.**
 - Strategic Framework report on need-based financial aid (carryover from last month)
 - Strategic Framework annual reports on Nebraska Top 25%, Nonresident Student Enrollment, International Student Enrollment
 - Academic Affairs committee presentation on University-Affiliated Research Center
 - Academic Affairs committee presentation and approve the establishment of the Rural Futures Institute
 - Approve the establishment of the Center for Urban Sustainability at UNO
 - Approve interlocal agreements with Douglas County and the City of Omaha for funding of the Comprehensive Cancer Center project at UNMC
 - MOU between UNL and UNMC to form a Juris Doctorate and Master of Public Health dual degree program

- 4. The University of Nebraska will pursue excellence and regional, national and international competitiveness in research and scholarly activity, as well as their application, focusing on areas of strategic importance and opportunity.**
 - Academic Affairs committee presentation on University-Affiliated Research Center
 - Academic Affairs committee presentation and approve the establishment of the Rural Futures Institute
 - Approve the establishment of the Center for Urban Sustainability at UNO
 - Approve the program statement and budget for Brace Laboratory renovation at UNL
 - Approve a purchase agreement for 76 acres next to UNO's Glacier Creek Preserve
 - Approve interlocal agreements with Douglas County and the City of Omaha for funding of the Comprehensive Cancer Center project at UNMC

5. The University of Nebraska will serve the entire state through strategic and effective engagement and coordination with citizens, businesses, agriculture, other educational institutions, and rural and urban communities and regions.

- Business Affairs committee presentation on the UNO Arena and approve action authorizing the president to enter into letter of intent with developers for construction of the arena
- Academic Affairs committee presentation on University-Affiliated Research Center
- Academic Affairs committee presentation and approve the establishment of the Rural Futures Institute
- Approve the establishment of the Center for Urban Sustainability at UNO
- Approve a purchase agreement for 76 acres next to UNO's Glacier Creek Preserve
- Approve interlocal agreements with Douglas County and the City of Omaha for funding of the Comprehensive Cancer Center project at UNMC

6. The University of Nebraska will be cost effective and accountable to the citizens of the state.

- Business Affairs committee report on energy efficiencies
- Business Affairs committee presentation on the UNO Arena and approve action authorizing the president to enter into letter of intent with developers for construction of the arena
- Approve interlocal agreements with Douglas County and the City of Omaha for funding of the Comprehensive Cancer Center project at UNMC
- Approve various facility and/or capital construction related requests including:
 - Approve the program statement and budget for Brace Laboratory renovation at UNL
 - Approve resolutions for capital improvements to the Nebraska Unions, University Housing facilities and parking at UNL
 - Approve various actions related to the mixed-use component of the 18th and R project at UNL
 - Approve encroachment easement agreement related to the East Campus Recreation Center at UNL
 - UNK Wellness Center Intermediate Design Report
- Accept various regular reports including:
 - Bids and contracts
- Report of various namings on the campuses
- Approve gifts of audio/video equipment and software license at UNL

D. REPORTS

1. Fall 2012 Enrollment Report Addendum IX-D-1
2. Programs with Tuition Variances Addendum IX-D-2
3. Leaves of Absences approved during the period July 1, 2011-June 30, 2012 Addendum IX-D-3
4. Memorandum of Understanding between the University of Nebraska-Lincoln College of Law and the University of Nebraska Medical Center College of Public Health to form a Juris Doctorate (JD) and Master of Public Health (MPH) dual degree program Addendum IX-D-4
5. Intermediate Design Report – UNK Wellness Center Addendum IX-D-5
6. Bids and Contracts Addendum IX-D-6
7. Naming of the Thayer Athletic Research Lab in the new East Stadium Athletic Wing at the University of Nebraska-Lincoln Addendum IX-D-7
8. Naming of the James A. Rawley Conference Room on the 6th Floor of Oldfather Hall at the University of Nebraska-Lincoln Addendum IX-D-8
9. Naming of the Kenneth W. Nikels Physiological Psychology Lab at the University of Nebraska at Kearney Addendum IX-D-9
10. Appointment of Directors to Cancer Center Development Corporation Addendum IX-D-10

TO: The Board of Regents
Academic Affairs

MEETING DATE: October 26, 2012

SUBJECT: Fall 2012 Enrollment Report

RECOMMENDED ACTION: Report

PREVIOUS ACTION: October 28, 2011– The Board accepted the Fall 2011 Enrollment report

EXPLANATION: Attached is the Fall 2012 enrollment report including comparisons to Fall 2011. NU-wide highlights are reported below and individual campus data can be obtained in the full report.

Total headcount enrollment of 50,178 represented a decrease of -0.4% over Fall 2011. Undergraduate headcount enrollment (37,740) decreased by -0.1% over the previous year and graduate enrollment (9,222) by -3.2%. Professional enrollment (2,885) increased by 5.4%.

Total nonresident enrollment increased by 4.6% from Fall 2011 to Fall 2012, while total resident enrollment decreased by -1.6%. Fall 2011 total nonresident enrollment was 10,339, while resident enrollment was 39,508. Undergraduate enrollment increased primarily for nonresident students (282 students or 5.0%) while numbers of resident undergraduates decreased slightly (-1.0%). Resident graduate enrollment decreased by -6.1% (348 students), while nonresident graduate enrollment increased 1.0% (40 students). First-time freshmen enrollment decreased for residents (-4.3%) and increased for non-residents (12.7%).

Full-time equivalent (FTE) enrollment for the Fall 2011 to Fall 2012 reporting period decreased by -0.7% overall, falling from 42,798 in 2011 to 42,497 in 2012. Undergraduate FTE decreased by -0.9% while graduate FTE decreased by -3.0%. Professional student FTE increased by 6.8%. Undergraduate FTE for Fall 2012 was 34,303; graduate FTE, 5,533; and professional FTE 2,661. Total Semester Credit Hours (SCH) decreased at a rate similar to headcount and FTE. The total SCH change from Fall 2011 to 2012 was -0.5% (or a decrease from 602,360 to 599,572 SCH).

SPONSOR: Kristin E. Yates
Assistant Vice President and Director of Institutional Research

APPROVED: Susan M. Fritz
Interim Executive Vice President and Provost

DATE: October 2, 2012

**UNIVERSITY OF NEBRASKA
SUMMARY - HEADCOUNT ENROLLMENT REPORT
FALL SEMESTER 2012**

	Administrative Site			
	Fall 2012	Fall 2011	Difference	% Change
UNIVERSITY OF NEBRASKA - LINCOLN				
Undergraduate				
Agricultural Sciences & Natural Resources	2,009	1,938	71	3.7%
Architecture	376	398	(22)	-5.5%
Arts & Sciences	4,695	4,739	(44)	-0.9%
Business Administration	3,172	3,036	136	4.5%
Education and Human Sciences	3,108	3,200	(92)	-2.9%
Engineering	2,740	2,692	48	1.8%
Fine & Performing Arts	608	657	(49)	-7.5%
Journalism & Mass Communications	894	861	33	3.8%
General Studies	1,307	1,637	(330)	-20.2%
Visiting	194	187	7	3.7%
First-Time Freshmen	3,937	4,093	(156)	-3.8%
Undergraduate Subtotal	19,103	19,345	(242)	-1.3%
Graduate	4,559	4,679	(120)	-2.6%
Professional				
Architecture	56	86	(30)	-34.9%
Education and Human Sciences	27	25	2	8.0%
Law	404	399	5	1.3%
Plant Health	11	9	2	22.2%
Veterinary Medicine	47	50	(3)	-6.0%
Professional Subtotal	545	569	(24)	-4.2%
UNL TOTAL	24,207	24,593	(386)	-1.6%
UNIVERSITY OF NEBRASKA MEDICAL CENTER				
Undergraduate				
Dentistry (Dental Hygiene)	48	48	0	0.0%
Allied Health (BS)	109	91	18	19.8%
Nursing	665	852	(187)	-21.9%
Visiting	31	22	9	40.9%
Undergraduate Subtotal	853	1,013	(160)	-15.8%
Graduate	462	445	17	3.8%
Professional				
Allied Health (post-BS)	413	302	111	36.8%
Nursing Practitioner	11	17	(6)	-35.3%
MSN	290	299	(9)	-3.0%
Nursing DNP	27	14	13	92.9%
Radiology Oncology Physics	2	2	0	0.0%
Pharmacy	235	244	(9)	-3.7%
Public Health	147	115	32	27.8%
Dentistry	205	201	4	2.0%
Medicine (M.D.)	521	497	24	4.8%
Medicine (Post M.D.)	489	477	12	2.5%
Professional Subtotal	2,340	2,168	172	7.9%
UNMC TOTAL	3,655	3,626	29	0.8%
UNIVERSITY OF NEBRASKA AT OMAHA				
Undergraduate				
Arts & Sciences	3,708	3,669	39	1.1%
Business Administration	1,835	1,845	(10)	-0.5%
Communication, Fine Arts and Media	1,098	1,112	(14)	-1.3%
Education	1,576	1,543	33	2.1%
Information Science & Technology	668	597	71	11.9%
CPACS	931	875	56	6.4%
Continuing Studies	1,339	1,236	103	8.3%
Non-Degree	313	300	13	4.3%
University Division	668	787	(119)	-15.1%
First-Time Freshmen	1,764	1,786	(22)	-1.2%
Undergraduate Subtotal	12,136	11,964	172	1.4%
Graduate	2,650	2,748	(98)	-3.6%
UNO TOTAL	14,786	14,712	74	0.5%
UNIVERSITY OF NEBRASKA AT KEARNEY				
Undergraduate				
Business & Technology	1,301	1,272	29	2.3%
Education	1,277	1,198	79	6.6%
Fine Arts & Humanities	719	718	1	0.1%
Natural & Social Sciences	1,425	1,362	63	4.6%
University College	734	758	(24)	-3.2%
Non-Degree	192	134	58	43.3%
First-Time Freshmen	1,136	1,074	62	5.8%
Undergraduate Subtotal	5,648	5,442	206	3.8%
Graduate	1,551	1,658	(107)	-6.5%
UNK TOTAL	7,199	7,100	99	1.4%
UNIVERSITY OF NEBRASKA UNDERGRADUATE	37,740	37,764	(24)	-0.1%
FIRST-TIME FRESHMEN TOTAL	6,837	6,953	(116)	-1.7%
UNIVERSITY OF NEBRASKA GRADUATE	9,222	9,530	(308)	-3.2%
UNIVERSITY OF NEBRASKA PROFESSIONAL	2,885	2,737	148	5.4%
UNIVERSITY OF NEBRASKA TOTAL	49,847	50,031	(184)	-0.4%
Nebraska College of Technical Agriculture (NCTA)	331	333	(2)	-0.6%
UNIVERSITY OF NEBRASKA TOTAL (with NCTA)	50,178	50,364	(186)	-0.4%

Source: UNL, UNO, UNK, UNMC Office of Institutional Research

**UNIVERSITY OF NEBRASKA
HEADCOUNT ENROLLMENT BY RESIDENCY STATUS BY LEVEL
FALL SEMESTER 2012**

	Resident Enrollment (a)			Nonresident Enrollment (a)		
	2012	2011	% Change	2012	2011	% Change
UNIVERSITY OF NEBRASKA - LINCOLN						
Undergraduate	15,518	15,824	-1.9%	3,585	3,521	1.8%
First-Time Freshmen	3,102	3,346	-7.3%	835	747	11.8%
Graduate	2,153	2,298	-6.3%	2,406	2,381	1.0%
Professional	413	450	-8.2%	132	119	10.9%
UNL TOTAL	18,084	18,572	-2.6%	6,123	6,021	1.7%
UNIVERSITY OF NEBRASKA MEDICAL CENTER						
Undergraduate	744	899	-17.2%	109	114	-4.4%
Graduate	168	174	-3.4%	294	271	8.5%
Professional	1,898	1,849	2.7%	442	319	38.6%
UNMC TOTAL	2,810	2,922	-3.8%	845	704	20.0%
UNIVERSITY OF NEBRASKA AT OMAHA						
Undergraduate	10,906	10,831	0.7%	1,230	1,133	8.6%
First-Time Freshmen	1,579	1,608	-1.8%	185	178	3.9%
Graduate	2,029	2,116	-4.1%	621	632	-1.7%
UNO TOTAL	12,935	12,947	-0.1%	1,851	1,765	4.9%
UNIVERSITY OF NEBRASKA AT KEARNEY						
Undergraduate	4,692	4,612	1.7%	956	830	15.2%
First-Time Freshmen	935	916	2.1%	201	158	27.2%
Graduate	987	1,097	-10.0%	564	561	0.5%
UNK TOTAL	5,679	5,709	-0.5%	1,520	1,391	9.3%
UNIVERSITY OF NEBRASKA UNDERGRADUATE	31,860	32,166	-1.0%	5,880	5,598	5.0%
FIRST-TIME FRESHMEN TOTAL	5,616	5,870	-4.3%	1,221	1,083	12.7%
UNIVERSITY OF NEBRASKA GRADUATE	5,337	5,685	-6.1%	3,885	3,845	1.0%
UNIVERSITY OF NEBRASKA PROFESSIONAL	2,311	2,299	0.5%	574	438	31.1%
UNIVERSITY OF NEBRASKA TOTAL	39,508	40,150	-1.6%	10,339	9,881	4.6%

Source: UNL, UNO, UNK, UNMC Office of Institutional Research

(a) Residency status is determined by whether a student pays resident or nonresident tuition. An individual qualifies as a resident of the State of Nebraska for tuition purposes at the University of Nebraska if, prior to the beginning of the terms for which residency is sought, he/she meets the standards defined in any one of several categories. See The University of Nebraska Policy Manual, section RP-5.7.1, Residency Determination for Tuition Purposes.

**UNIVERSITY OF NEBRASKA
FULL-TIME & PART-TIME ENROLLMENT BY LEVEL
FALL SEMESTER 2012**

	Fall 2012		Fall 2011		Percent Change	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
UNL						
Undergraduate	17,766	1,337	18,039	1,306	-1.5%	2.4%
First-Time Freshmen	3,918	19	4,056	37	-3.4%	-48.6%
Graduate	2,318	2,241	2,424	2,255	-4.4%	-0.6%
Professional	496	49	518	51	-4.2%	-3.9%
Total	20,580	3,627	20,981	3,612	-1.9%	0.4%
	Fall 2012		Fall 2011		Percent Change	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
UNMC						
Undergraduate	708	145	895	118	-20.9%	22.9%
First-Time Freshmen						
Graduate	364	98	321	124	13.4%	-21.0%
Professional	2,053	287	1,852	316	10.9%	-9.2%
Total	3,125	530	3,068	558	1.9%	-5.0%
	Fall 2012		Fall 2011		Percent Change	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
UNO						
Undergraduate	9,147	2,989	9,328	2,636	-1.9%	13.4%
First-Time Freshmen	1,648	116	1,710	76	-3.6%	52.6%
Graduate	782	1,868	802	1,946	-2.5%	-4.0%
Professional			0	0		
Total	9,929	4,857	10,130	4,582	-2.0%	6.0%
	Fall 2012		Fall 2011		Percent Change	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
UNK						
Undergraduate	4,964	684	4,762	680	4.2%	0.6%
First-Time Freshmen	1,123	13	1,058	16	6.1%	-18.8%
Graduate	223	1,328	241	1,417	-7.5%	-6.3%
Professional						
Total	5,187	2,012	5,003	2,097	3.7%	-4.1%
	Fall 2012		Fall 2011		Percent Change	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
University of Nebraska Total						
Undergraduate	32,585	5,155	33,024	4,740	-1.3%	8.8%
First-Time Freshmen	6,689	148	6,824	129	-2.0%	14.7%
Graduate	3,687	5,535	3,788	5,742	-2.7%	-3.6%
Professional	2,549	336	2,370	367	7.6%	-8.4%
Total	38,821	11,026	39,182	10,849	-0.9%	1.6%

Source: UNL, UNO, UNK, UNMC Office of Institutional Research

**UNIVERSITY OF NEBRASKA
SUMMARY - FULL-TIME EQUIVALENT ENROLLMENT REPORT
FALL SEMESTER 2011**

UNL				
	Fall 2012	Fall 2011	Difference	% Change
Undergraduate	18,212	18,474	-262	-1.4%
Graduate	3,065	3,176	-111	-3.5%
Professional	512	535	-23	-4.3%
Total	21,789	22,185	-396	-1.8%
UNMC				
	Fall 2012	Fall 2011	Difference	% Change
Undergraduate	756	934	-178	-19.1%
Graduate	397	362	35	9.7%
Professional	2,149	1,957	192	9.8%
Total	3,302	3,253	49	1.5%
UNO				
	Fall 2012	Fall 2011	Difference	% Change
Undergraduate	10,143	10,207	-64	-0.6%
Graduate	1,405	1,451	-46	-3.2%
Professional				
Total	11,548	11,658	-110	-0.9%
UNK				
	Fall 2012	Fall 2011	Difference	% Change
Undergraduate	5,192	4,989	203	4.1%
Graduate	666	713	-47	-6.6%
Professional				
Total	5,858	5,702	156	2.7%
University Wide				
	Fall 2012	Fall 2011	Difference	% Change
Undergraduate	34,303	34,604	-301	-0.9%
Graduate	5,533	5,702	-169	-3.0%
Professional	2,661	2,492	169	6.8%
Total	42,497	42,798	-301	-0.7%

Source: UNL, UNO, UNK, UNMC Office of Institutional Research

Note: Full-time equivalent (FTE) is defined as full-time plus one third part-time headcount.

UNIVERSITY OF NEBRASKA
SUMMARY OF STUDENT CREDIT HOURS

Student credit hours are assigned to the campus which grants the credit to the student.
Fall Semester, 2012

	Fall 2012	Fall 2011	Difference	% Change
UNL	298,638	304,265	(5,627)	-1.8%
UNMC	52,632	53,298	(666)	-1.2%
UNO	165,170	164,060	1,110	0.7%
UNK	83,132	80,737	2,395	3.0%
University of Nebraska Total	599,572	602,360	(2,788)	-0.5%

Source: UNL, UNO, UNK, UNMC Office of Institutional Research

Number of credit hours for each campus, with details by College of Faculty and College of Student follows.

UNIVERSITY OF NEBRASKA-LINCOLN

STUDENT CREDIT HOUR REPORT

Student credit hours are assigned to the campus which grants the credit to the student.
Fall Semester, 2012

COLLEGE OF FACULTY															
COLLEGE OF STUDENT	CASNR	Arch.	Arts & Sciences	Business Admin.	Educ. & Human Sciences	Engr.	Fine & Perf. Arts	Graduate Studies	Journalism & Mass Comm.	Law	ROTC	Other Units	Fall 2012 Total	Fall 2011 Total	Change From Fall 2011
Ag. Sci. & Nat. Res.	16,721	40	8,582	1,879	552	73	644		226		32	58	28,807	27,905	902
Architecture	90	4,013	1,010	147	77	183	228		9		1	17	5,775	6,529	(754)
Arts & Sciences	2,187	102	54,159	1,496	2,770	54	2,460		237		159	969	64,593	65,154	(561)
Business Administration	1,041	29	12,636	25,103	1,134	19	1,829		1,130		34	430	43,385	41,341	2,044
Education and Human Sciences	2,087	21	15,302	1,136	21,480	1	1,626		335		23	234	42,245	43,588	(1,343)
Engineering	1,718	265	12,756	559	207	15,106	851		492		80	498	32,532	31,947	585
Fine & Performing Arts	138	9	1,957	79	145	4	5,780		202	11		162	8,487	9,273	(786)
Journalism & Mass Communications	321	3	5,812	437	188		628		4,996		7	184	12,576	12,188	388
Undecided Undergraduate	676	174	11,855	925	1,238	279	1,794		246		15	33	17,235	21,716	(4,481)
Visiting	35	2	543	30	82	11	9		3		4	5	724	697	27
Law	5		56	58	12					6,053		36	6,220	6,173	47
Graduate College	4,787	526	9,473	2,862	9,079	3,257	1,538	3	251		3	12	31,842	32,826	(984)
CPACS - UNO	166	3	1,665	39	188	1	117			6	56	3	2,244	2,307	(63)
Dental Graduates	12		18		34				3				67	56	11
Undergraduate - UNO	1,613	13				236							1,862	2,482	(620)
Graduate - UNO						44							44	83	(39)
TOTAL FALL 2012	31,597	5,200	135,824	34,750	37,186	19,268	17,504	3	8,130	6,121	414	2,641	298,638		
TOTAL FALL 2011	30,470	5,908	139,946	33,565	38,723	20,170	17,978	33	7,723	6,106	462	3,181		304,265	
CHANGE FROM FALL 2011	1,127	(708)	(4,122)	1,185	(1,537)	(902)	(474)	(30)	407	15	(48)	(540)			(5,627)
% CHANGE	3.7%	-12.0%	-2.9%	3.5%	-4.0%	-4.5%	-2.6%	-90.9%	5.3%	0.2%	-10.4%	-17.0%			-1.8%

**UNIVERSITY OF NEBRASKA AT OMAHA
STUDENT CREDIT HOUR REPORT**

Student credit hours are assigned to the campus which grants the credit to the student.
Fall Semester, 2012

COLLEGE OF FACULTY												
COLLEGE OF STUDENT	Arts & Sciences	Business Admin	Comm., Fine Arts and Media	CPACS	Education	ISTE	University Division	ROTC	Other Units (a)	Fall 2012 Total	Fall 2011 Total	Change From Fall 2011
Arts and Sciences	37,342	1,188	3,153	1,459	1,489	405	108	30	42	45,216	44,771	445
Business Administration	6,220	12,275	2,068	262	537	115	28	14	3	21,522	21,661	(139)
Communication, Fine Arts and Media	3,736	170	8,475	185	526	67	21	7		13,187	13,483	(296)
Education	6,506	169	1,820	332	10,794	42	26	4	3	19,696	19,593	103
Information Science & Technology	2,810	272	498	159	54	4,307	7			8,107	7,221	886
Non-Degree	1,152	276	169	63	103	294	14			2,071	1,791	280
CPACS	3,325	159	551	3,891	262	51	25	27		8,291	7,314	977
Division of Continuing Studies	7,281	739	1,329	1,959	1,302	476	1	6	6	13,099	11,967	1,132
University Division	5,773	171	1,083	532	297	108	162	4		8,130	9,670	(1,540)
Graduate College	2,707	2,705	732	3,173	4,311	1,756		6		15,390	15,998	(608)
Agriculture - UNL	134	12	18		1		1			166	131	35
Architecture - UNL	140	3	60	15	7					225	190	35
Engineering & Technology - UNL	4,297	360	499	87	57	618	3	10		5,931	6,033	(102)
Education and Human Sciences - UNL	144	9	18	48	80					299	310	(11)
Undergraduate - CPACS at UNL				3,840						3,840	3,927	(87)
TOTAL FALL 2012	81,567	18,508	20,473	16,005	19,820	8,239	396	108	54	165,170		
TOTAL FALL 2011	83,028	18,399	19,836	15,153	19,686	7,430	375	117	36		164,060	
CHANGE FROM FALL 2011	(1,461)	109	637	852	134	809	21	(9)	18			1,110
% CHANGE	-1.8%	0.6%	3.2%	5.6%	0.7%	10.9%	5.6%	-7.7%	50.0%			0.7%

Source: UNO Institutional Effectiveness

a) Other Units include: Honors Colloquium, Library courses.

**UNIVERSITY OF NEBRASKA AT KEARNEY
STUDENT CREDIT HOUR REPORT**

Student credit hours are assigned to the campus which grants the credit to the student.
Fall Semester, 2012

COLLEGE OF FACULTY							
COLLEGE OF STUDENT (a)	Business & Tech	Education	Fine Arts & Humanities	Natural & Social Sciences	Fall 2012 Total	Fall 2011 Total	Change From Fall 2011
Business & Technology	11,252	466	2,082	3,746	17,546	23,840	(1,444)
Education	1,187	9,455	2,626	4,641	17,909	34,631	127
Fine Arts & Humanities	591	774	6,361	2,207	9,933	19,275	364
Natural & Social Sciences	1,439	1,325	2,903	13,625	19,292	37,145	963
University College	1,206	802	1,963	5,213	9,184	17,162	(588)
Non-degree (a)	290	101	521	277	1,189	2,088	1,369
Graduate	336	4,764	741	2,238	8,079	15,822	37
TOTAL FALL 2012	16,301	17,687	17,197	31,947	83,132		
TOTAL FALL 2011	15,946	17,400	17,656	29,735		80,737	
CHANGE FROM FALL 2011	355	287	(459)	2,212			2,395
% CHANGE	2.2%	1.6%	-2.6%	7.4%			3.0%

Source: UNK Institutional Research

(a) Effective Fall 2005, non-degree category reported separately.

**UNIVERSITY OF NEBRASKA MEDICAL CENTER
STUDENT CREDIT HOUR REPORT**

Student credit hours are assigned to the campus which grants the credit to the student.
Fall Semester 2012

COLLEGE OF FACULTY								
COLLEGE OF STUDENT	Medicine	Nursing	Pharmacy	Dentistry	Public Health	Fall 2012 Total	Fall 2011 Total	Change From Fall 2011
Allied Health	7,503	40				7,543	6,738	805
Nursing - Omaha		3,537				3,537	4,128	(591)
Nursing - Lincoln		2,533				2,533	3,322	(789)
Nursing - Kearney		1,424				1,424	2,021	(597)
Nursing - Scottsbluff		1,342				1,342	1,714	(372)
Nursing - Norfolk		1,365				1,365	1,168	197
Nursing - Certification		55				55	86	(31)
Nursing - DNP (Doctor of Nurse Practitioner)		135			33	168	90	78
Nursing - MSN		1,929			9	1,938	2,038	(100)
Dentistry				2,761		2,761	2,774	(13)
Dental Hygiene				648		648	648	-
Dental Certification Program				528		528	512	16
Medicine (M.D.)	11,353				12	11,365	10,794	571
Post M.D.	7,868					7,868	7,736	132
Medical Family Therapy	3					3	12	(9)
Radiology Oncology Physics	18					18	14	4
Pharmacy	600		4,364			4,964	5,118	(154)
Pharmacy Certification Program			128			128	128	-
Visiting Undergraduate	104					104	75	29
Public Health - MPH					707	707	675	32
PH Certificate					265	265	165	100
Graduate	2,283	142	267	53	623	3,368	3,342	26
TOTAL Fall 2012	29,732	12,502	4,759	3,990	1,649	52,632		
TOTAL Fall 2011	28,175	14,781	5,031	3,973	1,338		53,298	
CHANGE FROM Fall 2011	1,557	(2,279)	(272)	17	311			(666)
% CHANGE	5.5%	-15.4%	-5.4%	0.4%	23.2%			-1.2%

Source: UNMC Institutional Research

TO: The Board of Regents
Academic Affairs

MEETING DATE: October 26, 2012

SUBJECT: Programs with Tuition Variances

RECOMMENDED ACTION: Report

PREVIOUS ACTION: June 17, 2011 – The Board approved the report on programs with differential tuition rates for Spring 2011.

EXPLANATION: Following the approval of Regents Policy RP-5.7.4.10, Differential Tuition Rates, the President was granted authority to approve recommendations by which the campuses may vary the rate of tuition from that established by the Board. The purpose of such variable rates was to achieve University goals and objectives. Regents Policy RP-5.7.4.10 was amended in September, 2011 to provide for annual reporting of tuition variances and the attached report is the first annual report under the new policy.

The attached report provides information about the variances granted on the Board-approved tuition rates for AY 2011-12 and the impact of those actions, including any impact on access. In addition, this report also now provides specific information on programs with differential tuition rates and the use of funds generated by application of these differential rates.

RECOMMENDED: Susan M. Fritz
Interim Executive Vice President and Provost

DATE: October 2, 2012

**Regents Policy 5.7.4 Programs with Tuition Variances
Academic Year 2011-12**

Campus: University of Nebraska at Omaha
 Program: Dual Enrollment
 Approved: November 2006

Variance: Undergraduate tuition at UNO is \$189.75 per student credit hour or \$569.25 for a 3-credit hour course. Students in this program are charged \$250.00 per course regardless of the credit hours earned. For a 1-credit hour course, the variance is \$60.25; for a 3-credit hour course, the variance is \$319.25; for a 4-credit hour course, the variance is \$509.00; for a 5 credit-hour course, the variance is \$698.75.

Description: The Dual Enrollment Program allows academically talented students to earn college credit while still in high school. College-bound students can get a jump on their degree and maximize their time in advanced high school classes. Dual enrollment can provide enhanced curriculum opportunities that help students remain engaged in their junior and senior years of high school and help prepare for college level work. Students pay a fee of \$250.00 per course regardless of credit earned.

Note: While the Dual Enrollment program at UNO is not a tuition variance approved by the President, data on the program is provided here for completeness.

The Dual Enrollment program is a fee-based program that is completely self-supporting. Fees are broken down as follows:

1. \$87 AP exam (UNO pays cost of student’s exam)
2. \$87 UNO Department supports collaboration with high school counterpart
3. \$44 Program support
4. \$25 AP support to participating districts
5. \$6 UNO Library supports collaboration with high school Librarians
6. \$1 UNO Records and registration collaboration with high schools.

UNO Dual Enrollment Program

	Number of Enrollments	Percent Change*
Spring 2012	1,772	4.3%
Fall 2011	2,114	-28.6%
Spring 2011	1,851	-6.0%
Fall 2010	1,644	-15.6%
Spring 2010	1,747	9.9%
Fall 2009	1,422	1.2%
Spring 2009	1,938	-13.9%
Fall 2008	1,439	-10.6%
Spring 2008	1,702	
Fall 2007	1,301	

*Change over prior year (fall to fall and spring to spring)

**Regents Policy 5.7.4 Programs with Tuition Variances
Academic Year 2011-12**

Campus: University of Nebraska at Omaha
Program: Metropolitan Advantage Program
Approved: 2007

Variance: Undergraduate and graduate tuition is charged at 150% of resident tuition for eligible students.

Description: MAP offers residents of Harrison, Mills and Pottawattamie counties and/or graduates of schools within those counties who meet UNO's admission requirements the opportunity to attend UNO undergraduate and graduate programs at a tuition rate of 150% of resident cost.

2011-12 Tuition Rates	Undergraduate	Graduate
Resident	\$ 189.75	\$ 236.50
Nonresident	\$ 559.50	\$ 622.50
MAP	\$ 284.63	\$ 354.75

Student Credit Hours and Tuition Generated by MAP Students									
Semester	Total Number	Undergraduate		Graduate		Total			
		SCH	Tuition	SCH	Tuition	SCH	SCH Change*	Tuition	Tuition Change*
Spring 2012	445	3,913	\$1,113,758	360	\$127,710	4,273	198.4%	\$1,241,468	79.4%
Spring 2011	475	4,397	\$1,192,158	406	\$137,180	4,803	235.4%	\$1,329,338	92.1%
Spring 2010	444	4,017	\$1,027,350	491	\$156,508	4,508	214.8%	\$1,183,858	71.1%
Spring 2009	389	3,785	\$931,110	334	\$102,327	4,119	187.6%	\$1,033,000	49.3%
Spring 2008						1,432		\$692,000	
Fall 2011	494	4,598	\$1,308,730	422	\$149,703	5,020	221.2%	\$1,458,433	93.7%
Fall 2010	513	5,016	\$1,359,989	438	\$147,992	5,454	250.1%	\$1,507,981	100.0%
Fall 2009	456	4,504	\$1,151,899	463	\$147,582	4,967	218.8%	\$1,299,481	72.6%
Fall 2008	417	4,242	\$1,043,532	361	\$110,600	4,579	193.9%	\$1,148,000	52.5%
Fall 2007						1,558		\$753,000	

*Percentage shown is cumulative change over base year using fall to fall and spring to spring comparisons. Fall base year is 2007, spring base year is 2008. Tuition increases shown do not take into account increases in tuition rate from year to year.

**Regents Policy 5.7.4 Programs with Tuition Variances
Academic Year 2011-12**

Campus: University of Nebraska-Lincoln
 Program: Advanced Scholars Program
 Approved: July 2005

Variance: Undergraduate tuition at UNL is \$198.25 per student credit hour for Nebraska residents and \$588.25 per student credit hour for non residents. Nebraska students in this program are charged \$100 per student credit hour for a variance of \$98.25 per credit hour and non residents are charged \$198.25 per student credit hour for a variance of \$390.

Description: The UNL Advanced Scholars program is a partnership linking UNL with Nebraska secondary schools. Through this concurrent enrollment partnership, high schools can offer qualified high school seniors and high-ability or gifted students the opportunity to enroll in UNL online courses for college credit. A hallmark of the UNL Advanced Scholars program is that teaching of the academic online courses resides with the university faculty. The course syllabi, textbooks, kinds of assignments, and grading practices are the same as those used by the faculty for their on-campus courses. Students who register and successfully complete UNL Advanced Scholars online courses earn UNL credit, verified by an official UNL transcript.

UNL Advanced Scholars Program

	Resident Enrollments		Nonresident Enrollments		Student Credit Hours		Total Tuition	
	Number	% Change*	Number	% Change*	Number	% Change*	Number	% Change*
Spring 2012	93	-10.6%	4	33.3%	304	2.7%	\$35,332.00	9.1%
Fall 2011	98	-16.9%	4	300.0%	321	-13.5	\$33,399.00	-10.7%
Spring 2011	104	11.8%	3	-.25%	296	-1.3%	\$32,382.50	28.5%
Fall 2010	118	7.3%	1	-75.0%	371	0.8%	\$37,394.75	0.4%
Spring 2010	93	-4.1%	4	33.3%	303	1.7%	\$25,192.00	-19.6%
Fall 2009	110	11.1%	2	-50.0%	368	14.3%	\$37,235.00	12.0%
Spring 2009	97	18.3%	3	300.0%	297	10.0%	\$31,327.25	21.4%
Fall 2008	99	22.2%	4	400.0%	322	18.0%	\$33,236.75	19.0%
Spring 2008	82		0		270		\$25,800.00	
Fall 2007	77		0		264		\$26,925.00	

*Change over prior year (fall to fall and spring to spring)

**Regents Policy 5.7.4 Programs with Tuition Variances
Academic Year 2011-12**

Campuses: All
 Program: Online Worldwide
 Approved: June 2009
 Variance: Variable, depending on campus

The University of Nebraska is establishing an integrated university-wide distance education program to serve the educational needs of Nebraskans and provide access to students who may otherwise not be able to enroll in University of Nebraska programs. The financial model assumes that campuses will recover campus expenses, and that consolidating some functions will reduce campus cost, thus enhancing net revenue at the campus level and providing new resources for investment of existing programs or development of new programs. Through its branding and marketing of "Online Worldwide," the University of Nebraska will enhance its presence throughout the world and help generate new enrollments that will support the Online Worldwide initiative and produce new campus revenue.

At the June 2009 meeting, the Board of Regents repealed Regents Policy 5.7.6 which required tuition for Nebraska residents to be the same for online courses as for on-campus resident courses. This change in policy allows the University to set both in-state and out-of-state tuition rates for distance education courses through its regularly established procedures of either Board approval or Presidential approval for variances. To maximize the potential for successful development and offering of distance education courses, online tuition rates are to be based on program costs, entrepreneurial opportunities, and market factors.

	Distance Education Student Credit Hours					
	AY 10/11					
	UNK	UNL	UNO	UNMC	TOTAL	
Undergraduate	13,026	19,429	31,960	1,772	66,187	
Graduate	16,613	12,998	4,845	0	34,456	
Professional*	0	0	0	8,348	8,348	
Total All Campuses	29,639	32,427	36,805	10,120	108,991	
	AY11/12					
	UNK	UNL	UNO	UNMC	TOTAL	Percent Change AY 10/11 to AY 11/12
Undergraduate	15,957	23,647	32,483	1,736	73,823	11.5%
Graduate	17,205	13,364	4,990	0	35,559	3.2%
Professional*	0	0	0	1,813	1,813	-78.3%
Total All Campuses	33,162	37,011	37,473	3,549	111,195	2.0%

**Regents Policy 5.7.4 Programs with Tuition Variances
Academic Year 2011-12**

	Distance Education Tuition					
	FY11					
	UNK	UNL	UNO	UNMC	TOTAL	
Undergraduate	\$2,565,906	\$5,678,856	\$7,238,438	\$142,800	\$15,626,000	
Graduate	\$4,817,366	\$5,010,798	\$1,588,926		\$11,417,090	
Professional	\$0	\$0	\$0	\$921,244	\$921,244	
Total All Campuses	\$7,383,272	\$10,689,654	\$8,827,364	\$1,064,044	\$27,964,334	
	FY12					
	UNK	UNL	UNO	UNMC	TOTAL	Percent Change FY11 to FY12
Undergraduate	\$3,546,417	\$8,150,970	\$9,784,869	\$147,312	\$21,629,568	38.4%
Graduate	\$5,391,557	\$5,345,018	\$1,849,934	\$0	\$12,586,509	10.2%
Professional	\$0	\$0	\$0	\$458,539	\$458,539	-50.2%
Total All Campuses	\$8,937,974	\$13,495,988	\$11,634,803	\$605,851	\$34,674,616	24.0%

*Please note: In the 2011-12 academic year, the Physician Assistant distance program curriculum and structure were changed. Previously, students enrolled in all 30 credit hours at matriculation to the program. Beginning in August 2011, students only registered for one semester at a time (or 7 credit hours). Due to the change in structure, total student enrollment dropped, but more significantly, the total credit hours reflect the structural change.

Differential Tuition Reports

TO: Senior Vice Chancellor Ellen Weissinger

FROM: Donde Plowman, Dean, College of Business Administration

RE: Report on Differential Tuition

DATE: March 30, 2012

The College of Business Administration has invested \$594,133 of differential tuition for FY 2012 and has future commitments of \$2.1m to be invested. The funds have been designated in the following ways outlined below.

For FY 12, the dean applied \$430,495 to salaries and benefits in order to meet academic needs and to build the academic infrastructure. This included Lecturers for additional sections of classes, two career coaches, and an assistant dean for managing the college's fiscal affairs.

In FY 12, the dean also applied \$163,638 to the improvement of student services areas. These projects included the undergraduate programs, MBA program, graduate program and career services space. This space will provide additional opportunities for current and prospective students to interact with advisors, faculty and college staff.

Future commitments totaling \$2.1m are designated primarily for new faculty hires in the College (economics, management, entrepreneurship, accountancy, finance, and marketing). Market adjustments of bringing three faculty lines to the level of the Regents-designated peers, continued support for Lectures and additional sections of classes, and salary for the two career coaches are also designated in the future commitment of the differential tuition funds.

MEMO

Differentiated Tuition
College of Engineering
March 29, 2012

The proposal originally brought forward outlined the incremental increase in tuition being used for additional faculty as well as graduate student support. With the approval of differentiated tuition, the plan has been broadened to include 'Teachers, Tools, and Student Services'. At this time funds totaling approximately \$1.5m have been designated in the following ways:

Teachers:

- The College has invested in a technology education staff member. This individual assists faculty in writing interactive based software which allows the students 'hands on' experiences in the classroom. Total Cost \$77,000 including allocated benefits.
- The College plans to fund laboratory instructors for teaching labs in many departments. At this time, only Mechanical and Materials Engineering has placed an individual in this capacity at a cost of approximately \$50,000 annually.

Tools:


- A plan to provide distance education in a more inviting way is underway. Rather than typical two way interactive video, NUview is being implemented. This software allows for a multisite engineering environment by placing students in a virtual classroom. With this, each student is able to be at the center of the educational experience. This technology will be implemented and utilized prior to the next academic year. Total Cost \$73,000
- Upgraded technology equipment as well as instructional laboratory equipment for many areas is being purchased and installed. Total costs associated with equipment and technology purchases paid for with differentiated tuition funds total \$650,000.

Student Services:

- The need to recruit and retain students is assisted by Differentiated Tuition through the improvement of our student services area. Current Student Services staff has been allocated to differentiated tuition funds and a plan to hire up to two additional student services staff and two graduate assistants is in process. These individuals will assist with advising, as well as recruiting and retaining College of Engineering students. Total Cost \$450,000.
- Renovation of space: Two projects are currently in process:
 - Addition of space within Othmer Hall to serve as a student services center. This space will provide additional opportunities for current and

prospective students to learn about the College, and also provide space for advising. Estimated Costs \$200,000

- Renovation of Student Study area. This space located on the second floor of Nebraska Hall will be renovated to be more functional and inviting for Students. A group of eSab students made recommendations that are currently being reviewed as part of the work Facilities will be doing this summer. Estimated Costs of \$220,000

TO: Senior Vice Chancellor Ellen Weissinger
FROM: Susan Poser, Dean, College of Law 
RE: Report on Differential Tuition
DATE: March 28, 2012

The Law College distributed the final installment of the three-year tuition assessment program in FY 2012. This program raised tuition for the Law College every year in 2008, 2009, and 2010 by \$17.00 per credit hour. The extra tuition assessed was then allocated to faculty salaries (\$150,000 per year) and student scholarships (\$50,000 per year).

Because of the salary freeze for FY 2011, the dean was not permitted to use the \$150,000 in that year for faculty salaries but sought and obtained permission from President Milliken to use those funds on a one-year, temporary basis for admissions and communications at the Law College. The \$50,000 allocated to student scholarships was used for that purpose.

For FY 12, the dean did apply the \$150,000 from the previous year to salaries. The official university report on peer salaries for FY 12 is not yet available, but Dean Poser did use the new salary money with the intention of completing the goal of bringing law faculty salaries to the level of the Regents-designated peers at all salary levels – assistant, associate, and full professor.

This now completes the differential tuition program at the Law College. The rise in tuition for three years brought to the Law College a total of \$450,000 for faculty salaries and \$150,000 for student scholarships over the three-year period. These funds are now part of the Law College's permanent budget.

UNMC

Report on Special Professional Tuition Increases March, 2012

All UNMC colleges used a portion of their special tuition increases to fund additional student financial aid. These directly related remissions represent the increased cost of existing scholarships at the higher special tuition levels.

The College of Pharmacy (COP) special professional tuition increase went into effect on July 1, 2008 and is being phased in over 4 years with each new entering class paying the higher rate. Full implementation will be achieved during the 2011-12 academic year. Funds are being used as follows:

FY 08-09

Salary catch-up, as proposed in the BOR approved plan, was implemented on July 1, 2008. \$130,000 in salary increases was allocated. Kimberly Norman (1.0 FTE) was hired as coordinator for Experiential Education.

FY 09-10

Dr. Allison Dering-Anderson (1.0 FTE) was hired as an assistant professor in community clinical pharmacy and Dr. Chris Shafer (0.5 FTE) was hired as an assistant professor in Pediatrics and Pharmacogenomics. A new contract with The Nebraska Medical Center was completed and signed allocating 1.2 FTE of faculty support to 12 clinical pharmacists to increase the number of experiential education rotations available at TNMC.

FY 10-11

Eight new professional elective courses will be available to pharmacy students over the fall and spring semesters. Preceptor development programs were held on September 16-17, 2010. Funding will be used to support a 0.5 FTE clinical assistant professor at the Siouxland Community Health Center in Sioux City, Iowa.

FY 11-12

Funding was used for ongoing salary support to Drs. Dering-Anderson and Shafer, as well as Dr. Kyle Peters at Siouxland Community Health Center. The Nebraska Medical Center completed hiring of its full clinical pharmacy staff for which we reimburse them 1.2 FTEs (\$159,000). We will hire three currently vacant Faculty positions in the Department of Pharmaceutical Sciences, including the Department Chair.

The College of Nursing (CON) special graduate tuition increase went into effect on July 1, 2009 and is being phased in over 3 years with each new entering class paying the higher rate. Full implementation will be achieved during the 2011-12 academic year. Funds are being used as follows:

FY 09-10

The College hired Dr. Ginger Rogers (1.0 FTE), an Assistant Professor who holds a Doctorate in Nursing Practice and specializes in Geriatrics, thus strengthening the Master's curriculum in a critical area.

FY10-11

The College funded a significant peer based faculty salary adjustment for one faculty member and promotion salary increases for four faculty. The college plans to hire one additional full-time faculty member and one full-time educational professional during the year.

With the President's approval, the college used \$149,000 of one-time funds withheld from 2010-11 salary increases to purchase a video capture system. This system will allow video recording of student assessment competencies and other clinical skills and dramatically increase student exposure to complex clinical patient-care situations. Use of the system will also support greater faculty efficiency by allowing one faculty to review the performance of many students versus multiple faculty performing on-site, real time evaluations.

Additionally, the College spent \$19,778 on enhancements in academic advising and graduate level curricula revisions. Assuming normal salary budgeting for 2011-12, all remaining 2009-11 ongoing faculty salary adjustment funds will be used as intended for July 1, 2011 salary increases.

FY 11-12

The college funded significant peer based faculty salary adjustments for graduate faculty members and funded one additional full-time faculty and two full-time professional staff. Additionally, special tuition increase funds were used to support the compensation of two-full time faculty members (Dr. Kelly Gonzales and Dr. Sara Goomis). The college plans to hire one additional full-time faculty member with remaining funds.

The College of Dentistry (COD) special professional tuition increase went into effect on July 1, 2009 and is being phased in over 4 years with each new entering class paying the higher rate. Full implementation will be achieved during the 2012-13 academic year. Funds are being used as follows:

FY 09-10

The hiring of permanent faculty was delayed in FY 09-10. The Pediatric Program in Omaha was searching for a Program Director and was re-evaluating the faculty needs related to the development of the new delivery site at Children's Hospital. The compensation required to compete for faculty in this area was also under review. In the interim, part-time faculty were assigned to meet program demands.

FY 10-11

The College developed plans to renovate laboratory space and hired part-time faculty in Pediatric dentistry. With the President's approval, the college used \$195,000 of one-time funds withheld from 2010-11 salary increases to renovate two preclinical laboratories (where our D-1 and D-2 students learn initial laboratory and patient treatment techniques before advancing to the clinics). Additional part-time Pediatric dentistry faculty will be hired until the new program director is hired. The director will then hire one new full-time faculty member. Assuming normal salary budgeting for 2011-12, all remaining 2009-11 ongoing faculty salary adjustment funds will be used as intended for July 1, 2011 salary increases.

FY 11-12

The search for a Pediatric Program Director in Omaha was completed with the hiring of Dr. Jillian Wallen. In partial support of this position, \$76,563 of Special Tuition Funding was devoted to attract this faculty member, per the original proposal. For market competitiveness, funds were used to increase five chair stipends from \$3,300 to \$6,000, with a total impact \$13,500. A portion of the Special Tuition Funding, in the amount of \$25,000, has also been designated to aid in the recruitment of a chair of the Department of Growth and Development. The search is nearing completion which will add a faculty member, as originally proposed, in Endodontics (\$78,125). Assuming normal salary budgeting for 2012-13, remaining funds will be used as intended to meet market pressures for faculty salaries.

The School of Allied Health Professions special professional tuition increase went into effect on July 1, 2009 and is being phased in over 2.75 years with each new entering class paying the higher rate. Full implementation will be achieved during the 2011-12 academic year. Funds are being used as follows:

FY 09-10

Anne Grandjean, Ed.D. (0.5 FTE) was added to the faculty effective September 1, 2009. Dr. Grandjean has successfully developed Masters-level research courses to advance the Medical Nutrition Education program from a post-baccalaureate program to a Masters program. Approval is pending by the UNMC Graduate Council.

Expert clinicians from the community were recruited to provide needed laboratory teaching support. Additionally, much needed equipment purchases and repairs were funded to further support expanded enrollment.

FY 10-11

Dr. Jack Turman, Jr. (1.0 FTE) was hired as Program Director for Physical Therapy Education, effective July 1, 2010. Dr. Turman's focus on research will create new learning and collaboration opportunities for both students and faculty across the UNMC campus.

Tamara Cardin (1.0 FTE) was hired as Student Affairs Specialist, effective September 8, 2010, to continue the revision of our admissions and recruiting processes as well as to assist in the development and implementation of student engagement and career development initiatives.

With the President's approval, the college committed \$50,000 of one-time funds withheld from 2010-11 salary increases to fund faculty start-up expenses for Dr. Turman. Assuming normal salary budgeting for 2011-12, all remaining 2009-11 ongoing faculty salary adjustment funds will be used as intended for July 1, 2011 salary increases.

FY 11-12

Anne Grandjean, Ed.D. (0.1 FTE) has relinquished her teaching responsibilities in the Medical Nutrition Education program, but continues to mentor masters students' research activities and serve as Chair of the graduate students' advisory committee. Corrine Hanson, Ph.D. (0.5 FTE) has assumed Dr. Grandjean's teaching responsibilities.

Kellee Hanigan, DPT (1.0 FTE) was hired as a postdoctoral fellow as part of Dr. Turman's original recruitment package. Dr. Hanigan teaches in the Physical

Therapy Education curriculum and provides support for Dr. Jack Turman's research enterprise.

The School of Allied Health Professions took a conservative approach to making faculty salary mean increases, given the still unclear state of the economy. Five faculty members whose salaries were furthest from the mean of their peers received modest increases in FY 11-12. Additional increases are anticipated for FY 12-13 to continue the process of closing the gap for these and several other faculty members.

The College of Public Health (COPH) special professional tuition increase went into effect on July 1, 2011 and is being phased in over 3 years with each new entering class paying the higher rate. Full implementation will be achieved during the 2013-14 academic year. Funds are being used as follows:

FY 11-12

Dr. James Stimpson was hired as an associate professor in Health Services Research & Administration to support health policy initiatives. Dr. Stimpson developed the CDC funded Nebraska Health Policy Academy and the new Center for Health Policy, approved by the BOR in March 2012. The Center and the Academy will support educational and training opportunities in policy development for health professionals and students. Dr. Terry Huang, professor and chair of Health Promotion Social & Behavioral Health, provides support in health communications with a focus on social media and marketing to promote community change.

TO: The Board of Regents
Academic Affairs

MEETING DATE: October 26, 2012

SUBJECT: Leaves of Absence for the reporting period July 1, 2011 through
June 30, 2012

RECOMMENDED ACTION: Report

PREVIOUS ACTION: None

EXPLANATION: The attached report is a summary of the academic leaves of absences that
have been approved by President Milliken in accordance with Section
3.4.3.1 of the *Bylaws of the Board of Regents of the University of
Nebraska* as amended June 15, 2006.

The President may approve leaves of absence, not to exceed one year, to
members of the permanent professional staff holding full-time
appointments that fall within the guidelines set forth in the *Bylaws*.

SPONSOR: Susan M. Fritz
Interim Executive Vice President and Provost

APPROVED: James B. Milliken, President
University of Nebraska

DATE: October 2, 2012

Addendum IX-D-3

Members of the public and news media may obtain a copy of the item with the Leaves of Absences report 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.

TO: The Board of Regents
Academic Affairs

MEETING DATE: October 26, 2012

SUBJECT: Memorandum of Understanding between the University of Nebraska-Lincoln (UNL) College of Law and the University of Nebraska Medical Center (UNMC) College of Public Health to form a Juris Doctorate (JD) and Master of Public Health (MPH) dual degree program

RECOMMENDED ACTION: Report

PREVIOUS ACTIONS: April 16, 2012 –The Board approved a change in the administration of the Master of Public Health Program from joint status (UNMC/UNO) to UNMC, and from the Graduate College to the UNMC College of Public Health as a professional degree
May 8, 1964 – The Board approved the recommendation received from the Faculty and Dean of the College of Law that the degree granted by the College of Law upon successful completion of the regular course of study be changed from the LL.B. (bachelor of laws) to J.D. (juris doctor)

EXPLANATION: This dual degree program packages two approved programs allowing students to obtain expertise and specialized training in public health law. The health care reform and issues associated with public health, public policy, and biomedical ethics will increase demand for lawyers with health care expertise. This will place the University of Nebraska at the forefront of institutions offering such a program and provide graduates for the public health workforce needs of Nebraska and the U.S.A.
This MOU has been reviewed by the Council of Academic Officers and approved by the Executive Graduate Council.

PROGRAM COSTS: There is no new additional budget required for the implementation of this dual degree program. No new courses are required and faculty time and resources from the College of Law and the College of Public Health have already been committed.

SPONSORS: Ellen Weissinger
Senior Vice Chancellor for Academic Affairs
University of Nebraska-Lincoln
Dele Davies
Vice Chancellor for Academic Affairs
University of Nebraska Medical Center
Harvey Perlman, Chancellor
University of Nebraska-Lincoln
Harold Maurer, Chancellor
University of Nebraska Medical Center

APPROVED: Susan M. Fritz
Interim Executive Vice President and Provost
and Interim Dean of the Graduate College

DATE: October 2, 2012

TO: The Board of Regents
 Business Affairs

MEETING DATE: October 26, 2012

SUBJECT: Business Affairs Committee Approval of Intermediate Design Report

RECOMMENDED ACTION: Report

PREVIOUS ACTION: November 7, 2008 - The Board of Regents approved revisions to RP-6.3.6.2.d authorizing the Business Affairs Committee to approve Intermediate Design for projects greater than \$2,000,000 and report approval to the Board at the next regular meeting. Approval of Intermediate Design fixes the project scope and budget.

EXPLANATION: Following is the Intermediate Design Report as approved by the Business Affairs Committee:

UNK – Wellness Center

Program Statement Approved:		June 8, 2012
Intermediate Design Report:		October 9, 2012
	<i><u>Program Statement</u></i>	<i><u>Intermediate Design</u></i>
Total Project Cost:	\$6,500,000	\$6,500,000
Construction Cost	\$4,736,666	\$4,915,070
Non Construction Cost:	\$1,763,334	\$1,584,930
NSF:	18,470	18,415
GSF:	24,626	23,711
Substantial Completion	May 2014	May 2014

SPONSOR: Rebecca H. Koller
 Assistant Vice President for Business & Finance
 Director of Facilities Planning & Management

APPROVED: David E. Lechner
 Vice President for Business & Finance

DATE: October 2, 2012

TO: The Board of Regents

Business Affairs

MEETING DATE: October 26, 2012

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 October 1, 2012.

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.

SPONSOR: David E. Lechner
Vice President for Business and Finance

DATE: October 2, 2012

Type of Action	Campus	Description	Funding Source	Approved Budget Amount*	Contract Amount	Contractor / Vendor	Bid Review or Explanation
Construction Contract	UNL	Lied Center HVAC Improvements EMCS quote	LB309 Matching Funds	\$632,859	\$251,749	UNL BSM	Internal Services
Construction Contract	UNL	Construction Contract for North 17 th Rec Area	Auxiliary	448,700	366,800	Kingery Construction Company	Low Responsible Bidder
Construction Contract	UNL	Installation of emergency generator for CCUP at City Campus Utility Plant	Cash	1,851,000	1,286,490	Kidwell Companies	Low Responsible Bidder
Construction Contract	UNMC	Clinical Research Center Renovation	Capital and Program Reserve	1,469,000	378,875	MCL Construction	Low Responsible Bid
Construction Contract	UNO	Community Engagement Center	Private Funds	23,593,161	15,451,145	Hawkins Construction Company	Construction Manager at Risk, Guaranteed Maximum Price
Personal Property Procurement	UNMC	Replacement of Cisco Equipment	IT Department	319,277	319,277	Sirius Computer Solutions	Low Responsible Bid

*Approved budget amount for construction contracts represents the entirety of the project budget, whereas the contract amount is the amount pertaining to the particular activity within the construction contract.

TO: The Board of Regents
Business Affairs

MEETING DATE: October 26, 2012

SUBJECT: Naming of the Thayer Athletic Research Lab in the new East Stadium Athletic Wing at the University of Nebraska-Lincoln

RECOMMENDED ACTION: Report

PREVIOUS ACTION: None

EXPLANATION: President Milliken and Chancellor Perlman have approved naming a third floor lab (north side) in the new East Stadium Athletic wing the “Thayer Athletic Research Lab” in honor of a generous gift from Grand Island natives Jan and Ernie Thayer and their family.

Jan Thayer, a University of Nebraska graduate, is a member of the Nebraska Business Hall of Fame and owner of Excel Development. Her husband, Ernie Thayer, is the owner of The Agricultural Land Company. Sons Dan and D.J. played football at Nebraska.

By naming this lab in honor of the Thayer family, the Board of Regents expresses on behalf of the University of Nebraska-Lincoln its deepest gratitude and appreciation for their support of the University of Nebraska.

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

Harvey Perlman, Chancellor
University of Nebraska-Lincoln

APPROVED: James B. Milliken, President
University of Nebraska

DATE: October 2, 2012

TO: The Board of Regents
Business Affairs

MEETING DATE: October 26, 2012

SUBJECT: Naming of the James A. Rawley Conference Room on the 6th Floor of Oldfather Hall at the University of Nebraska-Lincoln

RECOMMENDED ACTION: Report

PREVIOUS ACTION: None

EXPLANATION: President Milliken and Chancellor Perlman have approved naming a conference room on the 6th floor of Oldfather Hall the “James A. Rawley Conference Room” in honor and remembrance of Professor Rawley.

An active scholar and respected historian, James A. Rawley served as chair of the History Department (1966-1967, 1973-1982), was on the faculty (1964-1987), and was an emeritus professor from 1978 until his death in 2005. He endowed a faculty research fund, a graduate conference fund, and a faculty research award in honor of his friend and colleague Albin Anderson. Professor Rawley won the Outstanding Research and Creative Activity Award, the Pound-Howard Distinguished Career Award, and was named to the Happold Distinguished Professorship.

By naming this conference room in honor of James A. Rawley, the Board of Regents expresses on behalf of the University of Nebraska-Lincoln its deepest gratitude and appreciation for his support of the University of Nebraska.

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

Harvey Perlman, Chancellor
University of Nebraska-Lincoln

APPROVED: James B. Milliken, President
University of Nebraska

DATE: October 2, 2012

TO: The Board of Regents
Business Affairs

MEETING DATE: October 26, 2012

SUBJECT: Naming of the Kenneth W. Nikels Physiological Psychology Lab at the University of Nebraska at Kearney

RECOMMENDED ACTION: Report

PREVIOUS ACTION: None

EXPLANATION: President Milliken and Chancellor Kristensen have approved naming the third floor lab in Copeland Hall the “Kenneth W. Nikels Physiological Psychology Lab”.

By naming this lab in honor of Kenneth W. Nikels, the Board of Regents expresses on behalf of the University of Nebraska at Kearney its’ deepest gratitude and appreciation to him for his extraordinary contributions as a distinguished faculty member.

SPONSORS: Barbara L. Johnson
Vice Chancellor for Business & Finance

Douglas A. Kristensen, Chancellor
University of Nebraska at Kearney

APPROVED: James B. Milliken, President
University of Nebraska

DATE: October 12, 2012

TO: The Board of Regents
Business Affairs

MEETING DATE: October 26, 2012

SUBJECT: Appointment of Directors to Cancer Center Development Corporation

RECOMMENDED ACTION: Report

PREVIOUS ACTION: On June 8, 2012, the Board of Regents approved an agenda item to participate in the creation of a 501(c)3 development corporation in concert with the Nebraska Medical Center for the planning, development, and construction of the Comprehensive Cancer Center and to authorize the Executive Committee of the Board of Regents to approve Articles of Incorporation, Bylaws and related instruments to form the same.

The Articles of Incorporation for the Cancer Center Development Corporation (CCDC) have been completed and filed. The Board of Regents Executive Committee initially named Jim McClurg and Bob Phares to be members of the CCDC Board of Directors.

EXPLANATION: This report is for the purposes of informing the Board of Regents that on October 15, 2012, the Executive Committee agreed to temporarily name Howard Hawks to serve until such time as Jim McClurg is able to resume his duties as a member of the Board of Directors of the CCDC.

SPONSOR: Joel D. Pedersen
Vice President and General Counsel

RECOMMENDED: James B. Milliken, President
University of Nebraska

DATE: October 17, 2012