

**PUBLIC MEETING SCHEDULE
UNIVERSITY OF NEBRASKA**

FRIDAY, MARCH 29, 2019

ACADEMIC AFFAIRS COMMITTEE PRESENTATION

9:00 a.m. Topic: Technology and Nebraska Workforce Development (*45 minutes*)
Presenters: Lance Pérez, Dean, College of Engineering, University of Nebraska-Lincoln
 Timothy Burkink, Dean, College of Business and Technology, University of Nebraska at Kearney
 Hesham Ali, Dean, College of Information Science and Technology, University of Nebraska at Omaha

STUDENT REGENTS

9:45 a.m. Topic: Campus Updates from Student Regents (*30 minutes*)
Presenters: Logan Krejdl, UNK; Hunter Traynor, UNL; Sarah Hotovy, UNMC; Renata Valquier Chavez, UNO

BUSINESS AFFAIRS COMMITTEE PRESENTATION

10:15 a.m. Topic: The University's Economic Impact on Nebraska (*30 minutes*)
Presenter: Paul Umbach, President and Founder, Tripp Umbach

10:45 a.m. BREAK

11:00 a.m. BOARD OF REGENTS MEETING

- Kudos Awards Presented
- Resolutions of Recognition

NOTICE OF MEETING

Notice is hereby given that the Board of Regents of the University of Nebraska will meet in a publicly convened session on Friday, March 29, 2019, at 11:00 a.m. in the board room of Varner Hall, 3835 Holdrege Street, Lincoln, Nebraska.

An agenda of subjects to be considered at said meeting, kept on a continually current basis, is available for inspection in the office of the Corporation Secretary of the Board of Regents, Varner Hall, 3835 Holdrege Street, Lincoln, Nebraska, or at <https://nebraska.edu/regents/agendas-and-minutes>.

A copy of this notice will be delivered to the Lincoln Journal Star, the Omaha World-Herald, the Daily Nebraskan, the Gateway, the Antelope, the Kearney Hub, the Lincoln office of the Associated Press, members of the Board of Regents, and the President's Council of the University of Nebraska.

Dated: March 22, 2019



Carmen K. Maurer
Corporation Secretary
Board of Regents
University of Nebraska

AGENDA
THE BOARD OF REGENTS
OF THE UNIVERSITY OF NEBRASKA
Varner Hall, 3835 Holdrege Street
Lincoln, Nebraska 68583-0745
Friday, March 29, 2019
11:00 a.m.

- I. CALL TO ORDER
- II. ROLL CALL
- III. APPROVAL OF MINUTES AND RATIFICATION OF ACTIONS TAKEN ON JANUARY 25, 2019

- IV. KUDOS
 - Kristi Milks, University of Nebraska at Kearney*
 - Jennifer Bodfield, University of Nebraska-Lincoln*
 - Heidi Reelfs, University of Nebraska Medical Center*
 - Angie Kennedy, University of Nebraska at Omaha*

- V. RESOLUTIONS
 - Recognition for Regent Logan Krejdl, University of Nebraska at Kearney*
 - Recognition for Regent Hunter Traynor, University of Nebraska-Lincoln*
 - Recognition for Regent Sarah Hotovy, University of Nebraska Medical Center*
 - Recognition for Regent Renata Valquier Chavez, University of Nebraska at Omaha*

- 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
 - University of Nebraska
 - 1. President's Personnel Recommendations Addendum VIII-A-1

- IX. UNIVERSITY ADMINISTRATIVE AGENDA

- A. ACADEMIC AFFAIRS
 - University of Nebraska
 - 1. Approve amendments to RP-5.10 Student Information and the Family Educational Rights and Privacy Act of 1974 (FERPA) of the *Policies of the Board of Regents* (the "*Policies*") related to directory information for students Addendum IX-A-1

University of Nebraska-Lincoln

2. **Item IX-A-2 was removed from the agenda.** Approval is requested to ~~discontinue the Hitchcock Center for Graduate Study and Professional Journalism Development in the College of Journalism and Mass Communications Addendum IX-A-2\~~
3. Approval is requested to create the Rural Economic and Community Vitality Graduate Certificate in the Department of Agricultural Economics in the College of Agricultural Sciences and Natural Resources Addendum IX-A-3

University of Nebraska at Omaha

4. Approval is requested to discontinue the Master of Arts in Theatre degree in the School of the Arts in the College of Communication, Fine Arts and Media Addendum IX-A-4
5. Approval is requested to create the Bachelor of Arts and Bachelor of Science degrees in Medical Humanities in the College of Arts and Sciences in collaboration with the College of Communication, Fine Arts and Media Addendum IX-A-5
6. Approval is requested to create the Center for Professional Sales in the Department of Marketing and Entrepreneurship in the College of Business Administration Addendum IX-A-6
7. Approval is requested to create the STEM TRAIL Center administered by the Colleges of Arts and Sciences, Education, and Information Science and Technology Addendum IX-A-7

B. BUSINESS AFFAIRS

University of Nebraska

1. Approve the amendments to the Audit, Risk and Compliance Committee Charter Addendum IX-B-1

University of Nebraska Medical Center

2. Approve the use of Construction Management at Risk project delivery method for the Munroe-Meyer Institute for Genetics and Rehabilitation Facility Replacement Addendum IX-B-2
3. Approve increase in budget to the Williams Science Hall renovation to support expanded renovation for the addition of the Academic Services and High School Alliance program space Addendum IX-B-3

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
6. Amend Section 1.3, The Board of Regents of the University of Nebraska, and Section 1.4, Meetings of the Board, of the *Bylaws of the Board of Regents of the University of Nebraska*. This item is presented for information only and will be brought back to the Board for approval at its next meeting. Addendum IX-C-6

D. REPORTS

1. Spring 2019 Enrollment report Addendum IX-D-1
2. Programs with Tuition Variances Addendum IX-D-2
3. Expedited Approval of the Human Resource Management Graduate Certificate in the Department of Management in the College of Business at the University of Nebraska-Lincoln Addendum IX-D-3
4. Expedited Approval of the Communication Graduate Certificate in the School of Communication at the University of Nebraska at Omaha Addendum IX-D-4
5. Expedited Approval of the History Graduate Certificate in the Department of History in the College of Arts and Sciences at the University of Nebraska at Omaha Addendum IX-D-5
6. Expedited Approval of the Supply Chain Management Graduate Certificate in the College of Business Administration at the University of Nebraska at Omaha Addendum IX-D-6
7. Renaming the Bachelor of Science in Secondary Education (BSED) in Physical Education to the BSED in Kinesiology, and renaming the Master of Arts (MA) and Master of Science (MS) in Health, Physical Education, and Recreation (HPER) to the MA and MS in Health and Kinesiology in the School of Health and Kinesiology at the University of Nebraska at Omaha Addendum IX-D-7
8. Revisions to rules and regulations for faculty and student self-government organizations: Revisions to the University of Nebraska at Omaha Student Government *Constitution* and *Bylaws* Addendum IX-D-8
9. Bids and Contracts Addendum IX-D-9
10. Quarterly report of Gifts, Grants, Contracts and Bequests Addendum IX-D-10
11. Quarterly Status of Capital Construction Projects Addendum IX-D-11
12. Intermediate Design report: University of Nebraska Medical Center Munroe-Meyer Institute for Genetics and Rehabilitation Facility Replacement Addendum IX-D-12
13. Renaming the International Quilt Study Center and Museum the “International Quilt Museum” at the University of Nebraska-Lincoln Addendum IX-D-13
14. Othmer-Topp Endowment Fund, second priority uses, for the fiscal year ended June 30, 2018 Addendum IX-D-14
15. Strategic Framework report on Workforce Opportunities and Academic Program Alignment [3-h-i & iii] Addendum IX-D-15
16. Strategic Framework report on Entrepreneurship [5-d] Addendum IX-D-16
17. Memorandum of Understanding (MOU) between the University of Nebraska at Kearney and Central Community College to offer a co-enrollment partnership to help students succeed and earn college credit on a path to a university degree Addendum IX-D-17

X. ADDITIONAL BUSINESS

VIII. UNIVERSITY CONSENT AGENDA

A. ACADEMIC AFFAIRS

University of Nebraska

1. President's Personnel Recommendations Addendum VIII-A-1

The President's Personnel Recommendations

Meeting Date: March 29, 2019

New Appointments

University of Nebraska at Kearney

Ryan L. Teten, Dean (Special), College of Arts and Sciences, Professor (Continuous) Political Science; effective 7/1/2019, \$168,500, FY, 1.00 FTE.

University of Nebraska-Lincoln

Mark E. Button, Dean (Special) College of Arts and Sciences, Professor (Continuous) Political Science; effective 7/1/2019, \$320,000, FY, 1.00 FTE.

Adjustments

University of Nebraska at Kearney

Mark R. Ellis, Dean (Special), Graduate Studies, and Professor (Continuous), History; effective 7/1/2019, \$140,000, FY, 1.00 FTE. Remove title of interim Dean of Graduate Studies; effective 6/30/2019.

University of Nebraska-Lincoln

Sherri M. Jones, Dean (Special) College of Education and Human Sciences, Professor (Continuous) Special Education and Communication Disorders; effective 7/1/2019, \$280,000, FY, 1.00 FTE. Remove title of Chair of the Department of Special Education and Communications Disorders; effective 6/30/2019.

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A. ACADEMIC AFFAIRS

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TO: The Board of Regents Addendum IX-A-1

Academic Affairs

MEETING DATE: March 29, 2019

SUBJECT: Amendments to RP-5.10 Student Information and the Family Educational Rights and Privacy Act of 1974 (FERPA) of the *Policies of the Board of Regents* (the “*Policies*”) related to directory information for students

RECOMMENDED ACTION: Approve amendments to RP-5.10 Student Information and the Family Educational Rights and Privacy Act of 1974 (FERPA) of the *Policies of the Board of Regents* (the “*Policies*”) related to directory information for students

PREVIOUS ACTION: Section 5.10 of the *Policies* became effective, as approved by the Board of Regents, on June 15, 2006. Section 5.10 of the *Policies* was amended on June 1, 2017 and October 5, 2017. No subsequent changes have been made since that time.

EXPLANATION: The proposed revisions to RP-5.10 of the *Policies* add University email address and hometown to the definition of public student directory information. The addition of email addresses was requested by military recruiters seeking candidates for officer training. The addition of hometown information was requested by campus communicators for purposes of recognizing student achievements. These additions also will benefit the alumni associations and the Foundation as they obtain contact information for students.

These revisions have been reviewed and recommended for approval by the Academic Affairs Committee.

[See attached revisions to all sections above]

SPONSOR: Susan M. Fritz
Executive Vice President and Provost

RECOMMENDED: 
Hank M. Bounis, President
University of Nebraska

DATE: February 7, 2019

Amendments to the *Policies* of the Board of Regents of the University of Nebraska:

RP-5.10 Student Information and the Family Educational Rights and Privacy Act of 1974 (FERPA).

1. Scope of Policy

This policy governs all “education records” maintained by all campuses and the central administration of the University of Nebraska.

2. Purpose of FERPA; Definition of Education Records

- a. FERPA affords students certain rights with respect to their education records. FERPA defines “education records” as those records:

Directly related to a student; and

Maintained by an institution or a party acting for the institution.

- b. FERPA provides students who reach the age of 18, or who attend the University of Nebraska, with the right to inspect and review their own education records. Students also have the right to request an amendment to their education records and have some control over the disclosure of personally identifiable information contained in these records.
- c. FERPA applies to the education records of persons who are or have been in attendance at the University of Nebraska, including students in cooperative and correspondence study programs. The rights provided to students under the federal law set forth in FERPA do not apply to records of applicants for admission who are denied acceptance or, if accepted, do not attend the University of Nebraska; however, student application materials are not considered public records under Nebraska state law and will not be disclosed to the public except as permitted by law.

3. Records Not Covered By FERPA

The term "education records" does not include:

- a. Records which are in the sole possession of the maker and are neither accessible nor revealed to any other person, except a substitute who performs on a temporary basis the duties of the individual who made the records.
- b. Records maintained by a law enforcement unit of the University of Nebraska for the purpose of law enforcement. (Note other laws addressing campus security may also apply to law enforcement records.)
- c. Records relating to an individual’s employment at the University of Nebraska, when such employment is not based upon the individual’s status as a student; provided that the records are made and maintained in the normal course of business, relate exclusively to the individual’s capacity as an employee, and are not available for use for any other purpose.
- d. Medical and counseling records used solely for treatment. (Medical records may be reviewed by a physician of the student’s choice.)

- e. Records that only contain information about an individual after he or she is no longer a student (e.g. alumni records). Records of an individual while a student continue to be “education records” after the student leaves or graduates from the University of Nebraska.

4. Students Rights to Inspect and Review Educational Records

- a. Students and former students have the following rights:
 - The right to inspect and review their education records within 45 days of their request to inspect.
 - The right to a response to a reasonable request for an explanation and interpretation of the record.
 - The right to a copy of the education record when failure to provide a copy of the record would effectively prevent the student from inspecting and reviewing the record. The student may be charged a normal cost for copies, if such a charge does not effectively prevent the student from inspecting and reviewing the record.
- b. The University of Nebraska is not required to permit a student to inspect and review education records, which contain:
 - Financial information submitted by parents.
 - Confidential letters and recommendations placed in their files prior to January 1, 1975.
 - Confidential letters and recommendations placed in their files after January 1, 1975, if: (1) the student has waived the right to inspect and review those records; and (2) the records are related to the student’s admission to an educational institution or program, application for employment, or receipt of an honor.
- c. If an education record contains information pertaining to more than one student, a review and inspection will only be allowed for that specific information pertaining to the requesting student.

5. Procedure to Inspect and Review; Challenges to the Record

- a. A student should submit to the registrar, director of registration and records, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed. Compliance with an appropriate request for an inspection shall be made within no greater than 45 days.
- b. A student may ask the University to amend an education record that the student believes to be inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. If the student wishes to amend an education record, the student should write the University official responsible for the record, clearly identify the part of the record the student wishes to amend and specify why it should be changed. If the University official decides not to amend the record as requested, the student will be notified of the decision in writing and advised of his or her right to a hearing regarding the request for amendment. At that time, additional information regarding the hearing procedures will be provided to the student.

- c. The right to challenge grades is not covered by this policy, unless the grade assigned was inaccurately recorded in an education record, in which case the record will be corrected.

6. Consent to Release Education Records

Prior to releasing all or any part of an education record to a person other than the student to whom the record refers, consent must be obtained from the student. The consent must specify the information to be released, the reason for the release, and to whom it is to be released. The student may have a copy of the information released, if he or she desires.

7. Releases Without Consent

No consent from the student is required for the release of an education record or personally identifiable information under the following circumstances:

- a. A request for information in an education record or personally identifiable information by a “school official” determined to have a “legitimate educational interest” in the information. “School official” shall mean a person employed by any administrative unit (i.e., a campus or central administration) of the University of Nebraska in an administrative, supervisory, academic, research, or support staff position (including University law enforcement personnel and health center staff); a person or company with whom the University of Nebraska has contracted to carry out the duties related to a legitimate educational interest (including attorneys, auditors, and collection agents); employment or degree verification agencies such as the National Student Clearinghouse; a member of the Board of Regents; or those serving on committees or similar bodies charged to carry out tasks on behalf of the University of Nebraska. A school official has a “legitimate educational interest” if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University. Note that a school official located at one University of Nebraska administrative unit may have a legitimate educational interest in the educational records and personally identifiable information maintained at another administrative unit.
- b. Lawful compliance with a properly issued subpoena or court order.
- c. A request in connection with a student’s application for financial aid.
- d. A request by an organization conducting studies to develop, validate, and administer predictive tests, to administer student aid programs, or to improve instruction, on behalf of the University of Nebraska, if the studies do not permit the personal identification of parents and students outside of the study representatives, and the information is destroyed once it is no longer needed by the studies.
- e. Information submitted to accrediting organizations.
- f. A request of a parent of a dependent student, as established by Section 152 of the Internal Revenue Code of 1986.
- g. In case of an emergency, if the knowledge of the protected information is necessary to protect the health or safety of students or other persons.
- h. A request from authorized state or federal representatives in relation to a state or federal audit of government supported programs.

- i. A request from an official of another school, school system, or institution of higher education in which a student seeks or intends to enroll; provided however, that the annual notice required by FERPA must include a statement that the University of Nebraska forwards education records to other agencies or institutions, in which the student seeks or intends to enroll, upon request of the agency or institution.
 - j. In the case of a crime of violence, the University of Nebraska shall provide to the victim, the results of any institutional disciplinary proceeding against the alleged perpetrator.
 - k. Requests for directory information, as more specifically discussed below.
8. Directory Information; Definition; Request for Non-Disclosure
- a. The University of Nebraska has defined the following student information as public directory information:
 - student name
 - year at the University
 - dates of attendance
 - academic college and major field of study
 - enrollment status (e.g. undergraduate or graduate; full-time or part-time)
 - participation in officially recognized activities and sports
 - degrees, honors and awards received
 - most recent educational agency or institution attended
 - University email address
 - hometown
 - The University of Nebraska has defined the following student information as non-public directory information:
 - local address
 - permanent address
 - telephone listings
 - ~~University email address~~
 - b. Non-public directory information will be available to University faculty, staff, and students for University purposes. At the University's sole discretion, the University may provide non-public directory information to University affiliates, such as alumni associations, foundations, and other similar affiliated third parties; in addition, the University may provide non-public directory

information to entities performing a University service or function. A request by any party unrelated to the University for that party's own commercial purposes will not generally be considered a University purpose and provision of non-public directory information to any unrelated party requires the approval of the President or the President's designee. Non-public and public directory information may be included in student directories published electronically and in hard copy. However, students have the right to have all non-public and public directory information withheld if they so desire. A student who wants his or her directory information to be withheld shall do so in accordance with processes established on the campus or campuses where the student is enrolled, such processes to be reasonably communicated or distributed to the students with respect to each campus or campuses where they are enrolled. The student's request will be processed within a reasonable amount of time. Directory information already included in hard copy publications will be removed at the next printing of the hard copy publication.

9. Parental Access to Children's Education Records

At the post secondary level, FERPA provides few rights to parents to inspect a child's education records. The right to inspect and review is limited solely to the student/child. Records may be released to the parents only under the following circumstances:

- a. Lawful compliance with a properly issued subpoena or court order;
- b. The parent establishes that the student is a dependent according to Section 152 of the Internal Revenue Code of 1986; or
- c. The student provides a FERPA consent to the parental access.

10. Job References for Students by Faculty

FERPA's prohibition on disclosure of personally identifiable information (other than directory information) applies to job references. This includes information about performance in class, grades, attitude, motivation, and ability, whether conveyed in writing, in person, e-mail or over the telephone to third parties.

Although such information is often conveyed by faculty members at the informal request of the student and is usually positive, the better practice would be to request a written consent form, meeting the FERPA requirements, before providing the information.

11. Recordkeeping

Each administrative unit of the University of Nebraska has an obligation to keep a record of requests and disclosures of student record information, except when the request is from the student, a University school official with a legitimate educational interest, a request for directory information, or a request to which the student has given a FERPA consent. A student has the right to review the record of requests and disclosures made in relation to his or her education records.

12. FERPA/Precedence

This policy is intended to comply with FERPA, the provisions of which and its related regulations, are incorporated herein as they exist at the time of this policy's adoption, and as they may from time-to-time be amended. Should it be determined that this policy is inconsistent with FERPA, or any other applicable law, the law shall take precedence.

13. Notice

The following uniform notice shall be published and provided to all students in accordance with federal law:

Notice of FERPA Rights: Student Records and Privacy

Note: Highlights concerning student rights with respect to education records appear below. A full copy of Regents Policy 5.10 “Student Information and the Family Educational Rights and Privacy Act of 1974 (FERPA)” is available in the [insert name of campus office in charge of registration and records] or may be found at www.nebraska.edu in the section containing Regents Policies.

The Family Educational Rights and Privacy Act (FERPA) affords you certain rights with respect to your education records. They are:

1. The right to inspect and review your education records within 45 days of the day the University receives a request for access.

You should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) you wish to inspect. The University official will make arrangements for access and notify you of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise you of the correct official to whom the request should be addressed.

2. The right to request the amendment of your education records that you believe are inaccurate, misleading, or otherwise in violation of your privacy rights under FERPA.

If you wish to ask the University to amend a record, you should write the University official responsible for the record, clearly identify the part of the record you want changed and specify why it should be changed. If the University decides not to amend the record as requested, the University will notify you of the decision in writing and advise you of your right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to you when notified of the right to a hearing.

3. The right to provide written consent before the University discloses personally identifiable information from your education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including University law enforcement unit personnel and health staff); a person or company with whom the University has contracted (including attorneys, auditors, or collection agents); employment or degree verification agencies such as the National Student Clearinghouse; a member of the Board of Regents; or those serving on official committees or similar bodies charged to carry out tasks on behalf of the University of Nebraska. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University. Note that a school official located at one University of Nebraska campus may have a legitimate educational interest in the educational records and personally identifiable information maintained at another University of Nebraska campus. Your records may be disclosed to your parent(s) upon request, if your parent(s) demonstrate(s) that you are your parent(s)' dependent for income tax purposes. In addition, the

University may disclose education records without your consent upon the request of officials of other schools where you seek enrollment or intend to enroll.

Your educational records may also be disclosed without your written consent when you apply for financial aid. This is done in order to determine your eligibility for, the amount of, or the conditions of the aid, and also for purposes of enforcing the terms of the aid. At the University of Nebraska, your application for financial aid may take a variety of forms. For example, some financial aid applications are incorporated into the process by which you apply for admission (e.g. the FASFA form); or you may apply in a separate process using a form that seeks a broad variety of state and federal scholarship sources; or you may use a very specific application for a certain scholarship offered by a particular private source outside of the University. The University of Nebraska Foundation is a private source, among others, that funds many scholarships at the University of Nebraska. If you apply for financial aid, it is quite likely that certain information in your educational records will be provided to the Foundation in order to facilitate the award of the scholarship funds held by the Foundation.

Note that Regents Policy 5.10 referred at the top of this Notice lists in detail these and other circumstances when FERPA authorizes disclosure without your consent.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is:

The Family Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Notice Regarding Directory Information

The University of Nebraska has defined the following student information as public directory information:

- student name
- year at the University
- dates of attendance
- academic college and major field of study
- enrollment status (e.g. undergraduate or graduate; full-time or part-time)
- participation in officially recognized activities and sports
- degrees, honors and awards received
- most recent educational agency or institution attended
- University email address

- hometown

The University of Nebraska has defined the following student information as non-public directory information:

- local address
- permanent address
- telephone listings
- ~~University email address~~

Non-public directory information will be available to University faculty, staff, and students for University purposes. At the University's sole discretion, the University may provide non-public directory information to University affiliates, such as alumni associations, foundations, and other similar affiliated third parties; in addition, the University may provide non-public directory information to entities performing a University service or function. A request by any party unrelated to the University for that party's own commercial purposes will not generally be considered a University purpose and provision of non-public directory information to any unrelated party requires the approval of the President or the President's designee. Non-public and public directory information may be included in student directories published electronically and in hard copy. However, students have the right to have all non-public and public directory information withheld if they so desire. A student who wants his or her directory information to be withheld shall do so in accordance with processes established on the campus or campuses where the student is enrolled, such processes to be reasonably communicated or distributed to the students with respect to each campus or campuses where they are enrolled. The student's request will be processed within a reasonable amount of time. Directory information already included in hard copy publications will be removed at the next printing of the hard copy publication.

ITEM IX-A-2 was removed from the agenda.

TO: The Board of Regents Addendum IX-A-2
Academic Affairs

MEETING DATE: March 29, 2019

SUBJECT: Discontinuance of the Hitchcock Center for Graduate Study and Professional Journalism Development in the College of Journalism and Mass Communications at the University of Nebraska-Lincoln (UNL)

RECOMMENDED ACTION: Approval is requested to discontinue the Hitchcock Center for Graduate Study and Professional Journalism Development in the College of Journalism and Mass Communications at UNL

PREVIOUS ACTION: June 20, 1981 – The Board approved the establishment of the Gilbert M. and Martha H. Hitchcock Center for Graduate Study and Professional Journalism Development.

EXPLANATION: The Hitchcock Center for Graduate Study and Professional Journalism Development was established by the Board of Regents in response to an endowment created at the University of Nebraska Foundation. Activities commonly associated with a center have not existed as part of the “Hitchcock Center” for at least the past nine years. Additionally, the fund agreement established with the donor does not require the existence of the center to use the endowment’s funds. Consequently, there is no longer an administrative or academic need for this organizational unit.

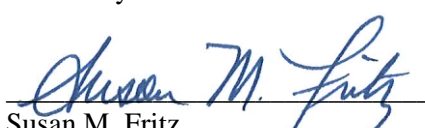
The endowment associated with the Center continues to be used to support graduate students and other expenses related to the College of Journalism and Mass Communications graduate degree programs.

This proposal has been reviewed by the Council of Academic Officers; it also has been reviewed and recommended for approval by the Academic Affairs Committee.

PROGRAM SAVINGS: There are no anticipated savings associated with this change.

SPONSORS: Donde Plowman
Executive Vice Chancellor and Chief Academic Officer

Ronnie D. Green, Chancellor
University of Nebraska-Lincoln

RECOMMENDED: 
Susan M. Fritz
Executive Vice President and Provost

DATE: February 7, 2019

TO: The Board of Regents Addendum IX-A-3

Academic Affairs

MEETING DATE: March 29, 2019

SUBJECT: Creation of the Rural Economic and Community Vitality Graduate Certificate in the Department of Agricultural Economics in the College of Agricultural Sciences and Natural Resources (CASNR) at the University of Nebraska-Lincoln (UNL)

RECOMMENDED ACTION: Approval is requested to create the Rural Economic and Community Vitality Graduate Certificate in the Department of Agricultural Economics in the College of Agricultural Sciences and Natural Resources at UNL

PREVIOUS ACTIONS: January 23, 2009 – President Milliken’s approval of the renaming of the Master of Agriculture to the Master of Applied Science was reported to the Board.

June 17, 2000 – The Board approved a Master of Agriculture degree at UNL.

EXPLANATION: Educational opportunities focused on rural community development are needed for citizens of these communities, especially those in leadership positions. The proposed 12 credit hour Rural Economic and Community Vitality Graduate Certificate’s curriculum is designed to provide students with the skills necessary for formulating local economic and community development policy and programs. These skills also will be highlighted in the capstone course, which is designed to integrate students’ learning into practice.

The certificate would be offered online, which will allow UNL to meet the needs of on-campus students and online learners from rural Nebraska and neighboring states.

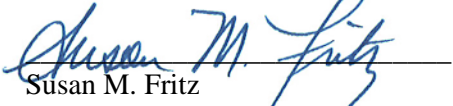
This proposal has been approved by the Council of Academic Officers and the Executive Graduate Council. This proposal also has been reviewed and recommended for approval by the Academic Affairs Committee.

PROGRAM COST: \$2,000 for Year 1; \$5,000 for five years

SOURCE OF FUNDS: Tuition and fees

SPONSORS: Donde Plowman
Executive Vice Chancellor and Chief Academic Officer

Ronnie D. Green, Chancellor
University of Nebraska-Lincoln

RECOMMENDED: 
Susan M. Fritz
Executive Vice President and Provost

DATE: February 7, 2019

UNL Proposal for New Online Graduate Certificate Program Rural Economic and Community Vitality

I. Basic Program Descriptive Information

Proposing Institution:	University of Nebraska-Lincoln
Title of Proposed Program:	Rural Economic and Community Vitality
Degree/Credential to be Awarded:	Graduate Certificate
Other Similar Programs Offered:	Masters in Applied Sciences-Specialization in Community Development
Responsible Department or Unit:	Department of Agricultural Economics
Type of Delivery:	Online
Anticipated Date of Implementation:	Spring 2019
CIP Code Associated With the Program:	01.0000
Date Approved by Board:	

Description: Educational opportunities focused on rural community development are needed for citizens of rural communities, especially those in leadership positions. This certificate serves community leaders, practitioners and those committed to people and place. The proposed certificate conveys economic and social concepts relevant to understanding rural communities, the public decision-making process and the value of a multicultural and diverse citizenship. It provides participants with the skills and knowledge needed for dealing with quality of life and development issues in their rural communities. The elective 1-credit hours courses allow students to pursue their specific interests. The proposed online Graduate Certificate in Rural Economics and Community Vitality requires 12 credits including three 3-credit courses (core courses) and three 1-credit courses (electives) for completion. In this interdisciplinary program, students have the opportunity to conclude the certificate in one year as all courses are offered throughout the year. In the core courses, students learn the foundation of community economic development and leadership. The proposed certificate will be offered completely online, which allows us to meet the needs of citizens from Nebraska and neighboring states, the growing number of on-campus students and distant learners in University of Nebraska graduate programs across all subject areas.

Purpose: This certificate will meet the supplemental needs of professionals and non-professionals working in rural community development or related fields. Online learning benefits those who are distance disadvantaged as well as those disadvantaged due to their time schedules and commitments. The program is centered on three key concepts relevant to understanding rural communities: economic, social and leadership. These concepts will be

highlighted in the capstone course, which is designed to integrate students' learning into practice. Students will gain skills necessary for designing local economic and community development policy and programs. The goal is to assist Nebraska communities, and those beyond our state borders, in becoming more economically focused on their decisions, as well as to provide the fundamentals needed for citizens and leaders to articulate a vision for sustainable communities in a holistic and practical manner.

Relationship to Other Programs: The Masters in Community Development offered by the Masters of Applied Sciences (MAS) is designed for those willing to commit more time and money in a master's program. The new certificate in Rural Economic and Community Vitality will utilize two courses from the MAS in Community Development, which will be slightly modified to fit the goals of the certificate: CDEV814 Community and Regional Economic Analysis and CDEV894 Creative Component/Capstone Project. The elective 1-credit classes are in the development process and are unique to the new certificate program. The certificate curriculum was developed by faculty in the Department of Agricultural Economics in partnership with community development professionals from across the state.

Administration: The Office of Distance Extended Education will provide administrative support in administering the program. The Rural Economic and Community Vitality certificate program will be offered beginning in Fall 2019 through the Department of Agricultural Economics at the University of Nebraska-Lincoln (UNL).

Proposed Certificate Program: The proposed certificate requires a minimum of 12 credit hours and includes the following courses (see course descriptions, syllabi, and schedules in the appendices):

Core courses (3 credit-hrs.):

CDEV 814 – Community and Regional Economic Analysis
ALEC 833 – Dynamics of Effective Leadership in Groups and Teams
CDEV 894 - Capstone Project

Electives (1 credit-hr.)

CDEV817 - Nebraska Rural Government Finance Fundamentals
CDEV827 - Workforce Development
CDEV819 - Community Action Strategies
CDEV816 - Nebraska Rural Government Law Fundamentals
CDEV818 - Community Engagement
CDEV825 - Sustainable Economic Development
CDEV826 - Fundamentals of Business Analysis

A. Centrality to Role and Mission

The Department of Agricultural Economics is making a concerted effort to focus its energies in four major areas, one of which is Rural Innovation and Development. The Rural Economic and

Community Vitality Certificate Program assists in moving our educational program forward to fulfill our mission to "... improve decision making by public officials ..."

(<http://agecon.unl.edu/>). This proposal supports the UNL (and College of Agricultural Sciences and Natural Resources (CASNR) supported) goal of increasing student enrollment to between 29,000 and 32,500 students (Ronnie D. Green, Chancellor, State of the University Address, September 2017), with a greater emphasis placed on increasing graduate enrollment (Ronnie D. Green, Chancellor, State of the University Address, September 2016). The online nature of this program supports the University of Nebraska's 2014-2016 Strategic Planning Framework (<http://www.nebraska.edu/docs/StrategicFramework.pdf>) to "Expand distance education programs and the acknowledgement that online education will need to contribute to enrollment growth (Harvey Perlman, Chancellor, State of the University Address 2013). The Rural Economic and Community Vitality Certificate is critical to solving some of the problems facing the world, including solving the growing income disparity and increasing food production (Harvey Perlman, Chancellor, State of the University Address 2015); both of which require a healthy rural sector.

As the state's only comprehensive land-grant research university, UNL must ensure that it addresses the particular needs of the State of Nebraska. In building "spires of excellence", the university must account for its comparative advantages, which in many instances, are dictated by its location in Nebraska. Beyond this, programs that may or may not achieve national recognition, but focus on particularly important needs for Nebraska, or specifically enhance the quality of life in Nebraska, deserve investment and support (<https://www.unl.edu/chancellor/compass/plan.shtml>). This initiative directly aligns with, and strengthens, the Rural Futures Institute mission to "support rural communities and regions in building upon their unique strengths and assets to achieve their desired futures." It also supports their vision to be a "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" (<http://ruralfutures.nebraska.edu/institute/>).

This practical and flexible online certificate program covers a broad scope of key topics for those seeking to advance their career in the area of rural economic and community development. The certificate curriculum was designed with consultation from community development professionals to provide students with the skills, knowledge, tools, and practical experience to play a proactive role in the rural community revitalization process. The proposed certificate will help increase the capacity of community development workers in Nebraska by providing a new generation of professionals and life-long learners the skills necessary for constructive participation in community affairs and in designing local policy and programming for their communities.

B. Evidence of Need and Demand

At the time of this submission, the proposed certificate will be the only one of its kind offered by a public institution in the state of Nebraska. Many rural communities across Nebraska, and neighboring states, are struggling to adapt to economic, social and demographic changes, and to

provide quality services, particularly where a low population basis exists. People living and working in rural areas do not have the ability to attend graduate schools. Research suggests that the demand for online courses is growing, including certificate programs (Allen & Seaman 2017).

Focus group discussions with community development experts disclosed an increasing demand for training that would assist those interested in community development to deal with the challenges faced by rural economies, including the ability to advocate for themselves. The proposed certificate in Rural Economic and Community Vitality provides an online curriculum that offers this training. This program blends academic excellence, a proven brand and experienced faculty; all resources that are readily available. Our curriculum is also of interest to, and has value for, students from multiple programs and disciplines throughout CASNR and other UNL colleges and programs. Students from diverse backgrounds will benefit from advanced training in community development skills that will assist them in dealing with the dynamic and unique context of rural Nebraska. Rural community challenges require citizens and leaders who understand how to identify, address and solve unique issues by assessing and utilizing local resources; while also knowing how to tap into state and federal funding opportunities.

Among the professionals who will benefit from this program are:

- Community developers
- Economic developers
- Elected and appointed civic leaders
- Nonprofit organizations
- Community planners
- Educators
- Extension educators
- Local/regional board authorities and commissions
- Citizens active in government involvement and civic affairs
- Students in related graduate programs

Interest in the proposed certificate was assessed during two focus group meetings with community development professionals and through online surveys to members of the Nebraska LEAD Program of the Nebraska Agricultural Leadership Council and to members of the Nebraska Economic Developers Association (NEAD). The survey was also sent to current MAS students, to students majoring in the online Masters of Agronomy, and to current CASNR undergraduate and graduate students.

The focus group consisted of 12 community economic development leaders located throughout Nebraska. These individuals also assisted in designing a curriculum that would be relevant to rural citizens and leaders. The participants were unanimous in regards to the need and importance of an educational program focused on the unique challenges facing Nebraska's communities.

Of the 77 CASNR Junior and Senior students that responded to the survey, 39% stated they were somewhat interested to most definitely interested in an online, 12-hour credit, graduate certificate focused on community economic development. When asked if they thought the certificate would enhance their professional and career advancement, 46% felt that the certificate would likely or most definitely help their careers.

Of the 16 CASNR graduate students that responded to the student survey asking if they would be interested in enhancing their degree with an online, 12-hour credit, certificate focused on community economic development, over half (56%) indicated they may be interested to most definitely be interested in enrolling in the certificate program. When asked if they thought the certificate would enhance their professional and career advancement, 44% felt it would be somewhat likely to, and 31% felt it most definitely would enhance their career.

Of the 28 MAS students that responded to the survey, 50% indicated they are moderately interested to highly interested in enrolling in the certificate program.

Of the 164 professionals working in areas related to community development that responded to the survey asking if they would be interested in pursuing an online certificate focused on community economic development, approximately 52% indicated they might be moderately interested to highly interested in enrolling in the certificate program.

We currently have an average of 33 undergraduate students enroll annually in an undergraduate Rural Community Economics class. In a recent survey, approximately 70% of these students intend to live/work in rural areas. We also currently have more than 50 students majoring in our rural banking program. More than 90% of the graduates from this program over the past 10 years have returned to rural Nebraska. These two examples indicate an interest in students going back to rural Nebraska who would also be a target audience for the certificate degree.

The proposed certificate may also enhance the Masters of Applied Sciences specializations and other online programs offered by CASNR. In the summer of 2018, 88 active online students were enrolled in the Masters of Applied Science. There are three MAS specializations offered online: Community Development; Science for Educators; and Beef Cattle Production. Most MAS graduate programs require 36 credits for degree completion. Half of these classes have to be taken within the original academic program. The other half may be transferred from other graduate programs, conditional on approval by their advisors. The proposed certificate program provides elective coursework for students of these programs. Courses within the certificate program may also provide electives for students majoring in other graduate programs offered within CASNR; i.e., Natural Resources; Agronomy and Horticulture; Agricultural Leadership,

Education and Communications; Agricultural Economics; Food Science and Technology; Entrepreneurship; Animal Science; Entomology; Plant Pathology. In addition, there are a number of online graduate certificates (i.e., Advanced Horticulture; Floriculture & Nursery Production Management; Ornamentals, Landscape & Turf; Grassland Management; Food Safety & Defense) along with students in the online MS in Agronomy and MS in Entomology who can benefit from additional elective offerings. In the case of the online MAS with Specialization in Community Development, students can transfer all 12 credit hours gained in the Certificate to the Master's program.

C. Adequacy of Resources

1. Faculty and Staff Resources

The University of Nebraska already has the faculty and staff in place to implement the proposed certificate. Dr. Daniela Manhani Mattos, faculty member in Agricultural Economics, will be the director of the online certificate program. Instructors are faculty and Extension educators located in the Department of Agricultural Economics and the Department of Agricultural Leadership, Education and Communication. Student support services will be provided by Diane Wasser of the College of Agriculture and Natural Resources' Office of Distance Extended Education Office, as well as by staff in the Department of Agricultural Economics. There are no additional costs involved in the implementation of the proposed certificate, other than marketing expenses.

2. Physical Facilities/Instructional Equipment and Informational Resources

The Certificate will be offered online and no additional equipment or resources are needed. The College of Agricultural Sciences and Natural Resources and the Department of Agricultural Economics are well equipped with the necessary technology to offer the certificate. Faculty involved in the certificate have their own computers with the required technology to allow them easy interaction with distant learners (email, Zoom, canvas, cameras and video-conference rooms). The Department of Agricultural Economics has two classrooms outfitted with online audio-video technologies. These classrooms have built-in video cameras and sound systems for online synchronous engagement or for producing prepackaged material by recording lectures or presentations. The College of Agriculture and Natural Resources provides access to IT assistance and instructional design specialists to help in the development and delivery of online classes and application of innovative technology solutions. The University of Nebraska Lincoln offers several courses, workshops, and training opportunities for faculty teaching online.

The commitment of the Department of Agricultural Economics and CASNR to online education is demonstrated by the alignment of facilities, support services and faculty to provide the high quality online programming expected by the communities we serve as promised in our strategic plan (<https://nebraska.edu/docs/StrategicFramework.pdf>).

The sponsoring academic unit for the online certificate in Rural Economic and Rural Vitality is the Department of Agricultural Economics within the College of Agricultural Sciences and Natural Resources. This department has the capacity to provide a research-based program with faculty in the area of community and economic development.

3. Budget Projections (see Tables 1 and 2)

D. Avoidance of Unnecessary Duplication

No institutions of higher education in Nebraska offer a certificate in Rural Economic and Community Vitality. Regionally, online certificates focused on the general topic of community development are offered through Kansas State University, Colorado State University, Fort Hays University, and Arizona State University. Some of the faculty employed by these programs are scattered throughout North America and lack a true understanding and connection to Midwestern rural communities. The proposed certificate is unique and distinct as it will focus on a flexible curriculum designed to meet the needs of rural communities, develop and enhance core community capacity skills and practices, and is taught by experienced community and economic development practitioners and faculty located at the University of Nebraska.

E. Consistency with the Comprehensive Statewide Plan for Postsecondary Education

The proposed certificate in Rural Economic and Community Vitality addresses the following goals for meeting the needs of both students and the State, in an economically efficient and inclusive manner, as stated in the Comprehensive Statewide Plan for Postsecondary Education (revised in 2016).

Meeting the needs of students:

“Postsecondary education institutions will assess evolving needs and priorities in a timely manner and will be prepared to change and adopt new methods and technologies to address the evolving needs and priorities of the students and people of Nebraska.”

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

“Nebraska’s postsecondary institutions will be student-centered and will offer life-long learning opportunities that are responsive to student’s needs.”

Meeting the needs of the state:

“Higher education in Nebraska will be responsive to the workforce development and ongoing training needs of employers and industries to sustain a knowledgeable, trained, and skilled workforce in both rural and urban areas of the State.”

“Higher education will serve the State by preparing individuals for productive, fulfilling lives and by developing and nurturing the citizens and future leaders of Nebraska.”

“Postsecondary education institutions will provide appropriate support services to help all students reach their educational goals, regardless of where or how the instruction is delivered.”

References

Allen, I.E. & Seaman, J. (2017). Digital Learning Compass: Distance education Enrollment Report 2017. <https://files.eric.ed.gov/fulltext/ED580868.pdf>

APPENDIX A: Course Descriptions

Core Courses:

CDEV 814. Community and Regional Economic Analysis (3 cr)

A firm grounding in the reality of the local economy is necessary for successful programs in community economic development and for designing successful state and local policy and programs in economic development. The course introduces concepts of communities and regions, theories of economic growth, drivers of economic growth, the economic base of a community sources of growth or decline in the community, roles of local government and institutions, analytical tools, and strategies for local economic development.

ALEC 433/833. Dynamics of Effective Leadership in Groups & Teams (3 cr)

This course will cover the foundational knowledge of team and group dynamics theory and its relationship to the practice of leadership in organizations and communities. Development of leadership, followership, and teamwork skills in small groups and teams. Focus on team and group decision making, problem solving, and creativity, peer assessment, and evaluation using real-world situations and contexts. Critically apply team and group dynamic theories and research to leadership in organizations and communities.

CDEV 894. Practicum/Creative Component/Thesis in Community Development (3 cr.)

The capstone project provides students with the opportunity to explore a problem or issue of particular interest related to Community Development and to address that problem or issue through focused study and applied research under the direction of a faculty member. The project should demonstrate the student's ability to synthesize and apply the knowledge and skills acquired in his/her program to real-world issues and problems.

Elective Courses:

CDEV 816. Nebraska Rural Government Law Fundamentals (1 cr)

A practical introduction to county and rural community government in Nebraska. Topics include state law and local governments; local government functions; land use regulation and zoning; drinking water and wastewater regulation; and local government taxes and spending.

CDEV 817. Nebraska Rural Government Finance Fundamentals (1 cr)

This course provides students with a broad overview of how local government is financed in Nebraska, specifically the role of property taxes in financing K-12 education, and school finance options lessening the reliance upon property taxes.

CDEV 818. Community Engagement (ALEC 818) (1 cr)

This course will provide a foundational knowledge of community engagement. This will include understanding a community's readiness to change; strategies to engage community's members and strategies to determine goals and indicators to achieve change. Participants will review and critique various community engagement and readiness processes, gaining an understanding of approaches advantages and limitations. Through case studies, experiential learning and discussions, participants will develop a skillset for community engagement processes that lead to long term change.

CDEV 819. Community Action Strategies (1 cr)

The course is designed to provide a foundational understanding of community action planning. Participants will review and critique various community action planning processes, gaining an understanding of process advantages and limitations. Through case studies and discussions, participants will develop a skillset for community planning that clarifies what will be done and resources needed to accomplish the goals for long-term impacts.

CDEV 825. Sustainable Economic Development (1 cr)

Overview of the connections between communities and their local systems and how they work together in affecting long-term community and economic development. Through course assignments, participants will be introduced to the complex issues facing local communities, from human capital and environmental concerns to infrastructure and economic development. Tools and strategies for addressing these issues will be a focus of the course lectures and readings.

CDEV 826. Fundamentals of Business Analysis (1 cr)

The course is designed to provide a basic overview of business development skills for professionals who manage economic development organizations and provide initial business analysis for consideration of community investments. Through assigned case studies and course assignments, participants will be able to analyze key performance statements and ratios to help determine viability of business enterprises within their community. The course will engage participants through the use of group discussions based on readings, case studies and course assignments.

CDEV 827. Community Workforce Development (1 cr)

The course is designed to expand the student's awareness and knowledge of current workforce issues and trends and then apply the new knowledge to a real-life community situation. The course project, which will be identified by the participant, is a way to add meaning, to problem-solve and also reflect on the new learning in an integrated manner. The course will engage participants through the use of group online discussions and invited speakers.

APPENDIX B: Course Schedule

Enrollment in the Certificate can be done year around. To maximize flexibility, students can take classes in any order they choose.

The elective courses will be offered in 3 sessions for semester. Semester will be divided in 3 five-week sessions; no break between sessions.

Course	Instructor(s)	Fall Semester	Spring Semester
CDEV 814 Community and Regional Economic Analysis (3 cr)	Daniela Mattos	Full Fall	
CDEV816 Rural Government Law (1cr)	Dave Aiken	Session 1	
CDEV818 Community Engagement (1cr)	Charlotte Narjes/Lindsay Hastings	Session 2	
CDEV819 Community Action Strategy (1cr)	Marilyn Schlake/ Daniela Mattos	Session 3	
ALEC833 Dynamics of Effective Leadership in Groups/teams (3cr)	LJ McElravy		Full Spring
CDEV817 Rural Governance Finance (1 cr)	Dave Aiken		Session 1
CDEV825 Sustainable Community Economics (1 cr)	Daniela Mattos		Session 2
CDEV826 Business Analysis (1 cr)	Marilyn Schlake/ Larry Van Tassell		Session 3
CDEV827 Community Workforce Development (1 cr)	Cheryl Burkhart-Kriesel		Session 3
CDEV894 Capstone Project (3cr)		Full Fall	Full Spring

APPENDIX C

Rural Economics and Community Vitality Certificate - Courses Syllabi (already approved by the College of Agricultural Sciences and Natural Resources Curriculum Committee)

CDEV: 812 Community Engagement

Proposed 2018

University of Nebraska-Lincoln

1 Credit Hour

Instructor: Charlotte Narjes, Special Projects Manager, Dr. Lindsay Hastings

E-mail is preferred method of contact: cnarjes@unl.edu. Please allow 24 hours for a response during the work week.

Phone: 402.472.1724

Meeting Time: This is a 5-week distance education graduate course proposed during the 2018-19 academic year (specific time TBA)

Lecture modules for the weekly topics will be posted on Canvas 48 hours prior to the online session (specific time TBA).

Learning Outcomes:

Upon completion of the course, the student will be able to:

1. Recognize community engagement theories and principles.
2. Determine appropriate strategies to identify a community's readiness for change.
3. Identify methods to engage community members in the conversation that lead to collaboration.
4. Understand the importance of identifying common indicators that lead to community change.
5. Create a community engagement process that allows for broad community discussion that leads to long term change.

Course Focus:

This course will provide a foundational knowledge of community engagement. This will include understanding a community's readiness to change; strategies to engage community's members and strategies to determine goals and indicators to achieve change. Participants will review and critique various community engagement and readiness processes, gaining an understanding of approaches advantages and limitations. Through case studies, experiential learning and discussions, participants will develop a skillset for community engagement processes that lead to long term change.

Resources:

Case studies, materials from various web resources and experiential exercises will be used in the course to convey the skill-set that a community practitioner needs for effective community engagement and leadership development. Course materials will also include articles from the Community Development Society Journal and Journal of Extension. All reading materials will be available on Canvas.

[Optional Book] Community Conversations 2nd Edition (Born 2016).

Required Technology:

Operating Systems -

Windows 7 and newer (users on Windows 10 need to download the [Windows 10 Anniversary Update](#) to submit Canvas assignments)

- Mac OSX 10.6 and newer
- Linux – chrome OS

Mobile Operating System Native App Support -

- iOS 7 and newer (versions vary by device)
- Android 4.2 and newer

Inevitably, everyone experiences technical difficulties on occasion. If this happens, please contact me to make alternative arrangements. However, technical difficulties do not excuse you of course responsibilities. There are preventative steps that you can take to limit your risk (keep backups of your files in a safe place; email your files to yourself so that they then reside in another computer system).

Course Requirements and Performance Measures:

Assignments are due on the date indicated in Canvas. Assignments and projects are expected on the due date. Late assignments and projects will have 10% per day deducted up to five days late. After five days, an assignment or project will be accepted and marked with 50% deduction. Late Discussion Board threads or replies will not be accepted.

The grading for the course will be based on:

Discussion Board Participation	30%
Integrated Assignments	40%
Final Project	30%

Letter grades are assigned along the following scale:

A+=97	B+=87	C+= 77	D+=67
A =93	B =83	C =73	D= 63
A-=90	B-=80	C-=70	D- = 60

Graded Activities:

Discussion Board Participation:

Participation in the class discussions is important. This is a great way to explore, challenge and support ideas and applications.

- An original comment should be posted for each discussion topic based off the relative course materials. In addition, at responses should be posted to at least two of your classmate's comments and questions. Responses should be meaningful and substantive. Not just "good posting."
- As an instructor I will monitor the conversations. If there are specific questions, please email me directly.
- Checking the course website at least three times a week is advised for announcements and updates.

Integrated Assignments:

Designed as a way to understand concepts and then apply material to real life situations, these assignments integrate the class material, discussion board, text book and web resources content and are due each week during the five week time period.

Submit the assignments electronically using Canvas (please do NOT submit them directly to the instructor's email account).

Be sure to label each submitted assignment with your name and the assignment number to avoid confusion (for example, 'Jane Doe - Integrated Assignment #1').

Final Project:

Applying the knowledge and skills acquired in the course, a community engagement process will be designed and created. Projects will simulate a real-life scenario and can be created individually or in small groups (with the course instructor approval). The project should explain steps taken to ensure readiness, broad community involvement and how to keep individuals engaged throughout the process. Participants will be expected to submit a typed, single spaced report written (5-6 pages) outlining the steps to move forward.

Week 1	Defining Community Engagement theories and principles.	Lectures and readings on Canvas	Assignment #1 due last day of week 1
Week 2	Exploring dimensions of community readiness (i.e., leadership, inclusivity).	Lectures and readings on Canvas	Assignment #2 due last day of week 2
Week 3	Compare and contrast methods to engage community members in conversation	Lectures and readings on Canvas	Assignment #3 due last day of week 3
Week 4	Reviewing methods to develop common community indicators.	Lectures and readings on Canvas	Assignment #4 due last day of week 4
Week 5	Developing a community engagement process	Lectures and readings on Canvas	Assignment #5 due last day of week 5

Academic integrity:

Plagiarism or any other form of cheating in examinations, term tests or academic work is subject to serious academic penalty. Cheating in examinations or tests may take the form of copying from another student or bringing unauthorized materials into the exam room. Exam cheating can also include exam impersonation. A student found guilty of contributing to cheating in examinations or term assignments is also subject to serious academic penalty.

Students are expected to adhere to guidelines concerning academic dishonesty outlined in Section 4.2 of University’s Student Code of Conduct (<http://stuafs.unl.edu/ja/code/>). Students are encouraged to contact the instructor for clarification of these guidelines if they have questions or concerns.

Special Accommodations:

Any student who may require an accommodation under the provisions of the Americans with Disabilities Act should contact the course instructor in this matter as soon as possible and no later than the end of the first week of classes.

Non-Discrimination Statement:

The University of Nebraska–Lincoln is a public university committed to providing a quality education to a diverse student body. It is the policy of the University of Nebraska–Lincoln not to discriminate based on gender, age, disability, race, color, religion, marital status, veteran’s status, national or ethnic origin, or sexual orientation. This policy is applicable to all University administered programs including educational programs, financial aid, admission policies and employment policies. This policy is enacted in accordance with University of Nebraska Regent’s policy and with various federal and state discrimination

laws including Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Inquiries regarding discrimination issues may be directed to the Office of Equity, Access, and Diversity Programs, 128 Canfield Administration Building (402) 472-3417. You may also contact entities such as the Nebraska Equal Opportunity Commission and the Department of Education, Civil Rights Division.

CDEV826: Fundamentals of Business Analysis

Proposed 2018

University of Nebraska-Lincoln

1 Credit Hour

Instructor: Marilyn Schlake, Extension Educator, Dr. Larry Van Tassell

E-mail is preferred method of contact: mschlake1@unl.edu. Please allow 24 hours for a response during the work week.

Phone: 402.472.4138

Meeting Time: This is a 5-week distance education graduate course proposed during the 2018-19 academic year (specific time TBA)

Lecture modules for the weekly topics will be posted on Canvas 48 hours prior to the online session (specific time TBA).

Learning Outcomes:

Upon completion of the course, the student will be able to:

- Construct the key business statements from provided case studies.
- Examine key business performance statements for determining firm financial health.
- Analyze a business operation using performance ratios.
- Compare and contrast different equity and debt business financing options.
- Determine Cost/Benefit analysis to determine best investment options for community investments

Course Focus:

The course is designed to provide a basic overview of business development skills for professionals who manage economic development organizations and provide initial business analysis for consideration of community investments. Through assigned case studies and course assignments, participants will be able to analyze key performance statements and ratios to help determine viability of business enterprises within their community. The course will engage participants through the use of group discussions based on readings, case studies and course assignments.

Resources:

No textbook required.

Chapter excerpts from:

- Economic Development Finance (2005), Karl F. Siedman, Sage Publication.
- New Venture Creation: Entrepreneurship for the 21st Century (2009). Jeffrey A. Timmons & Stephen Spinelli, Jr., McGraw-Hill International Edition.

In addition to these resources, additional materials through websites will be made available and will be posted electronically, through the online portal or through the library website.

Required Technology:

Operating Systems -

Windows 7 and newer (users on Windows 10 need to download the [Windows 10 Anniversary Update](#) to submit Canvas assignments)

- Mac OSX 10.6 and newer
- Linux – chrome OS

Mobile Operating System Native App Support -

- iOS 7 and newer (versions vary by device)
- Android 4.2 and newer

Inevitably, everyone experiences technical difficulties on occasion. If this happens, please contact me to make alternative arrangements. However, technical difficulties do not excuse you of course responsibilities. There are preventative steps that you can take to limit your risk (keep backups of your files in a safe place; email your files to yourself so that they then reside in another computer system).

Course Requirements and Performance Measures:

Assignments are due on the date indicated in Canvas. Assignments and projects are expected on the due date. Late assignments and projects will have 10% per day deducted up to five days late. After five days, an assignment or project will be accepted and marked with 50% deduction. Late Discussion Board threads or replies will not be accepted.

The grading for the course will be based on:

Discussion Board Participation	30%
Integrated Assignments	40%
Final Case Study Analysis	30%

Letter grades are assigned along the following scale:

A+=97	B+=87	C+= 77	D+=67
A =93	B =83	C =73	D= 63
A-=90	B-=80	C-=70	D- = 60

Graded Activities:

Discussion Board Participation:

Participation in the class discussions is important. This is a great way to explore, challenge and support ideas and applications.

- A substantive initial posting should be completed for each of the discussion topics. In addition, responding to the posts of at least two of your fellow peers for each discussion question is suggested, unless the discussion instructions state otherwise.
- As an instructor I will monitor the conversations. If there are specific questions, please email me directly.
- Checking the course website at least three times a week is advised for announcements and updates.

Integrated Assignments:

Designed as a way to understand concepts and then apply material to real life situations, these assignments integrate the class material, discussion board, text book and web resources content and are due each week during the five week time period.

Submit the assignments electronically using Canvas (please do NOT submit them directly to the instructor's email account).

Be sure to label each submitted assignment with your name and the assignment number to avoid confusion (for example, 'Jane Doe - Integrated Assignment #1').

Case Study Analysis:

Application of business performance measurements will be used to simulate a real-life situation in which the participant is asked to evaluate a new or existing business for potential community investment. The analysis should integrate course concepts that measure the viability of the business. Participants will be expected to submit a type written, 8 - 10 page double-spaced report on the performance measures used in their analysis, explanation of why the measures were used and compose a recommendation for use of community investment funds towards this business or project.

If you have another project idea I am open to other suggestions but they must apply key concepts and learnings from the class discussion.

Course Outline:

Week 1	Introduction to basic business profitability statements	Lectures & readings on Canvas	Assignment #1 due last day of week 1
Week 2	Basic analysis of business profitability statements using profitability ratios	Lectures & readings on Canvas	Assignment #2 due last day of week 2
Week 3	Equity and debt financing options and firm implications	Lectures & readings on Canvas	Assignment #3 due last day of week 3
Week 4	Fundamentals of cost/benefit analysis	Lectures & readings on Canvas	Assignment #4 due last day of week 4
Week 5	Case study– Determining viability for community investment	Lectures & readings on Canvas	Final Assignment due last day of week 5

Academic integrity:

Plagiarism or any other form of cheating in examinations, term tests or academic work is subject to serious academic penalty. Cheating in examinations or tests may take the form of copying from another student or bringing unauthorized materials into the exam room. Exam cheating can also include exam impersonation. A student found guilty of contributing to cheating in examinations or term assignments is also subject to serious academic penalty.

Students are expected to adhere to guidelines concerning academic dishonesty outlined in Section 4.2 of University's Student Code of Conduct (<http://stuafs.unl.edu/ja/code/>). Students are encouraged to contact the instructor for clarification of these guidelines if they have questions or concerns.

Special Accommodations:

Any student who may require an accommodation under the provisions of the Americans with Disabilities Act should contact the course instructor in this matter as soon as possible and no later than the end of the first week of classes.

Non-Discrimination Statement:

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all University administered programs including educational programs, financial aid, admission policies and employment policies. This policy is enacted in accordance with University of Nebraska Regent's policy and with various federal and state discrimination laws including Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

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ALEC 433/833: DYNAMICS OF EFFECTIVE LEADERSHIP IN GROUPS & TEAMS

University of Nebraska-Lincoln - FYH 302 (East Campus)

Spring Semester 2017: Monday; 4pm – 6:50pm.

Instructor:	L.J. McElravy, Ph.D.
Email:	lj.mcelravy@unl.edu
Phone:	Office: 402-472-8058
Office:	FYH 222, East Campus
Office hours:	TBD and/or by appointment.

ALEC 433/833 COURSE DESCRIPTION

This course will cover the foundational knowledge of team and group dynamics theory and its relationship to the practice of leadership in organizations and communities.

Development of leadership, followership, and teamwork skills in small groups and teams.

Focus on team and group decision making, problem solving, and creativity, peer assessment, and evaluation using real-world situations and contexts. Critically apply team and group dynamic theories and research to leadership in organizations and communities.

OVERALL PURPOSE OF ALEC 433/833

This is a course for students interested in learning more about team and group dynamic theory as it applies to leadership in organizations and communities. This course will encourage the development of leadership, followership, and teamwork skills by applying knowledge to real-world, practical contexts and situations. Students will also critically apply team and group dynamic theories and research to modern organizations and communities.

COURSE OBJECTIVES

By the end of this course Undergraduate and Graduate students will be able to:

- Understand (e.g. classify, describe, discuss, explain, identify, etc.) team and group dynamic theory as it applies to modern organizations and communities
- Apply critical thinking skills to team and group dynamic theory (e.g. team structure/design, decision making, creativity, conflict management, social influence, virtual teams, etc.) to improve team and/or group project performance
- Demonstrate effective leadership, followership, and teamwork skills, including:
 - Providing effective peer feedback in a team setting
 - Reflecting and synthesizing peer feedback (received from other team members) in a team setting to improve performance
 - Evaluating and rewarding team performance, at both the individual and team level
 - Demonstrating and applying positive team building and group dynamic skills in practical situations
 - Demonstrating ability to influence behavior of others in a team and/or group situation

By the end of this course Graduate students will also be able to:

- Discuss and critique team and group research articles as it applies to leadership theory and practice
- Apply leadership with team and/or group dynamic theories and research to create research proposal/paper

REQUIRED TEXTS

Levi, D. (2013). *Group dynamics for teams*. (4th ed.). SAGE Publications, Incorporated.

Other readings will be assigned and posted to Blackboard.

GRADING - UNDERGRADUATES

Performance Areas	Points
1. Readiness Assurance Tests	50
a) Individual Readiness Assurance Tests	25
b) Team Readiness Assurance Tests	25
2. Weekly Assignments	15
a) Participation & Engagement	10
b) Reflections	5
3. Peer Evaluations and Feedback	10
a) Giving Peer Feedback and Evaluations	5
b) Plan of Action from Peer Feedback	5
4. Final	25
a) Final Team Project (Team)	20
b) Final Critical Reflection (Individual)	5
Total Points	100

GRADING - GRADUATES

Performance Areas	Points
1. Readiness Assurance Tests	50
a) Individual Readiness Assurance Tests	25
b) Team Readiness Assurance Tests	25
2. Weekly Assignments	15

a) Participation & Engagement	5
b) Reflections	5
c) Research Article Presentation	5
3. Peer Evaluations and Feedback	10
a) Giving Peer Feedback and Evaluations	5
b) Plan of Action from Peer Feedback	5
4. Final	25
a) Final Team Research Proposal Project (Team)	20
b) Final Critical Reflection (Individual)	5
Total Points	100

UNDERGRADUATE AND GRADUATE ASSIGNMENTS

Readiness Assurance Tests: There will be four short multiple-choice Readiness Assurance Tests (RATs) given during the course – one at the beginning of each unit. (The same RATs will be given to individuals and teams.) For the team RATs, two evaluations will be completed during the semester to determine the contribution of each team member on the team performance of the RATs. The evaluations should reflect judgements of each team members’ preparation, contribution, respect of others’ ideas, and flexibility. Each individual will have 100 points to award each other team member on the evaluations. It is important that you raise the evaluation of those who truly worked hard on the RATs. People who contributed fully should receive full points, and people who did not contribute fully should receive partial credit. The first assessment will be used to provide early feedback, in order to provide each team member an opportunity to improve their performance. The second assessment will be used mathematically to determine the proportion of the group’s points that each member receives. For example, if a team averaged 95% on the team RATs, and team member “A” received 93 points from her/his team and team member “B” received 107, then the team member “A” would have a team RAT grade of 88% ($93 \cdot .95$) and team member “B” would have 102% ($107 \cdot .95$).

Participation & Engagement: Students should be prepared to engage with the course material while they are in class. Students are expected to complete all readings and assignments before coming to class. As needed, some assignments will be assigned a grade, and these assignments in sum will be valued up to 2 of 5 points for participation & engagement in the course. Although some assignments may not have a grade associated with them, coming to class unprepared will result in a reduction of participation & engagement points.

Individual Reflections: One reflection is expected for each module (the last week of the module). You should submit your reflection entry using Blackboard. You should attach

your reflection as a document and paste your reflection in the text box provided for each assignment. For each reflection, you will be asked to respond to different questions regarding leadership/teamwork inventories, team processes, your thoughts on the class, etc.

Reflections will be graded on a Complete (1 points) or Incomplete (0 points) basis.

The requirements for a complete assignment are:

- Reflections should respond to the questions posed
- Be posted *and* attached to Blackboard on the due date
- You should spend at least 30 minutes writing your responses
- Some reflections will require you to complete work before you reflect, make sure these tasks are completed

Reflections do not need to be proofread, as I will not be examining grammar.

If you fail to meet the above requirements, or if any reasonable person would not believe you wrote for 30 minutes, you will earn an Incomplete for the assignment (0 points). You will have at least 5 reflections during the semester. I may offer more than 5 reflections. However, students are limited to 5 total points for the reflections.

Giving Peer Feedback & Evaluations: Giving good feedback is a skill that can be developed, and effective peer feedback can help teams improve performance and maximize potential. Thus, each individual will rate the contributions of all of the other members of their teams throughout the semester on different tasks. The feedback you receive will be factored into other graded assignment, but you will also be graded on the quality of the feedback you give your peers.

Plan of Action from Peer Feedback: Another skill that is required to work effectively in teams is processing peer feedback constructively. As such, you will be required to write a detailed reflection and plan of action based on the feedback you received. This paper will be approximately 1,000 words. A detailed rubric will be provided during the semester.

Final Critical Reflection: The final individual reflection will consist of submitting answers to 2-4 questions at the end of the semester. The critical reflection will be approximately 1,000-1,500 words covering your experiences during the semester.

UNDERGRADUATE ONLY ASSIGNMENT

Final Team Project: Undergraduate students in this class will participate, within their teams, in a consulting project. A local non-profit organization will present you with information about challenges they are facing and ask you to help them address them. Your

solutions, suggestions, and recommendations will be taken seriously and may ultimately be implemented by the organization. Therefore, your product and presentation should be of the highest possible professional quality. The grades for the project will be determined by an evaluation of the product created by your team (50%), a team theory analysis, (30%) and the group presentation (20%). A detailed rubric will be provided during the semester.

Additionally, each individual will have 100 points to award each other team member using peer evaluations. It is important that you raise the evaluation of those who positively contributed to the final project. People who contributed fully should receive full points, and people who did not contribute fully should receive partial credit. The assessment will be used mathematically to determine the proportion of the group's points that each member receives. For example, if a team averaged 95% on the final project, and team member "A" received 93 points from her/his team and team member "B" received 107, then the team member "A" would have a team project grade of 88% ($93 \cdot .95$) and team member "B" would have 102% ($107 \cdot .95$).

GRADUATE ONLY ASSIGNMENTS

Research Article Presentation: Each graduate student will be responsible for choosing a recent research article related to teams and leadership and present it to the class. Journals to choose from include, but are not necessarily limited to, *Journal of Applied Psychology* and *The Leadership Quarterly*. Graduate students must have their articles chosen by the second class period of the semester. Dates for the presentations will be dispersed throughout the semester. The presentations are limited to 10 minutes, with an additional 5 minutes for questions.

Final Team Research Proposal Project: Each graduate student team will create a research proposal. The goal of the proposal is to create a research project that could be completed by the team within four months after the class is complete. The proposal should build from existing leadership and team theory presented during class. The proposal should also include additional theory and literature support as needed. The proposal will be submitted as a written document, and the team will submit present their proposal at the end of the semester. A detailed rubric will be provided during the semester.

Additionally, each individual will have 100 points to award each other team member using peer evaluations. It is important that you raise the evaluation of those who positively contributed to the final project. People who contributed fully should receive full points, and people who did not contribute fully should receive partial credit. The assessment will be used mathematically to determine the proportion of the group's points that each member receives. For example, if a team averaged 95% on the final project, and team member "A" received 93 points from her/his team and team member "B" received 107,

then the team member "A" would have a team project grade of 88% ($93 \cdot .95$) and team member "B" would have 102% ($107 \cdot .95$).

UNDERGRADUATE AND GRADUATE GRADES AND EXPECTATIONS

Course Grades: Percentages assigned to each grade in this class will be as follows:

A+ 100-97%	B+ 89-87%	C+ 79-77%	D+ 69-67%	F 59% and
A 96-94%	B 86-84%	C 76-74%	D 66-64%	below
A- 93-90%	B- 83-80%	C- 73-70%	D- 63-60%	

Extra-credit: The instructor may offer extra-credit assignments, but there is no guarantee of extra-credit.

Attendance: Since positive team building skills are difficult to practice if you are not present, attendance is mandatory for ALEC 433/833. Every student is allowed 1 excused absence. Absences may be excused with a note from a doctor, court order, or university official. Other situations may be excused on a case by case basis. If you have more than 1 excused absences, each additional absence will reduce your grade in the class by 7.5%. Each unexcused absence will result in a 10% reduction in your grade for the class.

Arriving late to class (late = any time after the start time) or leaving class early (early = any time before class is dismissed) is not helpful for developing positive team building skills. Thus, the first 3 late arrivals and/or early departures summed in any combination will be considered an unexcused absence. After the first 3 late arrivals and/or early departures, every 2 late arrivals and/or early departures summed in any combination will be considered an unexcused absence.

Absences for which medical or legal documentation are provided will be excused. Other illnesses (for which medical documentation is not available) or family emergencies may also be excused at the discretion of the instructor. In the event of an illness or emergency, please contact the instructor when it is reasonably possible (generally within 24 hours).

Missed Work: If you miss class, are late to class, or leave class early, it is your responsibility to make-up for missed work by completing the assigned work. Adhering to all due dates and times is the best option for the student to stay up to date with the course material. After missing a class, your first step is to contact your team members to determine what you missed. It is your responsibility to make-up for missed work and to complete work that is assigned during your absence. If you cannot complete the work by the assigned date and time due to an unanticipated excused absence, you may submit a make-up assignment proposal. Make-up assignment proposals must include the following: (a) description of assignment, (b) number of points the assignment will be worth (in accordance with the number of points missed), and (c) a description of how the assignment

fits within the learning objectives of the missed assignment. Please feel free to set up an appointment if you would like to talk about make-up assignment proposals. Only the instructor can approve make-up assignment proposals.

Academic Integrity

Academic honesty is the foundation of intellectual inquiry and academic pursuit – and imperative to ethical, authentic community building. If you use the ideas of someone else or directly quote any part of a text, it needs to be cited. All students in this class will be held and are expected to hold each other to standards set forth by the University of Nebraska –Lincoln Student Code of Conduct. Students are expected to adhere to guidelines concerning academic dishonesty outlined in Section 4.2 of University’s Student Code of Conduct (<http://stuafs.unl.edu/ja/code/>). Students are encouraged to contact the instructor for clarification of these guidelines if they have questions or concerns. The following is an excerpt from the Student Code of Conduct regarding Academic Dishonesty.

4.2 Academic Dishonesty

- a. The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found guilty of academic dishonesty shall be subject to both academic and disciplinary sanctions. Academic dishonesty includes, but is not limited to, the following:
 1. Cheating: Copying or attempting to copy from an academic test or examination of another student; using or attempting to use unauthorized materials, information, notes, study aids or other devices for an academic test, examination or exercise; engaging or attempting to engage the assistance of another individual in misrepresenting the academic performance of a student; or communicating information in an unauthorized manner to another person for an academic test, examination or exercise.
 2. Fabrication or Falsification: Falsifying or fabricating any information or citation in any academic exercise, work, speech, test or examination. Falsification is the alteration of information, while fabrication is the invention or counterfeiting of information.
 3. Plagiarism: Presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting examinations, theses, reports, speeches, drawings, laboratory notes or other academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person.
 4. Abuse of Academic Materials: Destroying, defacing, stealing, or making inaccessible library or other academic resource material.
 5. Complicity in Academic Dishonesty: Helping or attempting to help another student to commit an act of academic dishonesty.
 6. Falsifying Grade Reports: Changing or destroying grades, scores or markings on an examination or in an instructor's records.
 7. Misrepresentation to Avoid Academic Work: Misrepresentation by fabricating an otherwise justifiable excuse such as illness, injury, accident, etc., in order to avoid or delay timely submission of academic work or to avoid or delay the taking of a test or examination.

8. Other: Academic units and members of the faculty may prescribe and give students prior notice of additional standards of conduct for academic honesty in a particular course, and violation of any such standard of conduct shall constitute misconduct under this Code of Conduct and the University Disciplinary Procedures.

SafeAssign (statement modified from <http://www.jmu.edu/academicintegrity/syllabus.shtml>)

In this course one or more of your writing assignments may be submitted to the instructor through Blackboard's *SafeAssign* plagiarism prevention service as approved by UNL. Your writing assignment will be checked for plagiarism against Internet sources, millions of academic journal articles, the UNL *SafeAssign* database, and the *SafeAssign* Global Reference Database. *SafeAssign* generates an originality report for the instructor that highlights any blocks of text in your paper that match the above reference sources and allows a line-by-line comparison of potentially unoriginal text from your paper with the matching document sections in the reference sources. Each paper you submit through *SafeAssign* for this or any class at UNL will be added to the UNL *SafeAssign* database and later used only to check against other UNL paper submissions. Neither Blackboard nor UNL claim any copyright ownership of your writing submitted through *SafeAssign*. When you submit your paper through *SafeAssign* you will be given the choice of whether or not to "opt in" and permanently contribute a copy of your paper to Blackboard's Global Reference Database. This would protect your original writing from plagiarism at other institutions. However opting in and voluntarily contributing your work to the global database is an individual student decision and not required by your instructor or UNL. For more information about *SafeAssign* and to use the service as a student, see: <http://libraries.unl.edu/safeassign>.

The instructor reserves the right to check all student work for plagiarism using *SafeAssign*. However, the student work submitted by the instructor will not be deposited into the global database.

Students with Disabilities

Students with disabilities are encouraged to contact me (the instructor) for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodations to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TTY.

Classroom Emergency Preparedness

Fire Alarm (or other evacuation): In the event of a fire alarm: Gather belongings (purse, keys, cellphone, N-Card, etc.) and use the nearest exit to leave the building. Do not use the elevators. After exiting notify emergency personnel of the location of persons unable to exit the building. Do not return to building unless told to do so by emergency personnel.

Tornado Warning: When sirens sound, move to the lowest interior area of building or designated shelter. Stay away from windows and stay near an inside wall when possible.

This class regularly meets in _____ and the designated shelter is _____.

Active Shooter: *Evacuate* if there is a safe escape path, leave belongings behind, keep hands visible and follow police officer instructions.

Hide out: if evacuation is impossible secure yourself in your space by turning out lights, closing blinds and barricading doors if possible.

Take action: As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter.

UNL Alert: Notification about serious incidents on campus are sent via text message, email, unl.edu website, and social media. For information go to: <http://unlalert.unl.edu>.

Inclement Weather: I live in Omaha, and I may cancel our face-to-face meetings due to weather. If Lincoln Public Schools or Omaha Public Schools cancel classes, we will not meet face-to-face. I will assign an alternative project for that day.

Schedule

The schedule for the semester is attached below. Please note that this is a tentative schedule, and that we will make adjustments as necessary throughout the semester.

Introduction: Characteristics of Teams & Leadership		
Dates	Topics	Due in class (or as marked)
Week 1	<ul style="list-style-type: none"> • Introductions • Syllabus • Team Formation • Introduction to leadership and teams 	Buy books Read Chapter 1 and 10
Week 2	<ul style="list-style-type: none"> • Practice Readiness Assurance Test • Characteristics of Teams and Leadership <ul style="list-style-type: none"> a) What are groups and teams? b) How are teams and leadership related? c) How are teams used in organizations and communities? d) Why are teams used in organizations and communities? 	

Module #1 The Process of Success in Teams		
Dates	Topics	Due in class (or as marked)
Week 3	<ul style="list-style-type: none"> • Readiness Assurance Test #1 • The Process of Success in Teams <ol style="list-style-type: none"> a) Defining team success b) Team beginnings and development c) Team design and roles d) Team norms e) Team Evaluations • Exploring Norms in Groups and Teams • Creating a Team Contract to Promote Positive Team Norms • Providing Feedback to Peers 	Read Chapters 2, 3, 4, and 16
Week 4	<ul style="list-style-type: none"> • How to Process Peer Feedback 	Complete team roles questionnaire and peer evaluations #1 (RAT focused) by XXXX (4 days before class)
Week 5	<ul style="list-style-type: none"> • The Process of Success in Teams continued 	
Module #2 Internal Team Dynamics		
Dates	Topics	Due in class (or as marked)
Week 6	<ul style="list-style-type: none"> • Readiness Assurance Test #2 • Internal Team Dynamics <ol style="list-style-type: none"> a) Communication in teams b) Cooperation and competition in teams c) Power & Social Influence d) Diversity e) Team design and roles • Identifying communication patterns 	Read Chapters 5, 6, 8, & 13 Assigned reading on “Team Design” posted to Blackboard Plan of Action from Peer Feedback
Week 7	<ul style="list-style-type: none"> • Internal Team Dynamics continued 	
Week 8	<ul style="list-style-type: none"> • Internal Team Dynamics continued 	

Module #3 Maximizing the Effectiveness of Teams

Dates	Topics	Due in class (or as marked)
Week 9	<ul style="list-style-type: none">• Readiness Assurance Test #3• Maximizing the Effectiveness of Teams<ul style="list-style-type: none">a) Managing Conflictb) Decision makingc) Problem solvingd) Creativity• Introduction of the final project	Read Chapters 7, 9, 10, & 12
Week 10	<ul style="list-style-type: none">• Creating team peer evaluations for final project• Creating a team contract to promote effective decision making, problem solving, and creativity• Applying the principles of decision making, problem solving, and creativity to create final project• Project worktime	Watch “12 Angry Men” – link posted to Blackboard
Week 11	<ul style="list-style-type: none">• Continuing to apply the principles of decision making, problem solving, and creativity to create final project• Project worktime	
Week 12	<ul style="list-style-type: none">• Project Pitches	Complete peer evaluations #2 (Final Project focused) by XXXX (3 days after class)

Module #4 Teams in Context

Dates	Topics	Due in class (or as marked)
Week 13	Readiness Assurance Test #4 <ul style="list-style-type: none">• Teams in Contexts<ol style="list-style-type: none">a) International teamsb) Virtual teamsc) Teams in Communities (including boards, committees, etc.)d) Teams in Organizations (including rewards)• Project worktime	Read Chapters 14, 15, 17 Assigned reading on “Teams in
Week 14	<ul style="list-style-type: none">• Teams in Communities• Project worktime	Complete peer evaluation #3 (RATs)
Week 15	<ul style="list-style-type: none">• Final Project Presentations	Complete peer evaluation #4 (Final Project)

CDEV 825 - Sustainable Economic Development

University of Nebraska-Lincoln

1 Credit-Hour

Instructor: Dr. Daniela M. Mattos

E-mail is preferred method of contact: dmanhanimattos2@unl.edu

Phone: 402-472-1906

Course Location/ Times: Online. Questions can be e-mailed anytime. Please allow 24-48 hrs. for a response during the work week.

Lecture modules for the weekly topics will be posted on Canvas no later than Monday of each week by Noon CST.

Course Overview:

This course provides an overview of the connections between communities and their local systems and how they work together in affecting long-term community and economic development. Students will be introduced to the complex issues facing local communities, from human capital and environmental concerns to infrastructure and economic development. Tools and strategies for addressing these issues will be a focus of the course lectures and readings.

Learning outcomes:

By the end of the course, each student will be able to:

- Explain economic development and sustainability.
- Understand the interdependence among local systems.
- To assess critically a community's capacity to achieve and maintain a sustainable environment, economy and society.
- To assess and propose alternative solutions to the problems that inhibit sustainability;
- Design strategies for sustainable economic development.
- Articulate a vision for "sustainable communities" in a holistic perspective with practical implications.

Textbooks:

No textbook is required, but the following books will be used as the main references for our course:

- Local economic development in the 21st century: quality of life and sustainability (Greenwood, Holt, and Power, 2015).
- Rural Communities: Legacy + Change 5th Edition (Flora, Flora, and Gasteyer, 2016)

Students will be reading selected book chapters, reports and academic articles from multiple sources. All readings, along with other class material, will be available on Canvas.

Required Technology:

- Windows 7 and newer (users on Windows 10 need to download the [Windows 10 Anniversary Update](#) to submit Canvas assignments)
- Mac OSX 10.6 and newer
- Linux - chromeOS

Inevitably, everyone experiences technical difficulties on occasion. If this happens to you, please contact me ASAP to make alternative arrangements. However, technical difficulties do not excuse you of your course responsibilities, and there are preventative steps that you can take to limit your risk. Please keep backups of your work files in a safe place.

Course Requirements and Performance Measures:

This course will consist of weekly homework assignments, discussions, and research project on the Canvas Discussion Board.

The grading for the course will be based on:

Assignments	40%
Discussion Board	30%
Individual Project	20%

Letter grades are assigned along the following scale: A=90-100; B=80-89; C=70-79; D=60-69; F=below 60.

Graded Activities:

Assignments: These are designed for the student to understand principles and concepts and then apply material from the modules to real-life and personal scenarios. Assignments are due on the date indicated.

- These exercises are required for every module.
- They will be due no later than 11:59pm Sunday - at the end of the module week. Please submit the exercises electronically through Canvas.
- Late assignments will not be accepted.
- Be sure to label each email/assignment specifically to avoid confusion (for example, 'John Smith Exercise #1').

Discussion Board: Participation in the class discussions is important. This is a great way to explore, challenge and support ideas and applications.

- For each discussion topic, you should post at least one original comment (based on analysis, course material, external readings, etc) and respond to at least two of your classmates' comments and questions. It has to be meaningful response (e.g. "good posting" or something like that will not help your grades).
- Students should begin dialogues and discussions no later than Wednesday, so that ample time is available for good discussion/interaction.
- Late posts will not be graded.
- As an instructor I will monitor the conversations. If there are specific questions, please email me directly.
- I recommend that you log on to the course website at least three times a week to check for course announcements or updates and to participate in course activities and discussions.

Individual Research Project: This is your opportunity to take initiative and to pursue work on sustainable practices based on your own interests and goals. You will select a topic/thematic focus of your choice with instructor approval. The focus of your project research is to identify and address key sustainability issues related to our course readings and lectures. Please aim for your project development process and product to be transformative and integrative relative to your understanding of sustainability. The project report is due at the last of the course.

Course Outline:

The outline is subject to changes and alterations as the course progresses. Check Canvas for updates.

Week 1	Defining Rural Community, Community Capitals, Economic Development, and Sustainability	Readings: Flora: Ch. 1 Greenwood: Ch.1	Assignment #1 due last day of week 1
Week 2	Environmental Sustainability and Natural Capital	Readings: Flora: Ch. 2 Greenwood: Ch.4	Assignment #2 due last day of week 2
Week 3	Human capital, Opportunity and Economic Development	Readings: Flora: Ch. 4 Greenwood: Ch.5	Assignment #3 due last day of week 3
Week 4	Social Capital and Quality of Life	Readings: Flora: Ch. 5 Greenwood: Ch.3	Assignment #4 due last day of week 4
Week 5	Sprawl, Infrastructure and Sustainable Economic Development	Readings: Flora: Ch. 8 Greenwood: Ch.6	Assignment #5 and Project Report due last day of week 5

Academic integrity

Plagiarism or any other form of cheating in examinations, term tests or academic work is subject to serious academic penalty. Cheating in examinations or tests may take the form of copying from another student or bringing unauthorized materials into the exam room. Exam cheating can also include exam impersonation.

A student found guilty of contributing to cheating in examinations or term assignments is also subject to serious academic penalty.

Students are expected to adhere to guidelines concerning academic dishonesty outlined in Section 4.2 of University's Student Code of Conduct (<http://stuafs.unl.edu/ja/code/>). Students are encouraged to contact the instructor for clarification of these guidelines if they have questions or concerns.

The Department of Agricultural Economics has a written policy defining academic dishonesty, the potential sanctions for incidents of academic dishonesty, and the appeal process for students facing potential sanctions. The Department also has a policy regarding potential appeals of final course grades.

These policies are available for review on the department's website (<http://agecon.unl.edu/undergraduate>).

Special needs

Students with disabilities are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TTY.

Information for emergency response

- Fire Alarm (or other evacuation): In the event of a fire alarm: Gather belongings (purse, keys, cellphone, N-Card, etc.) and use the nearest exit to leave the building. Do not use the elevators. After exiting, notify emergency personnel of the location of persons unable to exit the building. Do not return to building unless told to do so by emergency personnel.
- Tornado Warning: When sirens sound, move to the lowest interior area of building or designated shelter. Stay away from windows and stay near an inside wall when possible.
- Active Shooter:

- Evacuate: if there is a safe escape path, leave belongings behind, keep hands visible and follow police officer instructions.
- Hide out: If evacuation is impossible secure yourself in your space by turning out lights, closing blinds and barricading doors if possible.
- Take action: As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter.
- UNL Alert: Notifications about serious incidents on campus are sent via text message, email, unl.edu website, and social media. For more information go to: <http://unlalert.unl.edu>. Additional Emergency Procedures can be found here: http://emergency.unl.edu/doc/Emergency_Procedures_Quicklist.pdf

CDEV 820: Community Workforce Development

Syllabus - 2018

University of Nebraska-Lincoln

1 Credit Hour

Instructor: Dr. Cheryl Burkhart-Kriesel

E-mail - preferred method of contact: cburkhartkriesel1@unl.edu.

Please allow 24 hours for a response during the work week.

Phone: 308-632-1234

Meeting Time: This is a proposed 5-week distance education graduate course to start during the 2018-19 academic year (specific time TBA)

Learning Outcomes:

Upon completion of the course, the student will be able to:

1. Summarize the major historical shifts that have impacted American workforce changes and the resulting labor market context for employment and training policy.
2. Explain the theory and practice of industry partnerships.
3. Compare, contrast and analyze sectoral strategies in the areas of manufacturing, healthcare and the service sector.
4. Evaluate training partnerships looking specifically at the social capital needed to create, implement and maintain sustained efforts at the community level.
5. Assess trends in the re-thinking of workforce development and growth, including the trends of robotics, retraining, immigration and innovation.
6. Design a community workforce strategy, from the development of partnerships to the implementation of action, to address one or more local community issues relevant to the student. The systematic strategy should present a holistic perspective with practical implications.

Course Justification and Focus:

Workforce development is an increasingly important issue in the global economy, regardless of whether you live in an urban or rural setting. The growing skills gap between current workers and the growing technological needs of employers is a continuing challenge for both parties and one that will not quickly go away.

The course is designed to expand the student's awareness and knowledge of current workforce issues and trends and then apply the new knowledge to a real-life community situation. The course project, which will be identified by the participant, is a way to add meaning, to problem-solve and also reflect on the new learning in an integrated manner. The course will engage participants through the use of group online discussions and invited speakers.

Resources:

Required textbooks include:

- Connecting People to Work: Workforce Intermediaries and Sector Strategies (paperback – April 30, 2014) by Aspen Institute (Author), Maureen Conway (Editor), Robert Giloth (Editor)
- America Needs Talent: Attracting, Educating & Deploying the 21st-Century Workforce (paperback – October 4, 2016), by Jamie Merisotis (Author)

In addition to these resources, additional materials through websites will be made available and will be posted electronically, through the online portal or through the library website.

Lecture modules for the weekly topics will be posted on Canvas 48 hours prior to the online session.

Required Technology:

Operating Systems -

Windows 7 and newer (users on Windows 10 need to download the [Windows 10 Anniversary Update](#) to submit Canvas assignments)

- Mac OSX 10.6 and newer
- Linux – chrome OS

Mobile Operating System Native App Support -

- iOS 7 and newer (versions vary by device)
- Android 4.2 and newer

Inevitably everyone experiences technical difficulties. If this happens, please contact me to make alternative arrangements. However, technical difficulties do not excuse you of course responsibilities. There are preventative steps that you can take to limit risk (e.g. keep backups of your files in a safe place; email your files to yourself so that they then reside in another computer system).

Course Requirements and Performance Measures:

Assignments are due on the date indicated in Canvas. Assignments and projects are expected on the due date. Late assignments and projects will have 10% per day deducted up to five days late. After five days, an assignment or project will be accepted and marked with 50% deduction. Late Discussion Board threads or replies will not be accepted.

The grading for the course will be based on:

Discussion Board Participation	30%
Integrated Assignments	30%
Applied Project	40%

Letter grades are assigned along the following scale:

A+=97	B+=87	C+= 77	D+=67
A =93	B =83	C =73	D= 63
A-=90	B-=80	C-=70	D- = 60

Graded Activities:

Discussion Board Participation:

Participation in the class discussions is important. This is a great way to explore, challenge and support ideas and applications.

- A substantive initial posting should be completed for each of the weekly discussion topics. In addition, responding to the posts of at least two of your fellow peers for each discussion question is suggested, unless the discussion instructions state otherwise.
- As an instructor I will monitor the conversations. If there are specific questions, please email me directly.
- Checking the course website at least twice a week is advised for announcements and updates.

Integrated Assignments:

Designed as a way to understand concepts and then apply material to real life situations, these assignments, primarily open-ended questions, integrate the class material, discussion board, text book and web resources content and are due each week for the first four weeks (by Friday at 5 p.m.).

Submit the assignments electronically using Canvas (please do NOT submit them directly to the instructor's email account).

Be sure to label each submitted assignment with your name and the assignment number to avoid confusion (for example, 'Jane Doe - Integrated Assignment #1').

Applied Project:

Application of theory and concepts is a vital component to adult learning. The applied project should integrate concepts and put the learning into a real-life community situation chosen by the participant. The project and corresponding presentation should be organized in such a way that it will provide background information, highlight community assets and obstacles, offer one or more workforce strategies to move the community forward and finally discuss why these strategies are the right options for this situation.

There are three basic approaches to the project. It can focus on:

- 1) a community where you live or one where you live nearby where strategies would be proposed to move the workforce effort forward; or
- 2) develop a hypothetical community with one or more challenges and propose positive workforce strategies; or
- 3) if you have another project idea I am open to suggestions but they must apply key concepts and learnings from the class discussion.

An 8-10 page professional report (double-spaced, 12 point font, 1-inch margins) will be submitted online along with a video + audio, 5-8 minute presentation that mirrors the report (typically done using PowerPoint or a similar presentation software).

Course Outline, Assignments and Due Dates

Week	Topics/course activity
1	Course overview; historical workforce shifts and implications; Reading: Conway, ch. 1-2; Merisotis, ch. 1-3 Due by Friday of week 1 at 5 p.m.: Report draft topic submitted Integrated assignment
2	Theory and practice of industry partnerships Reading: Conway, ch.4-5; Merisotis, ch. 4-6 Due by Friday of week 2 at 5 p.m.: Report draft outline submitted Integrated assignment
3	Sectoral strategies and analysis Reading: Conway, ch.3, 6-12; Merisotis, ch. 7-9 Due by Friday of week 3 at 5 p.m.: Report sections containing draft background, assets and obstacles submitted Integrated assignment
4	Community partnership examples; trends in development and growth Reading: Conway, ch.13-19; Merisotis, ch. 10 plus the Conclusion Due by Friday of week 4 at 5 p.m.: Report sections containing draft strategies and implications submitted Integrated assignment
5	Due by Tues of week 5 at 5 p.m.: 5-8 min audio + video presentation Due by Wed of week 5 at 5 p.m.: 8-10 page professional report Due by Fri of week 5 at 5 p.m. Discussion board response to at least one other participant project/presentation

Academic Integrity:

Plagiarism or any other form of cheating in examinations, term tests or academic work is subject to serious academic penalty. Cheating in examinations or tests may take the form of copying from another student or bringing unauthorized materials into the exam room. Exam cheating can also include exam impersonation. A student found guilty of contributing to cheating in examinations or term assignments is also subject to serious academic penalty.

Students are expected to adhere to guidelines concerning academic dishonesty outlined in Section 4.2 of University's Student Code of Conduct (<http://stuafs.unl.edu/ja/code/>). Students are encouraged to contact the instructor for clarification of these guidelines if they have questions or concerns.

Special Accommodations:

Any student who may require an accommodation under the provisions of the Americans with Disabilities Act should contact the course instructor in this matter as soon as possible and no later than the end of the first week of classes.

Non-Discrimination Statement:

The University of Nebraska–Lincoln is a public university committed to providing a quality education to a diverse student body. It is the policy of the University of Nebraska–Lincoln not to discriminate based on gender, age, disability, race, color, religion, marital status, veteran's status, national or ethnic origin, or sexual orientation. This policy is applicable to all University administered programs including educational programs, financial aid, admission policies and employment policies. This policy is enacted in accordance with University of Nebraska Regent's policy and with various federal and state discrimination laws including Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Inquiries regarding discrimination issues may be directed to the Office of Equity, Access, and Diversity Programs, 128 Canfield Administration Building (402) 472-3417. You may also contact entities such as the Nebraska Equal Opportunity Commission and the Department of Education, Civil Rights Division.

CDEV 814 - Community and Regional Economic Analysis

Fall 2017

University of Nebraska-Lincoln

3 Credit Hours

Instructor: Dr. Daniela M. Mattos

E-mail is preferred method of contact: dmanhanimattos2@unl.edu

Phone: 402-472-1906

Course Location/ Times: Online. Questions can be e-mailed anytime.

Meeting Time: This is a 13-week distance education graduate course.

Lecture modules for the weekly topics will be posted on Blackboard no later than Thursday of each week by Noon CST.

Course Overview:

A firm grounding in the reality of the local/regional economy is necessary for successful programs in community economic development and for designing effective local and regional policy and programming in economic development. This course provides an economic basis of understanding by introducing concepts of: communities and regions, theories of economic growth and change, drivers of economic growth and decline, economic base measures, roles of local government and public sector processes, analytical tools for assessment, and basic strategies for local/regional economic development.

Course Objectives:

Upon completion of the course, the student will be able to:

1. Understand contemporary economic development issues and challenges
2. Identify and explain principles and concepts from the fields of economics and sociology, which affect the viability of communities and their evolution over time.
3. Be able to identify, access, and organize critical background information and data necessary for understanding a community or regional economy and its potential.
4. Understand and be able to apply theoretical concepts and analytical tools for assessing economic development opportunities/strategies for a community or region.
5. Articulate a vision for "sustainable communities" in a holistic perspective with practical implications.

Course Focus:

In making the course as relevant and applied as possible, each student should see him/herself as an economic development professional who is working for a specific special community or region (some of you are actually in those roles at the present time, or will soon be). In that context, you will use that community/region of place as your *community of focus* throughout the course (some exercises require specific data that might not be available to students focusing on communities abroad, when this happens I suggest you to use any American community for the sake of the exercise). In so doing, the assignments and applications to real-world issues will be identified with that specific geographic economy. By the end of the course, you will have constructed a file of materials and analysis from which findings and recommendations could be officially presented to the leadership of that

community for their consideration. In other words, the efforts you put forth in this class are far more than just completing the course and receiving a favorable grade; the effort should also result in a tangible professional contribution to your *community of focus*.

Required Texts:

- Community Economics: Linking Theory and Practice, 2nd Edition, Ron Shaffer, Steve Deller, and Dave Marcoviller, Blackwell Publishing, 2004. (NOTED as SDM in reading assignment list)
- Introduction to Community Development: Theory, Practice and Service-Learning, Jerry Robinson and Gary Green Editors, Sage Publications, 2011 (NOTED as RG in reading assignment list).
- Items to download from Internet:
 - o Community Economic Analysis: A How to Manual
ncrcrd.msu.edu/uploads/files/133/ncrcrd-rrd186-print.pdf
 - o Toward a Sustainable Community: A Toolkit for Local Government
http://www4.uwm.edu/shwec/publications/cabinet/reductionreuse/SustainabilityToolkit.pdf
- Other readings will be assigned.

Required Technology:

- Windows 7 and newer (users on Windows 10 need to download the [Windows 10 Anniversary Update](#) to submit Canvas assignments)
- Mac OSX 10.6 and newer
- Linux - chromeOS

Course Requirements and Performance Measures:

Assignments are due on the date indicated. Assignments and projects are expected in on the due date. Late assignments and projects will have 10% per day deducted up to five days late. After five days, an assignment or project will be accepted and marked with 50% deduction.

The grading for the course will be based on:

Self-studies/Assignments	40%
Discussion Board engagement/contribution	25%
Individual Project	25%
Quiz	10%

Letter grades are assigned along the following scale: A=90-100; B=80-89; C=70-79; D=60-69; F=below 60.

Graded Activities:

Self-Study Exercises and Assignments:

These are designed for the student to understand economic concepts and then apply material from the modules to real-life and personal scenarios. These exercises are required for most modules. They will be due no later than 11:59pm Wednesday - at the end of the module week. Please submit the exercises electronically either through emailing the facilitator, or using the digital drop box. Be sure to label each email/assignment specifically to avoid confusion (for example, 'John Smith Self-Study Exercise #1'). Some exercises will

require students who are focusing on communities abroad to choose an American community in order to be completed.

Discussion Board: For each discussion topic, you should post at least one original comment (based in analysis, course material, outside readings, etc) and respond to your classmates' comments and questions. Interaction among students in a thoughtful and encouraging way is highly recommended. It has to be meaningful response (e.g. "good posting" or something like that will not help your grades). I won't necessarily hop into every discussion, as past practice has demonstrated that to derail or limit student openness and contributions. But I will be following the discussion, and will provide individual/group feedbacks on your contributions with other comments, or any time you request. I recommend that you log on to the course web site at least three times a week to check for course announcements or updates and to participate in course activities and discussions. The quality and quantity of discussion forum entries will be monitored. Students should begin dialogues and discussions no later than Saturday, so that ample time is available for good discussion/interaction.

Quiz: an open-book quiz will be given by Week 10. It is composed by multiple choices and true or false questions covering all the material since the beginning of the course. Be sure that you are prepared to take the quiz, that you have completed any necessary studying, have any necessary books or resources, and that you have sufficient time to complete the quiz. My recommendation is that you follow the class schedule and read the reading assignments for each module; (2) work through the study-questions (located at the end of each chapter in the Shaffer textbook; and (3) read the lecture notes.

Individual Research Project:

Application of theory, concepts, and tools of analysis is a vital component of this learning experience. Consequently, 25% of the overall grade is based on the individual research project focusing on your specific community of focus.

We encourage you to begin working on this requirement right away. As a first step, you will be expected to interact with community people (officials, leaders, and citizens) asking them this question: "How can I, as a graduate student intern, make a contribution to this community by carrying out a specific research assignment?" In other words, we want you to enter into some depth dialogue with the stakeholders and, with their input, develop a relevant and "doable" research assignment. **The focus should be an economically related issue**, which is sufficiently broad enough to accommodate a wide range of possible specific project ideas. It should also build on and incorporate the file of information and specific analysis assignments you will be doing over the coming weeks as part of most of the modules. We hope you will initiate this dialogue within the first few weeks of the course.

Further details on the project will be provided. The final paper is to be a professional-quality document (or documents including power-point presentations, etc.) that will be presented to the community leadership for consideration.

The time commitment for this course, I'm sure, is of some concern. We will expect students to allocate the time blocks each week to stay with the flow. I would suggest at least five hours per

week would need to be spent in this learning experience. Some of the modules will take more time than others; so we would ask you to be flexible and, at times, invest even more of your time in it. However, I am fully aware of the fact that we all “have a life” beyond this course; and so we’ll try to pace it at a challenging but reasonable fashion.

Academic integrity: Plagiarism or any other form of cheating in examinations, term tests or academic work is subject to serious academic penalty. Cheating in examinations or tests may take the form of copying from another student or bringing unauthorized materials into the exam room. Exam cheating can also include exam impersonation. A student found guilty of contributing to cheating in examinations or term assignments is also subject to serious academic penalty. Students are expected to adhere to guidelines concerning academic dishonesty outlined in Section 4.2 of University’s Student Code of Conduct (<http://stuafs.unl.edu/ja/code/>). Students are encouraged to contact the instructor for clarification of these guidelines if they have questions or concerns.

Special Accommodations: Any student who may require an accommodation under the provisions of the Americans with Disabilities Act should contact the course instructor in this matter as soon as possible and no later than the end of the first week of classes.

Non-Discrimination Statement: The University of Nebraska–Lincoln is a public university committed to providing a quality education to a diverse student body. It is the policy of the University of Nebraska–Lincoln not to discriminate based on gender, age, disability, race, color, religion, marital status, veteran’s status, national or ethnic origin, or sexual orientation. This policy is applicable to all University administered programs including educational programs, financial aid, admission policies and employment policies. This policy is enacted in accordance with University of Nebraska Regent’s policy and with various federal and state discrimination laws including Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Inquiries regarding discrimination issues may be directed to the Office of Equity, Access, and Diversity Programs, 128 Canfield Administration Building (402) 472-3417. You may also contact entities such as the Nebraska Equal Opportunity Commission and the Department of Education, Civil Rights Division.

Course Overview: more detailed information will be posted weekly in Canvas

Module 1: Defining Community and Community Economic Development Concepts

Readings: Beginning of Ch. 1 (pp.2-8) and Ch. 12 (pp. 202-210) from the Shaffer text and Chapter 1 and 11 from Robinson and Green text.

Discussion Board:

- Which is more important in defining community: geography/place or social interaction?
- How can social capital be built and strengthened in a community resistant to change and community development? (a great place to share some success stories with your peers).

Self-study exercise:

Use the USDA Economic Research Service website at:

<http://www.ers.usda.gov/data-products/county-typology-codes.aspx>

Here you will find the typology codes and their definitions for all the counties in the U.S. Download the County Typology Codes and select the information for the county(ies) of your community or region, hereafter referred to as your community of focus.

In addition, use the ERS website at <http://www.ers.usda.gov/data-products/rural-urban-continuum-codes.aspx>, to find the rural-urban continuum code, description, and population of your community of focus.

Once you are finished, post your community of focus classification data to the discussion board where we can compare our communities. Please also comment on your personal assessment about the accuracy of the data. Does this paint a fair picture of your county? Does it give a general context of your area/community that can be valuable to assess options? Feel free to look at your surrounding counties and regions and explore other features of the ERS website as well.

Module 2: Economic Fundamentals in Development

Readings: Read the remainder of Ch. 1 (pp.8-19) from the Shaffer, Deller, and Marcouiller text. Also read the two assigned articles:

#1 –Southern Growth Policies 2010 Report, “The Road to Recovery is named Mainstreet”

<http://www.southarts.org/wp-content/uploads/SGPB-The-Road-to-Recovery-2010-Report-on-the-Future-of-the-South.pdf>

#2 –Rural America at a Glance, 2015 Edition, ERS, USDA

<http://ers.usda.gov/publications/eib-economic-information-bulletin/eib-145.aspx>

Discussion Board:

Article #1: The Road to Recovery is Mainstreet

- What is the core message of this article?
- Of the five key approaches (themes) which the authors identify as needed steps that communities need to take which one(s) do you see as most critical and why?
- Are these approaches appropriate for your community of focus? Why or why not?

Article #2: Rural America at a Glance, 2015 Edition, ERS, USDA

- What is the relative status of rural America verses metro America in these times pos-recession?

Self-Study Exercise (using the drop-box):

1. Identify in your community specific examples of economies of size impacting it. Discuss both positive and negative impacts.
2. What forces associated with agglomeration economies do you see at work in your community and how have they impacted from the standpoint of economic development?
4. What, if any, critical mass and economic threshold points are being approached by your community (in either growth or decline)?
- 4 Finally, what niche economies are you seeing as opportunities for your community’s economy in the future?
5. Begin making contact and discussing with people in your community-of-focus a research project you could conduct for this course that would be of value to your community.

Don’t forget Project Proposal due by the end of week 4.

Please download the pdf. File: “Community Economic Analysis: A How to Manual”
ncrcrd.msu.edu/uploads/files/133/ncrcrd-rrd186-print.pdf. It covers many of the measurement and analysis tools that we will see in the next modules and could be used for your final project.

Module 3: Economic Growth Theories

Readings: Ch. 2 (pp.20-37) from the Shaffer, Deller, and Marcouiller text

Download and do a quick read of: "Wealth, Income, and Power" by G. William Domhoff on Who Rules America.net. The link is <http://www2.ucsc.edu/whorulesamerica/power/wealth.html>

Discussion Board: 1. In the context of your own community of focus and regional economy, identify the theory (or parts thereof if more than one) that you believe best describes its initial development and its history up to the present time. Briefly explain your reasoning.

2. Now, given your observations in response to Question 1, how do you see the future of your community playing out in terms of economic forces at play? Identify aspects that may be totally exogenous to the community and others for which local stakeholders can influence and direct for more positive economic outcomes.

Self-Study Exercise

- Find an income series for your county/region or community which breaks down into income classes/range then, load a Gini coefficient calculation and attempt to compute the Gini ratio and plot the Lorenz curve. For example, you may want to use the calculator provided by: www.wessa.net/co.wasp. Discuss your findings.

Or, alternatively, you could consult <http://www.richblockspoorblocks.com/> Take the time to zoom back out and look at not just your neighborhood but also at surrounding neighborhoods, your city, your county and your state. What do you see? Are you surprised by what you see? Discuss your findings.

Don't forget Project Proposal due by the end of next week.

By next week you should submit your individual research project proposal for this course. This is the *service-learning* component where you will be able to apply concepts and tools to a real-world situation. Hopefully, you have already given some thought to this and have visited with local officials and others as to a useful (and doable) research effort.

Whatever the topic proposal, we would expect there to be some economic aspect for which appropriate economic analysis could be done. Note in the course syllabus under Readings the need to download from Internet: “Community Economic Analysis: A How to Manual”. This piece covers key tools quite nicely; including how to apply them (you may find this real valuable in developing your proposal).

Module 4: Technology, Innovation, Entrepreneurship, and Financial Capital Markets

Readings: Read Ch. 8 (pp.141-152) and Ch. 7 (pp.123 - 140) from the Shaffer, Deller, and Marcouiller text. Also read Ch. 1 of Robinson and Green (with particular attention to pp. 4-7 which details nicely the role of service learning).

We strongly encourage you to check out the RUPRI Center for Rural Entrepreneurship on Internet. It has a wealth of information and resources that may be very applicable to your CD interest areas. For example, the downloadable report, "Innovative Approaches to Entrepreneurial

Development: Cases from the Northwest" is an excellent reference for understanding community entrepreneurship from a systems approach.

If you have not done yet, please download the pdf. File: "Community Economic Analysis: A How to Manual" ncrcrd.msu.edu/uploads/files/133/ncrcrd-rrd186-print.pdf. It covers many of the measurement and analysis tools that we will see in the next modules and could be used for your final project.

Discussion Board

- Why might larger urban areas have a comparative advantage over small rural areas? How can rural areas make up for this?
- Frequently, the community's financial capital base such as the local bank(s), are apprehensive to providing capital for new ventures in smaller communities, especially those lacking appropriate information, or ventures perceived as high risk, uncertain, and non-traditional. What is at the root of these problems? How do we alleviate or possibly bypass these stumbling blocks?

Submit your research project proposal and the progress made up to this point (use Drop Box link).

Module 5: A Community Market Concept

Readings

1. Read the beginning of Ch. 4 (pp.59-66) and pp. 269-271 of Chapter 14 from the Shaffer, Deller, and Marcouiller text. Also, check out the U.S. Census Bureau's QWI (Quarterly Workforce Indicator) tool which provides considerable detail down to county levels. The site is <http://qwiexplorer.ces.census.gov/#x=0&g=0>

Discussion Board:

For many Americans today, the Great Recession (2008) is nothing more than the distant shadow of a troubled economic past. Some cities bounced back due to lucrative industries that helped them rebuild or stay afloat through the crisis. However, the effects of the recession still persists in various parts of the U.S. Left behind in recovery, these already struggling economies are bound to sustain the collateral effects of recession: an increase in crime rates, a decline in school quality and the collapse of local administrations, for instance. In the private sector, property values decline and businesses shut down. It is also worth to mention here the increased vulnerability to global economic shocks from national defaults, currency-exchange rate movements, global demand shifts, etc.. Within these variety of economic scenarios the whole idea of *Export Base Theory* takes on a new importance in understanding what might be happening in local/regional economies. Among the various sectors of any economy there can be winners (expanded economic activity) and losers (contraction and economic base theory in reverse).

So, for your own community-of-interest:

- Reflect and report on some of the more predominant *basic industries* and how they have fared over the recent years of recession and recovery. What is happening in terms of employment levels, payroll, tax collections, etc.?
- One useful diagnostic tool that could be of possible value here is the Location Quotient (L.Q.). As described in pp. 269-271 of your text, location quotients indicate if a particular sector in the

local economy is meeting local needs (self-sufficiency) only or is in fact larger and therefore suggesting export (or economic-base) activity. We suggest you become familiar with this tool and with the NAICS (North American Industrial Classification System) economic sectors. To do this, go to the U.S. Department of Labor, Bureau of Labor Statistics' website and access their Location Quotient Calculator (under Data Tools tab on their site). You can investigate down to the county level what sectors may be indicators of export industries (when $L.Q.>1$).

- Note possible differences across the sectors and the associated multiplier effects of either expansion or contraction of a basic industry. How does the economy fare?
- In the context of your particular community, does the level of *economic diversity* of your basic industries seem to help or hinder the resiliency of your area.

A single post of your overview should be quite adequate. Please try to post your responses as early in the week as your schedule permits so that we all can get a sense of differences and patterns showing up. Then, have some good, spirited follow-up discussion about them.

Module 6:

Readings: Read the rest of Ch. 4 (pp.66-78) and Ch. 14 (pp.259-281) from the Shaffer, Deller, and Marcouiller text. Also, I would urge you to read Ch. 17 of the Robinson, Green Text which provides a rich perspective of global dynamics in community development whether it be in Africa or the U.S.

If you haven't already downloaded the following pdf file, now's the time to do so. It covers many of the measurement and analysis tools we're now talking about. "Community Economic Analysis: A How to Manual"- ncrcrd.msu.edu/uploads/files/133/ncrcrd-rrd186-print.pdf

Self-study Exercise (Use drop-box)

Using 2012 or 2007 Economic Census (2012 has not been entirely released yet - <http://www.census.gov/econ/index.html>) or more current population numbers for state and sub-state area (the metro statistical area or county) (several states have retail data series) for your community of focus calculate:

1) Trade area capture (TAC) for your selected sub-state area of focus for both:

- a) Total retail volume
- b) A selected sub-set of trade of your choice

2) Retail Pull Factor of sub-state area for both:

- a) Total retail volume
- b) The selected sub-set of trade

(NOTE: For those of you concentrating on an international development with a community outside the U.S., you will probably need to choose a U.S. county and/or community for this exercise).

Then, once you have completed the calculations, briefly summarize your interpretation of the results and comment on how they may (or may not) reflect what can be observed from more casual observation of retailing patterns now and into the future.

Module 7: Labor Market Dynamics

Readings: Read Ch. 6 (pp.102-122) from the Shaffer, Deller, and Marcouiller text. Material from this module will also come from Ch. 14 on descriptive tools.

Discussion Board:

Human capital theory suggests a direct link between education and productivity that leads to differences in earnings. In today's economic situation of what has been referred to as a "jobless recovery," there seems to be structural issues involved as well as cyclical elements. Referring back to our downloaded reading from week 2, "The Road to Recovery is Main-street," how do you see the idea of workforce retraining, education and career-path programs impacting your economic region?

Self-study Exercise

Suppose that your state's economic development task force wants to identify which sectors/industries would most likely benefit from aggressive state recruitment efforts and investment initiatives. The task force has directed this request to the state's Economic Development agency and has asked for this information by the close of business the following day—if not sooner. Discuss why Shift-share analysis could be the analytical method indicated in this case. What are the state's leading and lagging industries? Discuss the results. For this example use the period of 2003-2008 and the shift-share calculator developed by the University of Georgia:

Module 8: Spatial and Location Economics

Readings: Read Ch. 3 (pp.38-58) from the Shaffer, Deller, and Marcouiller text.

Discussion Board:

A community can influence some location decisions. Which ones? How might the community exert that influence?

Self-Study Exercise:

Take some time to reflect and write a short piece on how spatial and location economics relates specifically to your community of interest and/or your term project. NOTE: Please post this on the discussion board this time instead of the drop box so class members can share one another's perspectives. In your response, you may want to particularly address two aspects:

- a. Using the Webber Triangle concept, consider how individual households' locational preferences might be impacted by three critical (place) variables: work, live, play. In short, is the ultimate household location decision a form of triangulation of these factors that decides the specific spatial location?
- b. Consider what locational and transportational aspects of your community of interest are particular advantages or disadvantages. And put a futuristic spin on your reflections—recognizing the potential impact of the decreasing costs of transportation (gas) may have on special decisions regard commerce and lifestyle ten to twenty years from now.

Module 9 - Impact Analysis**Readings**

1. Read Ch. 15 (pp.282-301) from the Shaffer, Deller, and Marcouiller text.
2. We suggest you also go online and quickly review any recent economic impact studies of your state or economic region. Usually these will be based on the nationally known IMPLAN model and could be useful to understanding/using I-O better. One study you

could review is one regarding The Economic Impact of Nebraska's Agricultural Production Complex. Go to: <http://agecon.unl.edu/agimpact>

Self-Study Exercise (drop box)

An investor group has recently announced plans to build a wind farm facility in your economic region. What information would you need in order to estimate the local economic impacts of this facility? What facility attributes would enhance local economic benefits? You may want to access internet information on C-BED (Community Based Energy Development) as well as resources from Union of Concerned Scientists as you think about this scenario.

Module 10: Public Infrastructure, Goods and Services, and Policy

Readings: Read Ch. 10 (pp.167-183), and Ch. 12 (pp.202-223) from the Shaffer, Deller, and Marcouiller text. Also, read Ch. 14 from Robinson and Green text which expands on the concept of community health.

Discussion Board:

This week, address the issue of tax revenue sources and government involvement as it pertains to your particular research project for this course. In short, is this a problematic area? Why or why not? Complete a short essay of one to two pages of some depth reasoning and submit it in the drop box.

Quiz Evaluation

Module 11: Descriptive Tools of Community Economic Analysis

Readings: Read Chapter 14 (pp. 259-281) from Shaffer, Deller and Marcouiller text.

If you haven't already done so, download: [Community Economic Analysis: A How to Manual](#). Also, you can find a nice series of reports by googling search on [Understanding Economic Change in your Community](#) from Penn State.

Discussion Board:

- The old joke is that the definition of a consultant is someone who takes your watch and tells you what time it is – and then probably keeps your watch!! As you become more familiar with the various analysis tools do you see yourself moving along the continuum from someone who relies on a consultant to one who can function as a consultant? Do you see the economic data more accessible and the measurement tools more useable?
- Do you see economics as a discipline having some real-world applications that are largely intuitive and common-sense? In short, do you see yourself developing an “economic way of thinking?”

Self-study Exercise (drop-box)

Discuss an important economic data base and analytical tool you will be using in your term project. Discuss how you would present the analysis in tabular form as well as in appropriate graphics which, you believe, will have the greatest substantive and communicative effect in your final report. Remember, both time-series and cross-sectional (comparative) analysis using fairly simple tools can be quite useful.

Module 12: Building Sustainable Communities: A Systems Perspective

Readings (download):

- World on the Edge by Lester R. Brown, Chapter 1 pages 4-18
- 2008 State of the World, Chapter 2 pages 18-31 and Notes pages 216-219
- Earth in Mind by David W. Orr, Chapter 23, pages 185 – 203

The greening Economy, ch 14.

http://www.ase.tufts.edu/gdae/publications/textbooks/env_nat_res_economics.html

Discussion Board:

Okay, what do you think of the readings and notes? What do you see as realistic and as nonsense? More specifically, what actions(s) might be appropriate? Have at it!

Self-study exercise (drop-box): with reflections gained from this module, try to frame some implications you see forthcoming for your own "community of interest." Specifically, consider unsustainable aspects, sustainable aspects, and potential for positive change in the future.

Module 13: Community Economic and Economic Development in the Future

Readings: Read Chapter 17 from Schaffer, Deller, and Marcouiller text. And Chapter 16 of the Robinson and Green text.

Assignment:

As soon as it is complete, submit your PowerPoint® presentation to the Discussion board in Canvas for other class members to see/comment.

Post discussion board entries commenting on your fellow students' PowerPoints® as they are available.

Final Project report due on XX!

CDEV819: Community Action Strategies

Proposed for 2018-2019

University of Nebraska-Lincoln

1 Credit Hour

Instructors: Marilyn Schlake, Extension Educator and Dr. Daniela Mattos, Professor, Agricultural Economics

E-mail is preferred method of contact: mschlake1@unl.edu. Please allow 24 hours for a response during the work week.

Phone: 402.472.4138 / 402.472.1906

Meeting Time: This is a 5-week distance education graduate course proposed during the 2018-19 academic year (specific time TBA)

Lecture modules for the weekly topics will be posted on Canvas 48 hours prior to the online session (specific time TBA).

Learning Outcomes:

Upon completion of the course, the student will be able to:

1. Synthesize the principles and characteristics of Community Action Planning (CAP).
2. Compare and contrast participatory processes, evaluating strengths and limitations of processes and fit for community objectives.
3. Create a community action plan toolkit that allows for broad community discussion, decision-making and action.
4. Construct processes for measurement of indicators, accountability and long-term evaluation.

Course Focus:

The course is designed to provide a foundational understanding of community action planning. Participants will review and critique various community action planning processes, gaining an understanding of process advantages and limitations. Through case studies and discussions, participants will develop a skillset for community planning that clarifies what will be done and resources needed to accomplish the goals for long-term impacts.

Resources:

No textbook required.

Course materials will include articles from the Community Development Society Journal and Journal of Extension. Other case studies, materials from various web resources will be made available and will be posted electronically, through the online portal or through the library website.

Required Technology:

Operating Systems -

Windows 7 and newer (users on Windows 10 need to download the [Windows 10 Anniversary Update](#) to submit Canvas assignments)

- Mac OSX 10.6 and newer
- Linux – chrome OS

Mobile Operating System Native App Support -

- iOS 7 and newer (versions vary by device)
- Android 4.2 and newer

Inevitably, everyone experiences technical difficulties on occasion. If this happens, please contact me to make alternative arrangements. However, technical difficulties do not excuse you of course responsibilities. There are preventative steps that you can take to limit your risk (keep backups of your files in a safe place; email your files to yourself so that they then reside in another computer system).

Course Requirements and Performance Measures:

Assignments are due on the date indicated in Canvas. Assignments and projects are expected on the due date. Late assignments and projects will have 10% per day deducted up to five days late. After five days, an assignment or project will be accepted and marked with 50% deduction. Late Discussion Board threads or replies will not be accepted.

The grading for the course will be based on:

Discussion Board Participation	30%
Integrated Assignments	40%
Final Project	30%

Letter grades are assigned along the following scale:

A+=97	B+=87	C+= 77	D+=67
A =93	B =83	C =73	D= 63
A-=90	B-=80	C-=70	D- = 60

Graded Activities:

Discussion Board Participation:

Participation in the class discussions is important. This is a great way to explore, challenge and support ideas and applications.

- A substantive initial posting should be completed for each of the discussion topics. In addition, responding to the posts of at least two of your fellow peers for each discussion question is suggested, unless the discussion instructions state otherwise.
- As an instructor I will monitor the conversations. If there are specific questions, please email me directly. Late posts will not be graded.
- Checking the course website at least three times a week is advised for announcements and updates.

Integrated Assignments:

Designed as a way to understand concepts and then apply material to real life situations, these assignments integrate the class material, discussion board, small group exercises and web resources content. Assignments are due each week during the five week time period.

Submit the assignments electronically using Canvas (please do NOT submit them directly to the instructor’s email account).

Be sure to label each submitted assignment with your name, or group name, and the assignment number to avoid confusion (for example, ‘Jane Doe - Integrated Assignment #1’).

Final Project:

Application of community action principles and processes will be used to simulate a real-life situation in which the participant is asked to design and conduct a community action planning process. The project should explain steps taken to ensure broad community involvement, facilitation processes used to reach decisions, create actions and supportive follow-up for measuring impacts. Participants will be expected to submit a type written 8 - 10 page double-spaced report on the detailing their plan for community action.

If you have another project idea I am open to other suggestions but they must apply key concepts and learnings from the class discussion.

Course Outline:

Week 1	Introduction to community action planning, principles and characteristics	Lectures & readings on Canvas	Assignment #1 due last day of week 1
Week 2	Fundamentals of Action Planning	Lectures & readings on Canvas	Assignment #2 due last day of week 2
Week 3	Evaluating Action Planning Processes (small group activity)	Lectures & readings on Canvas	Assignment #3 due last day of week 3
Week 4	Long-term measurement, evaluation of progress	Lectures & readings on Canvas	Assignment #4 due last day of week 4

Week 5	Prepare a Community Action Plan for target group/activity	Lectures & readings on Canvas	Final Assignment due last day of week 5
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Academic integrity:

Plagiarism or any other form of cheating in examinations, term tests or academic work is subject to serious academic penalty. Cheating in examinations or tests may take the form of copying from another student or bringing unauthorized materials into the exam room. Exam cheating can also include exam impersonation. A student found guilty of contributing to cheating in examinations or term assignments is also subject to serious academic penalty.

Students are expected to adhere to guidelines concerning academic dishonesty outlined in Section [4.2 of University’s Student Code of Conduct \(http://stuafs.unl.edu/ja/code/\)](http://stuafs.unl.edu/ja/code/). Students are encouraged to contact the instructor for clarification of these guidelines if they have questions or concerns.

Special Accommodations:

Any student who may require an accommodation under the provisions of the Americans with Disabilities Act should contact the course instructor in this matter as soon as possible and no later than the end of the first week of classes.

Non-Discrimination Statement:

The University of Nebraska–Lincoln is a public university committed to providing a quality education to a diverse student body. It is the policy of the University of Nebraska–Lincoln not to discriminate based on gender, age, disability, race, color, religion, marital status, veteran’s status, national or ethnic origin, or sexual orientation. This policy is applicable to all University administered programs including educational programs, financial aid, admission policies and employment policies. This policy is enacted in accordance with University of Nebraska Regent’s policy and with various federal and state discrimination laws including Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Inquiries regarding discrimination issues may be directed to the Office of Equity, Access, and Diversity Programs, 128 Canfield Administration Building (402) 472-3417. You may also contact entities such as the Nebraska Equal Opportunity Commission and the Department of Education, Civil Rights Division.

CDEV 816: Nebraska Rural Government Law Fundamentals

Welcome to CDEV816 rural government law! This class will give you a practical introduction to county and rural community government in Nebraska. Topics include state law and local governments; local government functions; land use regulation and zoning; drinking water and wastewater regulation; and local government taxes and spending. While the class focuses on Nebraska rural government law, the issues raised are common to rural governments throughout the United States (except possibly Hawaii). For example, we will learn what local governments officials are in Nebraska and what their functions are. The official's titles may vary in other states (county register of deeds vs. county recorder of deeds, for example) but the functions will be very similar. Thus the course is relevant to students outside Nebraska as well as inside Nebraska.

Instructor: Professor Aiken. *Office:* 103D Filley Hall, University of Nebraska, Lincoln NE 68583-0922.
Email: daiken@unl.edu *Phone:* 402-472-1848. Please email if you have any questions at any time. I will try to respond to your email within 24 hours during the week.

Course procedures. All the lectures are on Canvas; all the reading and supplemental materials are on Canvas, and all the exams are taken on Canvas. There are no class meetings and there is no textbook.

Quiz/Exam preparation. My recommendation is that you follow the class schedule and (1) read the reading assignment (e.g. "Nebraska constitutional provisions regarding county and rural government") on Canvas; (2) read the lecture notes and look at the review/study questions on Canvas; (3) listen to the narrated powerpoints on Canvas; and (4) work through the review/study questions for each class topic.

Working out the review/study questions is worth the effort—your quiz and exam questions are taken directly from the chapter review questions. My recommendation is that you have all the review questions answered and available when you take your quizzes or exam. If you don't have the review questions worked out in advance, you likely will have difficulty completing the quiz or exam in the allowed time.

Exams. Four open-book quizzes will be given on Blackboard during the semester plus an open-book final exam. Quizzes and exams will both have an objective part and a short essay part. The final exam will be comprehensive. While the quizzes and exams are open-book, you should prepare for them as if they were closed book. If you prepare for the typical open-book exam you will not have enough time to complete the exam. Quizzes count 33% of your course grade; the final exam 33% and your research paper 33%.

Research paper. Students must prepare a 10 page double spaced research paper on a topic related to course topics proposed by the student and approved by Professor Aiken. The paper topic must be submitted by the end of week two, a detailed outline by the end of week three, and the completed paper by the end of week 5. Each day you are late for any of the deadlines (topic, outline, and paper submission) will cost you one percentage point from your honors paper final grade. More information regarding the research paper is in the syllabus folder in Canvas.

Grading policy. Semester grades are awarded as follows:

A+	96-100	B+	86-88	C+	76-78	D+	65-67	F	0-49
A	92-95	B	82-85	C	70-75	D	59-64	P	70-100
A-	89-91	B-	79-81	C-	68-69	D-	50-58	NP	0-69

Course Assignments. Assignments are to Canvas.

week of	lecture topics/course activity
week 1	course overview; state and local governments in Nebraska; constitutional provisions and enabling legislation. Students must complete quiz 1 by 11.59pm on the Sunday before week 2 [insert actual date].
week 2	local government functions: education, law enforcement, roads, health & safety regulation, elections. Paper topics are due Friday 5pm. Students must complete quiz 2 by 11.59pm on the Sunday before week 3 [insert actual date].
week 3	land use regulation and zoning; drinking water and wastewater regulation programs; natural resources districts. Paper outlines are due Friday 5pm. Students must complete quiz 3 by 11.59pm on the Sunday before week 4 [insert actual date].
week 4	local government finance overview: local government revenue and spending. Paper outline must be submitted by 5pm Friday. Students must complete quiz 4 by 11.59pm on the Sunday before week 5 [insert actual date].
week 5	state-local relationships; interlocal agreements. Research paper must be submitted by email PDF attachment by 5pm Friday. Final exam must be completed by 11.59pm on the first Sunday after week 5 [insert actual date].

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CDEV 817: Nebraska Rural Government Finance Fundamentals

Welcome to CDEV817 rural government finance! This class will give you a practical introduction to county and rural community government finance in Nebraska. Topics include: sources of Nebraska local government revenue and spending; a history of Nebraska property taxes; property tax assessment and collection; role of property taxes in Nebraska K-12 education funding; regional and national trends in K-12 education funding; Nebraska property tax relief programs and options; and Nebraska economic development incentive programs. While the class focuses on Nebraska rural government finance, the issues raised are common to rural governments throughout the United States (except possibly Hawaii). For example, we will learn what state and local revenue officials are in Nebraska and what their functions are. The official's titles may vary in other states (Nebraska Tax Equalization & Review Commission vs. state Board of Equalization, for example) but the functions will be very similar. Thus the course is relevant to students outside Nebraska as well as inside Nebraska.

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Email: daiken@unl.edu *Phone:* 402-472-1848. Please email if you have any questions at any time. I will try to respond to your email within 24 hours during the week.

Course procedures. All the lectures are on Canvas; all the reading and supplemental materials are on Canvas, and all the exams are taken on Canvas. There are no class meetings and there is no textbook.

Quiz/Exam preparation. My recommendation is that you follow the class schedule and (1) read the reading assignment (e.g. "Nebraska constitutional provisions regarding county and rural government") on Canvas; (2) read the lecture notes and look at the review/study questions on Canvas; (3) listen to the narrated powerpoints on Canvas; and (4) work through the review/study questions for each class topic.

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A-	89-91	B-	79-81	C-	68-69	D-	50-58	NP	0-69

Course Assignments. Assignments are to Canvas.

week of	lecture topics/course activity
week 1	course overview; sources of Nebraska local government revenue and spending. Students must complete quiz 1 by 11.59pm on the Sunday before week 2 [insert actual date].
week 2	history of Nebraska property taxes; property tax assessment and collection. Paper topics are due Friday 5pm. Students must complete quiz 2 by 11.59pm on the Sunday before week 3 [insert actual date].
week 3	role of property taxes in Nebraska K-12 education funding; regional and national trends in K-12 education funding. Paper outlines are due Friday 5pm. Students must complete quiz 3 by 11.59pm on the Sunday before week 4 [insert actual date].
week 4	Nebraska property tax relief programs and options. Paper outline must be submitted by 5pm Friday. Students must complete quiz 4 by 11.59pm on the Sunday before week 5 [insert actual date].
week 5	Nebraska economic development incentive programs. Research paper must be submitted by email PDF attachment by 5pm Friday. Final exam must be completed by 11.59pm on the first Sunday after week 5 [insert actual date].

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CDEV 894 - Capstone Project

University of Nebraska-Lincoln

3-6 Credit-Hours

Instructor: Dr. Daniela M. Mattos

E-mail is preferred method of contact: dmanhanimattos2@unl.edu

Phone: 402-472-1906

Course Location/ Times: Online. Questions can be e-mailed anytime. Please allow 24-48 hrs. for a response during the work week.

There are three mandatory online meetings at a date to be specified by the facilitator. In addition, facilitator can be reached anytime by email.

Course Overview:

The capstone project provides students with the opportunity to explore a problem or issue of particular interest related to Community Development and to address that problem or issue through focused study and applied research under the direction of a faculty member. The project should demonstrate the student's ability to synthesize and apply the knowledge and skills acquired in his/her program to real-world issues and problems.

Learning outcomes:

- Demonstrate knowledge gained throughout the certificate program and to apply that knowledge to community development issues.
- Produce a report that demonstrates critical thinking and exhibits a level of analysis appropriate to a graduate certificate degree.
- Demonstrate ability to communicate effectively.
- Provide information for program evaluation.

Capstone Project Pre-assignment and Requirements:

You are entering the final phase of your certificate program. The capstone process is the culmination of all of your work toward your certification.

Pre-assignment: Prior to attending your first online session, you will be responsible for completing an essential step in the process: selection of a research topic. This task, prior to your course, is essential to your success in the course. Do not take the assignment lightly. Your capstone facilitator will be guiding you and directing your project. You cannot proceed with your project until your facilitator has formally approved your topic. The Pre-assignment should be well thought out, as this assignment provides the material you will soon use to formalize your proposal.

The requirements of the capstone course are outlined below. Your facilitator will be able to answer specific questions that you have that may not be addressed in this syllabus.

I. Capstone Component Requirements:

1. Select Project Topic; Project Definition and Rationale
2. Concept Draft
3. Proposal
4. Research Activities and Summary
5. Implementation Phase
6. Project Documentation/Final written product
7. Formal Presentation: Your facilitator will specify whether this formal presentation will be made to your classmates, to a panel of interested parties, or to some other available group outside the class.
8. Closure/Capstone Evaluation. This is a requirement to complete the course and will be graded Pass/Fail. In it you will present a brief Self-Assessment/Reflection of your experience during the program.

II. Weight of components:

Component	Total Weight
Concept Draft	5%
Proposal	20%
<ul style="list-style-type: none"> • Research/Implementation of Project • Final Written Product 	50%
Formal Presentation	20%
Participation and Communication	5%

III. Schedule:

First Session Pre-Assignment	Concept Draft (Project Topic, Definition, Scope, Rationale)
By End of Week Two	Draft Proposal (Definition, Setting, Relevance and Rationale, Objectives, Methodology, Research Methods, Timetable)
By End of Week Three	Final and Formal Proposal Due
By Beginning of Week Four	Formal Approval of Project by Facilitator

Session Two Weeks Four-Twelve	Research Activities: literature review Implementation of Project Final Written Report
Session Three Week Thirteen	Formal Presentation

Required Technology:

- Windows 7 and newer (users on Windows 10 need to download the [Windows 10 Anniversary Update](#) to submit Canvas assignments)
- Mac OSX 10.6 and newer
- Linux - chromeOS

Inevitably, everyone experiences technical difficulties on occasion. If this happens to you, please contact me ASAP to make alternative arrangements. However, technical difficulties do not excuse you of your course responsibilities, and there are preventative steps that you can take to limit your risk. Please keep backups of your work files in a safe place.

Academic integrity

Plagiarism or any other form of cheating in examinations, term tests or academic work is subject to serious academic penalty. Cheating in examinations or tests may take the form of copying from another student or bringing unauthorized materials into the exam room. Exam cheating can also include exam impersonation.

A student found guilty of contributing to cheating in examinations or term assignments is also subject to serious academic penalty.

Students are expected to adhere to guidelines concerning academic dishonesty outlined in Section 4.2 of University's Student Code of Conduct (<http://stuafs.unl.edu/ja/code/>). Students are encouraged to contact the instructor for clarification of these guidelines if they have questions or concerns.

The Department of Agricultural Economics has a written policy defining academic dishonesty, the potential sanctions for incidents of academic dishonesty, and the appeal process for students facing potential sanctions. The Department also has a policy regarding potential appeals of final course grades.

These policies are available for review on the department's website (<http://agecon.unl.edu/undergraduate>).

Special needs

Students with disabilities are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TTY.

Information for emergency response

- Fire Alarm (or other evacuation): In the event of a fire alarm: Gather belongings (purse, keys, cellphone, N-Card, etc.) and use the nearest exit to leave the building. Do not use the elevators. After exiting, notify emergency personnel of the location of persons unable to exit the building. Do not return to building unless told to do so by emergency personnel.
- Tornado Warning: When sirens sound, move to the lowest interior area of building or designated shelter. Stay away from windows and stay near an inside wall when possible.
- Active Shooter:
 - Evacuate: if there is a safe escape path, leave belongings behind, keep hands visible and follow police officer instructions.
 - Hide out: If evacuation is impossible secure yourself in your space by turning out lights, closing blinds and barricading doors if possible.
 - Take action: As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter.
- UNL Alert: Notifications about serious incidents on campus are sent via text message, email, unl.edu website, and social media. For more information go to: <http://unlalert.unl.edu>. Additional Emergency Procedures can be found here: http://emergency.unl.edu/doc/Emergency_Procedures_Quicklist.pdf

TABLE 1: PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM
UNL Rural Economic and Community Vitality Graduate Certificate

	(FY2020) Year 1		(FY2021) Year 2		(FY2022) Year 3		(FY2023) Year 4		(FY2024) Year 5		Total
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	Cost
Personnel											
Faculty											\$0
Professional											
Graduate Assistants											
Support Staff											\$0
Benefits											\$0
Subtotal	0.0	\$0	0.0	\$0	0.0	\$0	0.0	\$0	0.0	\$0	\$0
Operating											
General Operating											\$0
Equipment											\$0
New or renovated space											\$0
Library/Information Resources											\$0
Other (marketing)		\$2,000		\$1,000		\$1,000		\$500		\$500	\$5,000
Subtotal		\$0		\$0		\$0		\$0		\$0	\$0
Total Expenses ¹		\$2,000		\$1,000		\$1,000		\$500		\$500	\$5,000

¹ No new faculty, staff, or additional expenses will be required.

TABLE 2: PROJECTED REVENUES - NEW INSTRUCTIONAL PROGRAM
UNL Rural Economic and Community Vitality Graduate Certificate

	(FY2019) Year 1	(FY2020) Year 2	(FY2021) Year 3	(FY2022) Year 4	(FY2023) Year 5	Total
	Reallocation of Existing Funds					
Required New Public Funds						\$0
1. State Funds						\$0
2. Local Tax Funds (community colleges)						\$0
Tuition and Fees ¹	\$21,390	\$34,224	\$51,336	\$64,170	\$85,560	\$256,680
Other Funding						\$0
Total Revenue	\$21,390	\$34,224	\$51,336	\$64,170	\$85,560	\$256,680

¹ Based on conservative projected enrollments of 5, 8, 12, 15 and 20 students for years 1-5, respectively; assuming a per credit hour tuition rate of \$356.50 and 12 credit hours per program. In-state and out-state tuition rates are assumed equal.

TO: The Board of Regents Addendum IX-A-4

Academic Affairs

MEETING DATE: March 29, 2019

SUBJECT: Discontinuance of the Master of Arts (MA) in Theatre degree in the School of the Arts in the College of Communication, Fine Arts and Media at the University of Nebraska at Omaha (UNO)

RECOMMENDED ACTION: Approval is requested to discontinue the Master of Arts in Theatre degree in the School of the Arts in the College of Communication, Fine Arts and Media at UNO

PREVIOUS ACTION: The (Master of Arts) MA in Theatre at UNO was established prior to modern records of Board approvals.

EXPLANATION: The Master of Arts in Theatre degree has consistently had low enrollment and is unlikely to reach Coordinating Commission for Postsecondary Education expectations of at least five degree graduates each year. Remaining students will be able to complete their degree programs. The Theatre faculty, therefore, intend to maintain and strengthen their focus on the undergraduate major.

This proposal has been reviewed by the Council of Academic Officers; it also has been reviewed and recommended for approval by the Academic Affairs Committee.

PROGRAM SAVINGS: \$49,768 projected savings

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

Jeffrey Gold, Chancellor
University of Nebraska at Omaha

RECOMMENDED: 
Susan M. Fritz
Executive Vice President and Provost

DATE: February 7, 2019

TO: The Board of Regents Addendum IX-A-5

Academic Affairs

MEETING DATE: March 29, 2019

SUBJECT: Creation of the Bachelor of Arts (BA) and Bachelor of Science (BS) degrees in Medical Humanities in the College of Arts and Sciences in collaboration with the College of Communication, Fine Arts and Media at the University of Nebraska at Omaha (UNO)

RECOMMENDED ACTION: Approval is requested to create the Bachelor of Arts and Bachelor of Science degrees in Medical Humanities in the College of Arts and Sciences in collaboration with the College of Communication, Fine Arts and Media at UNO

PREVIOUS ACTION: None

EXPLANATION: The proposed UNO Bachelor of Arts and Bachelor of Science in Medical Humanities would be the first undergraduate medical humanities degree program in Nebraska. This program is designed to educate students with an interest and intent to pursue post-graduate education or employment in the growing field of healthcare. Medical Humanities is an interdisciplinary field that explores issues including health disparities, medical ethics, art/music therapies and engagement, health communication, compassion fatigue/empathy to the provider-patient-caregiver relationship, spirituality and wellness, and the interactions between health practices and society.

Medical humanities programs originated in medical schools, and much of the focus at the undergraduate level historically centered on pre-med student impact. However, interest in medical humanities education is increasingly widening beyond pre-medical and medical education to include other health professions. Students completing baccalaureate programs in medical humanities demonstrate equivalent Medical College Admission Test (MCAT) performance and equivalent academic, clinical and research performance in medical school, and post-medical school compared to a traditional pre-med science major. In addition, students from a medical humanities background are more highly rated in community service on the Medical Student Performance Evaluation (MSPE) and are more likely to choose residencies in primary care or psychiatry, both of which are needed for the Nebraska workforce.

UNO has a fast-growing minor in medical humanities and the increased synergistic cooperation and interaction of UNO and UNMC faculty makes this an opportune time to move forward with a major in medical humanities.

This proposal has been reviewed by the Council of Academic Officers; it also has been reviewed and recommended for approval by the Academic Affairs Committee.


PROGRAM COST: \$11,090 for Year 1; \$111,100 over five years

SOURCE OF FUNDS: Tuition and fees

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

Jeffrey Gold, Chancellor
University of Nebraska at Omaha

RECOMMENDED:



Susan M. Fritz
Executive Vice President and Provost

DATE: February 7, 2019

Proposal for BS and BA in Medical Humanities

- Proposed by: The University of Nebraska at Omaha
- (UNO) Proposed Program: Medical Humanities
- Proposed Degree: Bachelor of Arts/Bachelor of Sciences
- Other Programs in this field at UNO: Minor in Medical Humanities
- CIP code: 51.3306
- Administrative units: College of Arts and Sciences (in collaboration with the College of Communication, Fine Arts and Media)
- Proposed delivery site: University of Nebraska at Omaha, Omaha, NE
- Proposed delivery method: Campus at the University of Nebraska at Omaha Date
- Approved by the Governing Board: TBD
- Proposed Date the Program will be initiated: August 2019

1. Description and Purpose of the Proposed Program

The University of Nebraska at Omaha (UNO) proposes establishing the first undergraduate medical humanities major programs in the state of Nebraska to educate students with an interest and intent to pursue post-graduate education or employment in the growing field of healthcare. Medical Humanities complements the health sciences, and encompasses the humanities, social sciences and the arts. Medical Humanities is an interdisciplinary field that explores, from multiple perspectives, connections between humans, cultures, humanities, arts, medicine, and allied health sciences. This holistic approach benefits a wide-range of health professions.

Within this broad framework, issues studied include health disparities, medical ethics, art/music therapies and engagement, health communication, compassion fatigue/empathy to the provider-patient-caregiver relationship, spirituality and wellness, the interactions between health practices and conceptions of personhood, gender, and community, healing and medicine across cultures, and the nature of suffering and models of wellness. An education with a humanities perspective on health and medicine shapes individuals to think critically, compassionately and knowledgeably about the human condition, appreciate and respect diverse communities, and develop reflective and resilient habits of the mind.

In 2015, Dr. Michele Desmarais led the effort to create an interdisciplinary minor program in Medical Humanities in the College of Arts and Sciences at UNO. The same year, the MCAT added two new sections to test social science and humanities knowledge of students seeking admission to medical school. The change occurred in recognition of the increasing importance for pre-health professions students to understand the social foundations of health and disease. This shifted the need for education in these areas to begin during undergraduate education, rather than exclusively as part of post-graduate training. Indeed, medical and health humanities

programs are growing rapidly at the undergraduate level, increasing from 14 to 58 between 2000 and 2016 in the U.S. and globally. This is occurring for two reasons: First, they focus “on health and healthcare delivery in their cultural, historical, aesthetic, and political contexts”, and second, they “complement efforts of health professions schools to recruit students who are patient-centered, ethically intelligent, skilled in communication, and competent with diverse populations” (Berry, Jones and Lamb, 2017). In an August 2017 article in *American Association of Medical Colleges News* reinforced the last point: “As science and medicine continually change, there has been a growing recognition that studying the arts and humanities may help learners develop qualities such as professionalism, self-awareness, and communication skills that are increasingly important for physicians” and they help students “form deeper connections with patients, maintain joy in medicine, and develop empathy and resiliency” (Mann, 2017).

Health care professionals with higher levels of empathy have increased patient engagement and diagnoses that are more accurate. However, declines in empathy are common as students move through training in health professions (Nunes et al., 2011) and in multiple health professions low levels of empathy may put health professions students and professionals at a higher risk for burnout (Harscher et al., 2017; Williams et al. 2017). Burnout is common in medical students and the experience often persists into residency (Hester and Tsai, 2018). Moreover, burnout in physicians contributes higher rates of employment turnover, substance use, depression and suicide and burned- out clinicians tend to have less satisfied patients and report an increased rate of medical errors (Wright and Katz 2018). Medical humanities undergraduate coursework offers future healthcare providers with a solid foundation that may “help buttress empathy,” as well as improve communication skills and “deepen understandings of ethics and ameliorate burnout” (Ofri, 2015:2, 2017).

Medical humanities programs originated in medical schools, and much of the focus at the undergraduate level historically centered on pre-med student impact. However, interest in medical humanities education is increasingly widening beyond pre-medical and medical education to include other health professions, such as occupational therapy, physical therapy, physician assistant, and dentistry (Brett-MacLean, et al., 2010; Grant and Gregory, 2017, Smith et al. 2000). Students completing Baccalaureate programs in medical humanities demonstrate equivalent MCAT performance (Stratton et al., 2003) and equivalent academic, clinical and research performance in medical school, and post-medical school compared to a traditional pre-med science major (Hall, Woods and Hanson, 2014). In addition, students from a medical humanities background are more highly rated in community service on the Medical Student Performance Evaluation (MSPE) and are more likely to choose residencies in primary care or psychiatry, both of which are needed for the Nebraska workforce (Muller and Kase, 2010; Hall, Woods and Hanson, 2014).

The growth in undergraduate medical humanities programs across country reflects a trend to better prepare the next generation for employment in the health care sector by reconnecting them to the humanistic aspects of medicine to benefit patients, communities and themselves. The proposed program represents the only Baccalaureate degrees in medical humanities in the state of Nebraska. UNO has a fast-growing minor in medical humanities and the increased synergistic cooperation and interaction of UNO and UNMC faculty makes this an opportune time to move forward with a major in medical humanities.

Table 1: Medical Humanities Minor - Enrollment Trend

2015	3
2016	23
2017	43
2018	63

Since the creation of the medical humanities minor, the minor has grown from 3 students (in 2015) to 63 students in Fall 2018 (Office of Institutional Effectiveness, Census Data). The drastic increase in enrollments demonstrates the student demand for this program.

2. Program of Study

2a. Overview

The proposed Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) degrees will consist of 30 hours of course content in Medical Humanities courses. For the B.A., students must complete 16 credit hours of college work in one foreign language, American Sign Language, or equivalent. The B.S. degree requires a 15 credit hour cognate that supports the student's work within the major. An example of a cognate in Natural Sciences: Biology and Environmental Studies is listed below.

With the permission of the Director/Academic Advisor, B.S. or B.A. students may use up to 3 hours of coursework from the list of Complementary Courses to replace 3 hours in Blocks 1, 2, or 3, as long as they complete the other major requirements. This option allows students to explore areas of interest that overlap with Medical Humanities.

2b. Admission Requirements

Admission requirements for the BA/BS in Medical Humanities are the same as admission to the University of Nebraska at Omaha. Once students are admitted to the BA/BS in Medical Humanities they will be in the College of Arts & Sciences and will be required to maintain a cumulative college GPA of 2.5/4.0 scale and grades of C or better in the Medical Humanities core courses to remain in good standing in the College of Arts & Sciences.

2c. Major topics

The Major in Medical Humanities is intentionally flexible and interdisciplinary, reflecting both the needs of students and the nature of the field. The Medical Humanities major helps students increase their understanding of the nature of illness, health, wellness, healing, and medicine by exploring these topics in three blocks of classes that share a commonality of focus. To ensure cohesion, all majors take the introductory course, a Medical Humanities Commons course, which is an interdisciplinary examination of a single relevant topic (e.g. "Suffering" or "Compliance") and a Capstone course in Medical Humanities that includes a project integrating their chosen coursework with community engagement.

Block 1: Inclusivity & Diversity: Courses in this block allow students to explore how race, ethnicity, gender, sex, age, and income affect the experience of health, illness, and medicine. Demographically, the population of the United States is aging and diversifying and this affects who seeks health care and how they interact with the system. Poverty has an enormous impact on the health and well-being of individuals, communities, and populations. Students pursuing careers in health care will therefore benefit from a foundational understanding of these concepts and perspectives.

Block 2: Ethics, Religion & Culture: Courses in this block provide students with a foundation in the values, beliefs, and concepts that define how individuals and societies experience health, illness, disease, and medicine at a social and cultural level. It prepares students to confront ethical questions of meaning and value that arise in the context of medical research and practice. Spirituality and religion for many patients, practitioners, and communities are the heart of health care. Exploring cross-cultural perspectives on medical beliefs, practices, and systems encourages students to reflect on the diverse ways humans approach, experience and solve problems of health and health care delivery.

Block 3: Narrative Medicine, Communication & Fine Arts: Courses in this block allow students the opportunity to explore different ways of observing, communicating and understanding health, illness and healing. Narrative medicine encourages students to write, reflect, and find meaning in their own and others experiences with health and medicine. Literature introduces students to life situations associated with illness and disability in an intimate and intuitive way. Communication skills are essential for interprofessional teams, and working with clients and patients. Music, visual art, and drama courses encourage students to express and experience the human condition in unique ways, as well as improving listening, observation and communication skills.

2d. Courses and credit hours required

Requirements (30 hours) (Course in italics are proposed)

Core (12 hours)

*MHS1000***: *Introduction to Medical Humanities* (3)

MHS3000: *Medical Humanities Commons* (3)

MHS4900: *Capstone in Medical Humanities* (3)

Quantitative Literacy Requirement (3): MATH1530, PSCI2000, PSYC3130, SOC2130, PHIL2010

Blocks (18 hours): Blocks 1, 2, & 3 **MUST** include at **LEAST 12 hours** at the 3000-4000 level.
Block 3 MUST include at least 3 hours of CFAM coursework.

BLOCK 1: Inclusivity & Diversity (6 hours)

BLST3980: Special Topics: HIV and AIDS in Africa (3)

PSYC2500: Lifespan Psychology (3)

SOC3820: Medical Sociology (3)

SOC4700/HED4700: Women's Health and Issues of Diversity (3)

SOC4800: Health & Stratification (3)

SOC4830: Sociology of Mental Illness (3)

HED3070/GERO3070: Death and Dying (3)

GERO4550/WGST4550: Health Aspects of Aging (3)

BLOCK 2: Ethics, Religion & Culture (6 hours)

ANTH4230: Ethnomedicines of the Americas (3)
ANTH4240: Medical Anthropology (3)
ANTH4920/NAMS4920: Native American Health & Wellness (3)
GDRH3010: Folklore and Medicine (3)
HIST4470: History of American Medicine and Public Health (3)
PHIL2300: Human Values in Medicine (3)
RELI303: Shamanism (3)
PHIL3500: Myth, Medicine & Cosmology (3)
PHIL3500: Neuroethics (3)
RELI2500: Spirituality and Wellness (3)
RELI3500: Topics: Religion in Public Life (3)
RELI3500: Special Topics: Health, Religion & Human Rights (3)
RELI3500: Special Topics: Spirituality & Madness (3)
RELI3500: Special Topics: Compassion (3)

BLOCK 3: Narrative Medicine, Communication & Fine Arts (6 hours) (CFAM courses underlined)

ART2600: Survey of Comics (If MH related topic) (3)
ART3330: Art in Public Places, Theory and Practice: Public Health Focus (3)
CFAM1000*: Why the Arts Matter (3)
CMST1310*: Perspectives in Communication Studies (3)
CMST/SPCH4220: Health Communication (3)
ENGL3000: Literature & Medicine: Reading & Writing about Illness and Health (3)
ENGL4960: Bringing the War Home: American Veterans & Their Families (3)
ENGL/WGST4960: Writing Graphic Memoirs (if MH related topic)
ENGL4970: Writing about Sickness & Health (3)
MUS2740: Chamber Music: Sound Health (3)
MUS4660/8696: Health & Wellness for Musicians (3)
RELI3500: Special Topics: First Nations, Spirit in Culture (3)
THEA2310*: Acting I (3)
WRWS3500: Creative Writing in the Arts (3)

Complementary Courses

(B.A. or B.S. students may use up to 3 hours of coursework from this list to replace 3 hours in Blocks 1, 2, or 3 with advisor approval)

GERO/PSYC4460 Psych of Adult Development (3)
HED2850 Stress Management (1)
PSYC4440 Abnormal Psychology (3)
PHIL2030 Introduction to Ethics (3)
SOC4200 Sociology of the Body (3)
WGST/HED3080 Health Concepts of Sexual Development (3)

Cognate Courses for the BS Degree: Natural Sciences Example (15 hours)**Example of classes in Biology and Environmental Studies**

BIOL1060: Introduction to Medical Careers & Ethics (2)
BIOL1450*: Biology I (5)
BIOL1750: Biology II (5)
BIOL2060: The Art & Science of Medical Decisions (3)
BIOL2740: Human Physiology & Anatomy I (4)

BIOL2840: Human Physiology & Anatomy II (4)
BIOL/GERO3500: Biological Principles of Aging (3)
ENVN4320: Ecological Sustainability and Human Health (3)

*Meets general education requirement.

**Proposed for general education requirement in humanities and fine arts.

3. Faculty, Staff, and other Resources

3a. Faculty and administration

The current UNO minor in Medical Humanities curriculum is taught by faculty from four different colleges (Arts and Sciences; Communications, Fine Art, and Media; Public Affairs and Community Service; and Education). Medical Humanities has a large representation of departments and programs across campus including: Anthropology, Art History, Black Studies, Biology, Communication Studies, English, Environmental Studies, Gerontology, Goodrich Program, Health Education, Music, Philosophy, Psychology, Religious Studies, Sociology, Theater, Writer's Workshop, and Women and Gender Studies. The major program will build on this interdisciplinary foundation.

All faculty members developing approved courses for the Medical Humanities program have the documented support of their respective "home" departments and unit chairs for involvement in the program. This list is sufficient for teaching the coursework within the proposed major, as many of the courses also count towards other existing majors. Additional faculty in medical ethics and Industrial/Organizational Psychology have recently been added in the College of Arts and Sciences, and additional faculty have been requested by the School of the Arts. As enrollment increases, additional faculty, and staff may be recruited as needed. Moreover, because teaching for the program will affect a faculty member's teaching load and course offerings within the home department or unit some full-time faculty may require adjunct replacement in their home department or unit.

Faculty from UNMC with an interest in participating in the major and ability to rearrange their workload to teach undergraduates would be welcome to teach for the program. We envision developing greater interdisciplinary appeal by creating two categories of faculty participants in the Medical Humanities program: 1) Core Faculty will be individuals whose teaching, creative activity and research focus centrally in medical humanities, and 2) Faculty with interests in medical humanities as it intersects their own disciplinary pursuits would be invited to join as Affiliate Faculty. Current Core Faculty include: Michele Desmarais (Religious Studies), Paige Toller (Communication), Melissa Berke (Music), Jeremy Johnson (Art & Art History), Brigitte Ryalls (Psychology), Laura Grams (Philosophy), Paul Davis (Biology), Paul Williams (Religious Studies), Curtis Hutt (Religious Studies), Jay Irwin (Sociology), Timi Barone (Anthropology) and Steve Langan (English) and Regina Robbins (Health Promotion, UNMC).

We anticipate that one introductory-level course (MHS1000) and two additional upper-level courses (MHS3000 Medical Humanities Commons, MHS4900 Capstone in Medical Humanities) will be developed to support the degree. The introductory course would be established immediately, while the additional upper-level courses would be phased in as the Medical Humanities major matures.

These courses will be developed by existing faculty, and taught by existing faculty in the Medical Humanities program. Although no new faculty lines are needed to support the degree, it is anticipated that the degree will grow sufficiently in the coming years to support new faculty lines at some point in the future, derived from demonstrated student credit hour production and the successful graduation of majors.

Administration

The proposed degree will be administratively located within the College of Arts & Sciences, as the minor currently is. The program is managed by an executive committee with a program director, similar to other successful interdisciplinary majors at UNO. A faculty member from the core faculty acts as Director of the degree program. Currently, the office of the Director of Medical Humanities is housed in the Department of English, as this is the location of his academic appointment. The Executive Committee will consist of one faculty member representative from each discipline/program/unit teaching in the Medical Humanities program and an ex-officio representative from any UNMC discipline/ program participating in the Medical Humanities program. The executive committee will act in a consultative and administrative capacity to support the work of the Director and serve as a conduit between the Medical Humanities program and their home department/programs. The Director will handle the responsibilities of advising students and managing day-to-day operations of the degree, by core faculty, and by other student advisors of the participating departments. Existing staff support will come from reassigning time in the home department of the Director of the degree program.

3b. Additional physical facilities need

The interdisciplinary nature of the Medical Humanities major will minimize the need for additional physical facilities, as the participating departments and units arrange classroom space for their classes. All classrooms contain equipment and technology necessary for instruction. In addition, some of the courses are taught both in the classroom and online which allows for additional sections without requiring additional space. Currently, the interim Director and Academic Advisor for the minor in Medical Humanities are housed in departmental offices in Arts and Sciences Hall on UNO's Dodge Street Campus. The only physical facilities needed as the major program grows will be a permanent office space on the University of Nebraska at Omaha Campus to house the program and its administrative and support staff.

3c. Instructional equipment and informational resources

The program will require basic office equipment and supplies necessary to run the administration of the program from campus. Promotional materials will be developed in coordination with University Communications.

4. Evidence of Need and Demand

Need

As an area of employment, health care is experiencing rapid technological, structural, and economic changes in an attempt to lower costs and improve care. For example, as future health care professionals, students are more likely to work in interprofessional teams than in the past. In addition, the delivery of culturally and structurally competent patient centered care to a sicker, aging, and diversifying population requires educational preparation. For example, the American Academy of Medical Colleges core competencies represent skills, knowledge, and abilities

required to help students prepare for this demanding environment. These core competencies include understanding social and cultural influences on health, engaging in a culturally competent way, taking ethical responsibility, as well as mastering the skills of critical thinking, teamwork, and written and oral communication.

Moreover, the competencies include a need for entering medical students to be both resilient and adaptable in stressful and ambiguous situations (AAMC Core Competencies, n.d.). However, given these and other pressures it can be challenging for health care professionals to avoid burnout and compassion fatigue. In a study comparing physicians to a general U.S. sample, physician reports of burnout increased rapidly and satisfaction with work-life balance declined between 2011 and 2014, with over half of U.S. physicians reporting at least one burnout symptom (Shanafelt, et.al, 2015). The problem of burnout among health care professionals (physicians, nurses and others) is discussed in a National Academy of Medicine report as not only a problem for individuals and organizations, but also a potential threat to the delivery of patient care (Dyrbye et al., 2017).

Providing pre-health professions students with preparation in natural sciences *as well as* arts, humanities and social sciences, provides a solid foundation for the core competencies and may help reduce the risk of burnout and compassion fatigue in the next generation of health care professionals, including but not limited to physicians. Arts, humanities and medicine are "... disciplines which deal with perennial issues in or of human experience – pain, illness, suffering and mortality. Dynamic communication between humanities, arts and medicine can help to support the development of health practitioners, rendering them more adequately equipped to respond to social and ethical issues, and able to cross cultural barriers and promote social inclusion"(Staricoff, 2006: 119).

According to a 2017 report on health humanities Baccalaureate programs, medical and health humanities, Baccalaureate students are prepared for their postgraduate professions programs in a variety of ways: They are more likely to be leaders committed to service as it "...fosters prosocial choices among future providers of care." Moreover, students educated in similar programs are "...able to work effectively in healthcare teams and with a diverse patient population. Humanistic inquiry and skill building in Baccalaureate classrooms may prepare students for the social nuances of successful care. There is a higher tendency among premedical humanities students to demonstrate: empathy, skillful communication, patient-centered attitudes, decision-making for individualized patient care, enhanced ability to relate to others." Finally, there is evidence to suggest that students with undergraduate education in medical humanities are more likely to enter occupations in primary care fields, pediatrics, and psychiatry, suggesting that this may provide a way to address staff shortages in critical areas of care (Berry, Lamb, and Jones, 2017).

This program will appeal to students interested in careers in the humanities and in the health care industry broadly, an area of the economy that consistently ranks in the top ten for projected job growth through 2020. According to the Bureau of Labor Statistics, 10 of the top 20 fastest growing occupations in the U.S. are in the health care industry (<https://www.bls.gov/ooh/fastest-growing.htm>).

The minor has already attracted pre- medical, pre-physician assistant and pre-physical therapy students who have successfully matriculated into their respective professional training programs.

According to the Association of Schools of Allied Health Professions (ASAHP), the demand for allied health workers is expected to grow, with demand nearly twice as fast as the national economy, with an estimated 19.8 million jobs in this area in 2020.

Changing accreditation standards have resulted in an increasing percentage of these occupations requiring or recommending a bachelors degree, and there a projected increased need in Nebraska through 2026 (see Table 2).

2: Projected national & state growth in selected occupations with entry BA/BS that list compassion as important						
Occupation	2016 Employment (national)	Projected 2026 Employment (national)	Percent Increase	2016 Employment (Nebraska)	Projected 2026 (Nebraska)	Percent increase
Mental health counselor	260,200	320,500	23%	1,110	1,340	20.8%
Respiratory care therapist	130,200	160,700	23%	1,140	1,260	10.7%
Radiologic Technologist	241,700	272,000	13%	1,870	2,090	11.7%
Dietitians and medical nutritionists	68,000	77,900	15%	680	780	14.6%
Recreational Therapists	19,200	20,500	7%	240	260	9.1%

Moreover, according to the Bureau of Labor Statistics, all of the occupations listed in Table 2 (as well as others) have “compassion”, an area of focus in medical humanities, listed as an important quality of employment. For example, dietitians and medical nutritionists “must be caring and empathetic when helping clients address health and dietary issues and any related emotions” (Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Dietitians and Nutritionists, on the Internet at <https://www.bls.gov/ooh/healthcare/dietitians-and-nutritionists.htm> (visited *October 04, 2018*).

Students not planning to pursue postgraduate education or training for a specific health career are encouraged to consider employment in a non-profit organization focused on health issues. For example, Nebraska has local offices of many national nonprofits such as American Cancer Society, American Lung Association, March of Dimes, Susan G. Komen etc., as well as local organizations. According to the website *Independent Sector*, there were approximately twelve thousand nonprofit organizations in Nebraska at the end of 2016 (<https://independentsector.org/resource/state-profile-nebraska/>, retrieved October 1, 2018),

employing almost eighty thousand people. Students planning employment in the nonprofit sector will be strongly encouraged to consider the minor in nonprofit management to prepare them to lead and manage nonprofit organizations, including courses in fundraising, leadership, volunteer management and financial management.

Demand

UNO launched the Medical Humanities minor in the fall semester of 2015. Since the creation of the minor, enrollment has increased from three students in 2015 to 63 students in Fall 2018. This trend demonstrates the high demand for the medical humanities field. Anecdotally, advisors and faculty report Medical Humanities minors requesting the option of a major in Medical Humanities. A survey of Medical Humanities minors in Spring 2018 asked if current students would choose a Medical Humanities major if available. Approximately 57% responded affirmatively, with another 29% indicating possible interest. Currently, 67% of Medical Humanities minors have a major in either psychology or biology programs with the balance majoring in Sociology, Chemistry, Gerontology, Public Health, Black Studies, Religious Studies, Biomechanics, and Foreign Languages. The minor clearly appeals to pre-health professions students, with approximately 60% of all minors (past and present) pursuing pre-med, pre-physician assistant, pre-nursing, and pre-pharmacy plans of study.

Given the increased demand of the minor in Medical Humanities in the last three years, we anticipate that this will be a popular major. This would reflect the experience of other major programs in Medical Humanities across the country, as mentioned below. Based on the results of the survey of current minors, and the experience at other institutions, we conservatively estimate around a 20% growth each of the first five years (years 2-5 include previous year's students):

Year 1: 20 students

Year 2: 25 students

Year 3: 32 students

Year 4: 38 students

Year 5: 30 students (Please note that in year 5 the first cohort of 20 students would have graduated)

Five to ten students each year will provide a minimum number to make the program viable. Considerably more students are expected. Given that 33% of the Medical Humanities classes are available online currently, a possible avenue of growth would be to offer the major online.

Currently, there are no majors in Medical Humanities available online in the United States. Thus the program could conceivably grow faster than the conservative projection above.

The proposed major would appeal to both students in a pre-health professions plan of study and students with a broader interest in the humanistic aspects of health care. The 30 credit hour requirement and flexibility of course choice make the major very feasible for students pursuing pre-physician assistant, pre-physical therapy, pre-dentistry and pre-med plans. These characteristics also make it attractive as a second major for students in the departments and programs that comprise the curriculum. A major in Medical Humanities would complement, rather than replace, existing paths for UNO students interested in careers and employment in health care and in the humanities, by attracting students more interested in the humanistic aspects

of health care.

In their survey of colleges and universities with Medical Humanities major, minor or certificate programs, Lamb, Berry and Jones (2017) report that these are among the most popular options for their students, and are often fastest growing programs. For example, Baylor University reports approximately 200 majors in their program. Metzl and Petty (2017) note that demand for the Medical Humanities major at Vanderbilt rose from 172 in 2008 to over 300 in 2011. In 2013, Medical Humanities was the fastest growing major and by 2015, there were more than 500 undergraduate majors on a campus of 7000 students.

The major in Medical Humanities would be the first program of its kind in not only the state of Nebraska, but also the Great Plains region. The closest Medical Humanities major programs are in Wisconsin, Illinois, and Texas. The establishment of this major could attract students to UNO from throughout the region and contribute to enrollment growth at the University as a whole.

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5. Partnerships with Business

The proposed major in Medical Humanities will provide opportunities for students and faculty to engage in collaborative partnerships with both business and community organizations.

Discussions about medical humanities have occurred between representatives of UNO and the Bemis Center for Contemporary Arts, Blue Barn Theatre, Buffett Cancer Center Healing Arts Program, Cy Wakeman, Lutheran Family Services, Metro Omaha Medical Society, NOAH (North Omaha Area Health), Omaha Public Library, The Omaha Conservatory of Music, Opera Omaha, and Siena/Francis House. Additional interactions will occur between healthcare providers and health systems, such as Nebraska Methodist Health System and Nebraska Medicine, to provide a broad range of shadowing and experiential immersions. A variety of community and business leaders have also been involved in this conversation, including former Congressman Brad Ashford, Terry Ferguson, Carol Gendler, Ted Kooser, Michael Maroney, Paul Smith, and Michael Yanney.

6. Collaborations within the University of Nebraska

There are numerous connections and partnerships between UNO and UNMC. We also envision collaborations with the UNO Goldstein Center for Human Rights.

From the UNO Medical Humanities point of view, the primary current relationships are with UNMC's College of Allied Health Professions, College of Dentistry, Interprofessional Academy of Educators (IAE), College of Nursing, and College of Public Health. The proposed major would complement and enhance efforts in these colleges (and others) and at the IAE by exposing students to concepts earlier in their academic careers and enabling them to engage in a more thorough way should they choose to continue their academic work and training at UNMC.

7. Collaborations with Higher Education Institutions and Agencies External to the University

Many partnerships exist already between UNO and UNMC. However, medical humanities faculty have established contacts with colleagues throughout the nation. These include the ASBH (American Society for Bioethics and Humanities), Brown University, Columbia University, Maine Medical Center, Mayo Clinic, Medical College of Wisconsin, University of Iowa, and University of Oklahoma, Princeton University and Metro Community College.

8. Centrality to Role and Mission of the Institution

The proposed B.A. and B.S. in Medical Humanities is central to the University of Nebraska at Omaha's role and mission, and the proposed program will help support and accomplish UNO's mission and vision as outlined in the Strategic Plan. While the proposed programs are not the first of their kind on a national level, they are most certainly on the cutting edge locally and regionally and would bring UNO strong recognition as a leader for innovation, research, and creative scholarship. The proposed program will help UNO forge new and maintain existing connections and partnerships with UNMC as well as within the broader external community. The proposed degree programs in Medical Humanities promotes the mission of the University by striving to attain several objectives in the strategic plan:

Goal 1: Student-centeredness

Strategy 1.2 “Prepare students for academic success, careers, and professional responsibilities in an increasingly complex world.”

The Medical Humanities minor is one of the fastest growing programs in the College of Arts and Sciences and students currently in the program have indicated substantial interest in a major. In addition, the study of Medical Humanities at the undergraduate level provides students with a foundation that will aid them in succeeding in the increasingly complex health care sector.

Goal 2: Academic Excellence

Strategy 2.1 “Provide a strong core curriculum that ensures every UNO graduate possesses foundational academic skills, experiences the breadth of liberal education, and develops an appreciation for the diversity that exists in the nation and world.”

The Medical Humanities major provides students with breadth as it incorporates the natural sciences, social sciences, humanities, and fine arts in its program of study. The major requires coursework on inclusivity and diversity in the context of health, illness, and health care.

Strategy 2.4 “Identify, develop and support interdisciplinary/transdisciplinary academic priorities.”

The Medical Humanities major program is interdisciplinary in structure and scholarship. The curriculum reflects the interdisciplinary nature of this area of study, which will expose students to many viewpoints.

Strategy 2.5 “Develop and enhance applied and experiential learning opportunities.”

The Medical Humanities major program includes a capstone course that requires students to participate in a community engagement project relevant to their interdisciplinary coursework.

Goal 3: Community Engagement

Strategy 3.1 “Build new and strengthen existing connections with a broad range of community partners.”

The Medical Humanities major programs will build new connections and strengthen existing relationships between UNO humanities and social science faculty and programs to UNMC faculty and programs. The UNO-UNMC collaboration is strategic and allows both institutions to leverage each other’s expertise and resources – stressing the institutional priority of Medical Humanities.

9. Consistency with the University of Nebraska Strategic Framework

The proposed program in Medical Humanities will promote the University of Nebraska supports multiple objectives in the Strategic Planning Framework.

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

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.

There are no major programs offered in Medical Humanities in the Great Plains. Initiating this program provides an opportunity for UNO to be a regional leader in an innovative area of study.

Item 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.

b. To attract talent to the state, increase the number of nonresident students who enroll at the university.

The program would be the only one of its kind in the Great Plains region and will be attractive to students interested in future work in the health care industry.

h. Pursue excellence in educational attainment aligned with the long-term interests of the state.

A major in Medical Humanities supports the development of future health care workers that will be flexible and resilient in an evolving and complex area of employment.

10. Avoidance of Unnecessary Duplication

There are no bachelor degree programs in Medical Humanities in the State of Nebraska. Therefore, there is no duplication.

UNO offers a minor in Medical Humanities and UNL offers a minor in Humanities in Medicine. According to a 2017 survey by Hiram College Center for Literature and Medicine, the closest college or university program (public or private) with a major in Medical Humanities are Beloit College in Wisconsin, Benedictine University in Illinois and Northwestern University in Illinois. Thus, there is a clear regional niche that could be filled by the existence of a program at UNO, and such a program could attract students from contiguous states, in addition to those recruited from western Iowa and statewide in Nebraska. The letters of support (see attached) suggest that the Medical Humanities major would be welcome by UNO and UNMC faculty and programs.

11. Consistency with the Comprehensive Statewide Plan for Postsecondary Education

The Medical Humanities BA and BS degree programs match the statewide goals for education in the following ways:

Meeting the educational needs of students

These degrees are student-centered as they allow students flexibility to meet their educational goals by allowing choice within structured curriculum blocks, while maintaining academic rigor in core requirements.

Meeting the needs of the state

The degrees in Medical Humanities are for students with a broad interest in future employment in the health care industry, humanities, and arts. Program graduates will have a humanistic understanding of how health and illness affects lives of patients and health care workers at an individual, cultural, social, and societal level. This will enhance the quality of health care

delivery in the state.

Meeting needs through exemplary institutions

The proposed program enhances the mission of the University of Nebraska at Omaha, as it is interdisciplinary in structure and innovative in focus. There are no other majors in Medical Humanities in the Great Plains region, so it represents an opportunity to lead in this area.

Meeting educational needs through partnerships and collaborations

In the previous sections, numerous collaborations are noted. Moreover, the proposed program represents a potential new area of collaboration between UNO and UNMC in courses and content.

Dear colleagues:

My name is Apollo Stack and I am an alumnus of both the University of Nebraska Omaha and the University of Nebraska Medical Center. During my studies at these wonderful institutions I focused on the areas biology and medicine and earned Bachelor of Science and doctor of medicine degrees. However, in addition to my primary areas of study, I took more than the required amount of humanities courses as an undergraduate and am forever thankful for this. Through my friendship with Steve Langan I became aware of the development of a medical humanities major at UNO and I am writing to express my strongest possible support of this new program. It undoubtedly would have been my major or an additional major had the program existed when I was a student at the university.

The importance of the humanities in the development of the ethical and moral reasoning of the mind cannot be understated. It is through courses in philosophy, literature, language, history, art, and others that one is able to learn to think and understand that which is different. These were the courses that I took in college that helped me to expand my world view and incorporate the myriad of often diametrically opposed ideas. In these courses I learned how to see different shades of grey instead of black and white. Through studying the humanities I became able to relate with people that come from a multitude of walks of life.

Since college I have interacted and built rapport with tenured professors of cardiothoracic surgery at Massachusetts General Hospital and those who are barely able to speak a word of English and live in deleterious situations, whether that be here in Omaha or the slums of India. My training in the humanities is what allows me to visit India, Prague, Paris, Barcelona and Hong Kong and traverse these experiences with ease. As well as to absorb and take these cultural experiences with me as I move forward. That training allows me to communicate about the wealth of learning this has brought, and that communication may be through listening, speaking, writing and how to conduct myself; all of which are fundamental cornerstones of what the humanities teach.

As a resident physician, I see too many of my colleagues who lack a background in the humanities. Too many of them took the bare minimum of these courses. College was a means to an end for them, and it has shown glaringly as I see them interact with patients. They fail to understand that which is different from their background and often equate patients with academic exercises. Forgetting that these are human beings who require more than a formula to heal them. Sure, they may be able to write the prescription that is necessary. However, what if the patient doesn't understand how to take it? What if they have prejudices against the medical system or western medicine? These are two often problems encountered as a physician, and I could write about many more difficult situations that arise. What helps to address these dilemmas is a foundational training in the humanities.

So it is with this that I urge any person tasked with developing the young minds of future physicians to include a wealth of training in the humanities. A major in the medical humanities at the University of Nebraska at Omaha would put the institution that I am proud to call my alma mater at the forefront of medical education. Yet most importantly the program will undoubtedly develop better people who will make better future physicians that will ultimately improve the

quality of health care in the state of Nebraska and beyond. Because what there is a critical need for are human physicians not a physician who simply knows the science behind human disease.

Sincerely,

Apollo A. Stack, M.D.
Anesthesiology Resident, UNMC
University of Nebraska at Omaha Class of 2013
University of Nebraska Medical Center Class of 2018

August 28th, 2018

Amanda Wickert
2519 N 67 St
Omaha, NE 68104

Dear University of Nebraska Leadership,

I graduated from the University of Nebraska at Omaha in December 2017, with a Bachelor of Science in Biology and minors in Medical Humanities and Chemistry. I am currently applying to medical school while working as a pre-health academic advisor in UNO's own Health Careers Resource Center. Every day I use my previous experiences as an involved pre-health student to advise current pre-health students.

I initially chose to pursue a Medical Humanities minor, because I believed it would help me treat patients holistically, and to consider things from their perspective. I believe providing students with a Medical Humanities major option would benefit not only their future patients, but it would also benefit their health as future health care professionals.

For the last six years I have been a live-in caregiver to my grandfather. Caregiving is without a doubt the most difficult thing I have ever done in my life; a normal school and work week turns into an eighty-hour work week when you are taking care of an elderly individual with many health issues and dementia. My grandfather who was once my easy-going best friend grew to be impatient, unappreciative, and hostile at times. After a particularly hard year of illnesses and surgeries, I began to feel numb.

I enrolled in Steve Langan's Illness and Health Writing and Literature class. It was Steve and my peers who opened my mind to the idea that I was experiencing caregiver burnout. They never explicitly said it. However, I began to see that the numbness that I was experiencing wasn't due to weakness. Rather, it was a consequence of being overworked and having nowhere to creatively express the thoughts and emotions that I was working through.

In Steve's class, our final involved a creative project that expressed memories, emotions, and experiences through the humanities. I used the opportunity to write a piece about the paradox that caregiving was for me, and I shared it with my peers. After completing the project, the burnout that I felt was almost nonexistent. I truly believe the opportunity to express emotions in a creative way helped me process and understand the complexity of what I was feeling and thinking. Since writing that piece, I have continued to use the humanities to enjoy the good times and get through the difficult times.

As the baby boomer generation ages, health care professionals will be faced with an increased patient workload. We are already seeing increases in burnout and even suicide

among physicians. There are many theories as to why this exists. However, one thing we can do as educators is teach pre-health students how to process the complex emotions and thoughts they will encounter in health care using the humanities.

Lastly and most importantly, the Medical Humanities major would provide students with a solid foundation of cultural humility. Health care professionals treat patients from all different backgrounds. If they are not able to consider how age, race, geography, etc. influence health and the complex perspective of their patients, then they might miss some vital pieces of the puzzle. My minor taught me that I might not understand the cultural complexity of sickness and disease with each-and-every patient, but I should always try to consider it from their perspective and seek understanding.

Please know I strongly support the Medical Humanities major as a former student, current staff member, and future health care professional.

Respectfully,

Amanda Wickert

To Whom It May Concern:

I am writing to you as an alumnus of the College of Public Affairs and Community Service (BGS '16) and College of Arts & Sciences (M.A. Sociology) to advocate for the creation of a Medical Humanities major at UNO. My undergraduate studies centered on Public Health with the goal of entering a career in health education and advocacy after graduation. Nearing the end of my degree I had the good fortune to meet Dr. Michelle Desmarias, who, after many lively discussions suggested I enroll in the Medical Humanities minor. She believed, and rightly so, that the minor would be beneficial in helping me think about health in other ways besides public policy and disease prevention. Thankfully I took her advice.

In completing the minor I was exposed to courses in ethics, art, and medical sociology. I was challenged to re-conceptualize my understandings of health and illness, and to critically think and discuss what it means to give and receive care. Studying Medical Humanities did not replace, but rather augmented my Public Health education and sparked in me the desire to conduct original research on resilience, social support, and family caregivers. I carried these themes with me throughout my Master's program at UNO and with me still as I begin my doctoral studies in Medical Anthropology at the University of Alabama. And, while traditionally an education in Medical Humanities focuses on creating more capable, empathetic, and resilient physicians, it has the potential, as it did for me, to do the same for all students interested in the institutions of medicine.

While I am grateful for the minor, I believe that completing a Bachelor's degree in Medical Humanities, replete with capstone or other applied project highlighting the interdisciplinary nature of the field could have only proved beneficial. Like myself, most students pursuing a pre-med/pre-allied health education at UNO have the desire to 'do good' in the world; to improve the lives of others through healing and prevention of disease. I truly believe that a robust education in Medical Humanities can help these students do that good, but better.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. McGuire', with a long horizontal flourish extending to the right.

Joseph McGuire

September 14, 2018

To whom it may concern,

I am excited to offer a letter of support to for the Medical Humanities major at the University of Nebraska Omaha. I am a current student in the M.D./Ph.D. program at the University of Nebraska Medical Center and have completed two years of medical school and three years of graduate school conducting research in cellular neuroscience. During my Ph.D. training in the spring of 2018, I had the pleasure of auditing a class, Reading and Writing about Sickness and Health, instructed by Steve Langan on the UNO campus.

I was excited to explore the themes of narrative medicine from the perspective of both patient and provider. While my background and training in biomedical sciences is strong, I have had little exposure but a strong interest in learning about my chosen career by hearing the experiences of others through medical humanities. Such training is at most ancillary to the medical curriculum at UNMC, which is understandably focused on the more “practical” scientific and clinical training every medical student needs to succeed in medical school and beyond.

I found the class to be engaging and tremendously helpful in clarifying the journey that is yet to come in my own clinical training. Professor Langan was enthusiastic about the work, which prompted strong reciprocation from most of the students. Discussing material with non-medical classmates offered me new perspectives on the role of the physician that I would not have experienced in the rather insular world of medical school. Learning to grapple and respond to fiction, nonfiction, memoir, and poetry through written and oral responses taught me to approach the work more critically. Internalizing moving stories from patients, observers, and physicians sensitized me to the struggles inherent in all these roles. I am confident the experience has better prepared me for the remainder of my clinical training, and I hope to continue to engage with medical humanities throughout my career.

A medical humanities major would be valuable to many at UNO and UNMC. Students hoping to enter the medical field would be better prepared to empathize with patients and bear the turbulence of their chosen calling. All students will likely find the medical humanities to be fertile soil to explore the utmost highs and lows of the human experience. I wish I had been able to take such classes when I was an undergraduate, but I am glad I eventually did as a medical student.

Justin Grassmeyer
M.D./Ph.D. Scholars Program, G4
University of Nebraska Medical Center
justin.grassmeyer@unmc.edu

October 1, 2018

Dear Steve Langan:

The English Department offers its enthusiastic support for a Medical Humanities major at the University of Nebraska at Omaha. Our support is based on the growing interest and awareness of Medical Humanities as a discipline locally and nationwide, as well as our faculty and students' experience, research, and vested interest in the field.

Medical Humanities is a burgeoning field as more institutions recognize the value of exploring the intersections between humanities and medicine. Research points to the positive effects of having pre-health care professionals study how to communicate with others, the relationship between patient and medical care-giver, the social foundation of healthcare, and narrative contexts for ideas about illness and the body. A study of health humanities is also vital for our English majors and minors who wish to explore narratives of medical practice, care-giving, illness, and health and recognize them as multi-layered experiences that can affect one's sense of ethical responsibility and identity. A recent *Association of American Medical Colleges* article states that "Health humanities programs for undergraduates have quadrupled since 2000." The success of Medical Humanities as a program is further evidenced by the increasing number of widely read and respected health humanities journals such as *The Examined Life Journal* (University of Iowa Carver College of Medicine Writing and Humanities Program), *Hospital Drive* (University of Virginia School of Medicine), *Ars Medica* (Mount Sinai Hospital), and *Bellevue Literary Review* (NYU Langone Medical Center). As interest in this area continues to develop on our campus, we want to enable our students to stay here at UNO to pursue a major in Medical Humanities instead of seeking it elsewhere.

Because Medical Humanities explores relationships between art and medicine—humanity and science—the English Department is a natural collaborator. We currently offer the following courses approved for the Medical Humanities minor: ENGL 4970/8976 Writing about Sickness and Health; ENGL 4960/8966 Writing Graphic Memoirs; ENGL 4960/8966 Bringing the War Home: American Veterans and Their Families. Additionally, it is not uncommon for health professionals in training to take our literature and writing courses, discussing and describing their medical training and professional experiences in health care.

We believe the evolving Medical Humanities major will continue to inspire new and innovative literature and writing courses. Faculty in our department, for instance, are in the process of developing three new courses: one that focuses on how illness and disease, especially mental and physical disability, are represented in film; another tentatively titled "Writing as Healing" will look at the theories that inform how writing functions as a healing element able to transform traumatic experiences and empower the "wounded storyteller"; and a third called "Writing the Female Body" that explores issues of women's health, healing, and identity through creative nonfiction and narrative medicine. From yet another perspective, the field of

Technical Communication has published several special issues in its leading journals, including *Technical Communication Quarterly*, *Written Communication*, and *Journal of Business and Technical Communication*, on medical humanities and medical rhetoric. These special issues focused on the interdisciplinary intersections between writing, medical humanities, and the rhetoric of medical health and medicine, broadening the field's range of scholarship. Areas of scholarly focus have included language and texts, online health communication, writing practices connected to medicine, visual medical communication, and so on—all potential areas of interest to me as a technical communication specialist.

Moreover, a small sampling of our faculty and student publications further reflect our current engagement with Medical Humanities. For example, current graduate student Jessie Carr published her essay "When They Say Your Son is Normal," in *Literary Mama* (2016). Laura Johnson Dahlke, an UNO alum, published "Essays on Childbirth: The Why and How" in *Women's Studies* (2009). And another alum, Zach Jacobs, published his essay "An Imprecise Science" in *The Examined Life Journal* (2015). Faculty publications in the Medical Humanities field include Lisa Knopp's award-winning book *Bread: A Memoir of Hunger* (2016), John Price's essay "Appendicized" in *Fourth Genre* (2018), Jody Keisner's essay "Body Language" in *Post Road* (2018), and Amber Roger's essay "Near Miss" in *Literary Mama* (2014), among many others.

The above-mentioned publications, which represent only some of the interdisciplinary work already being done in the English department, explore disability, medical loss, chronic disease and illness, and mental health as they intersect with issues of gender, identity, history, fear, and culture, among many other topics.

In sum, we recognize the opportunity a Medical Humanities major would offer students and faculty alike. We offer our full support.

On behalf of the English Department,



Dr. Tracy Bridgeford
 Professor and Chair
 Arts & Sciences Hall
 University of Nebraska at Omaha
 Omaha, NE 68182-0175
 402.554.3312

September 14, 2018

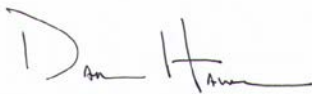
To Whom It May Concern:

As Chair of the Department of Sociology & Anthropology, I strongly support the proposal to establish BA and BS degrees in Medical Humanities at UNO. The entire faculty of our department also reviewed and discussed the proposal at our most recent department meeting and unanimously passed a motion in favor of the proposed new major.

Three Sociology & Anthropology faculty currently participate in the Medical Humanities minor: Dr. Timi Barone (medical anthropologist) is the current Faculty Adviser and is leading the major proposal process; Jay Irwin (medical sociologist) is part of the program's Core Faculty; and Dr. Kelly MacArthur, also a medical sociologist, would be a natural fit as an Affiliate or Core Faculty member in the near future. They teach three courses that will count toward Medical Humanities degree requirements: Medical Anthropology (Block 2), Medical Sociology (Block 1), and Sociology of Mental Health & Illness (Block 1). Medical Anthropology and Medical Sociology are offered multiple times a year, both online and on-campus, as required courses in our Health & Society concentration. Mental Health & Illness is offered at least once a year on-campus as an elective in the Sociology major and the concentration. Dr. MacArthur has also developed a Health & Stratification course that will be taught soon and will count toward Block 1. Medical Humanities majors would be welcome additions to all of these classes.

We are excited about helping to establish the only Medical Humanities major in the Great Plains, which could draw new students into the social sciences and humanities within the College of Arts & Sciences. The major also has the potential to strengthen ongoing research collaborations our faculty have within the College and with UNMC faculty members such as Dr. Regina Robbins and Dr. Bill Hay.

Sincerely,

A handwritten signature in black ink that reads "Dan Hawkins". The signature is written in a cursive style with a large initial "D" and "H".

Daniel N. Hawkins, PhD
Associate Professor & Chair
Department of Sociology & Anthropology
University of Nebraska Omaha
Omaha, NE 68182
Phone: 402.554.4935
Email: dhawkins@unomaha.edu

October 2, 2018

To Whom It May Concern:

On behalf of the Psychology Department, I am writing this letter in support of the proposal to establish a new BA/BS degree in Medical Humanities. Psychologists and other mental health practitioners have long recognized the importance of understanding both the complexity of the human condition as well as the influence of the environment when diagnosing and treating mental illness. Thus, it makes perfect sense to us that *all* physicians and healthcare providers should be educated in these areas as well. This type of training has the potential to make them not only better service providers, but also healthier and happier people themselves.

I, personally, was involved in the development of the Medical Humanities minor and have had an opportunity to provide feedback on the current proposal for the major. I intend to continue as an Affiliated faculty member if the new major is approved. Four Psychology classes are part of the curriculum for the proposed major. I, as Chairperson, understand that the approval of this new degree plan may result in increased demand for the Psychology courses included in the current Medical Humanities proposal and am certain we can accommodate this demand.

The Medical Humanities degree proposal was reviewed and approved by the faculty members in the Psychology Department. We believe it will be an exciting and important addition to our degree offerings at UNO and are happy to provide our support for this new major.

Sincerely,



Brigette O. Ryalls, PhD
Chairperson, Dept. of Psychology

October 8, 2018

Dr. Timi Barone
College of Arts and Sciences
Medical Humanities Program
ASH 383J

Dear Dr. Barone,

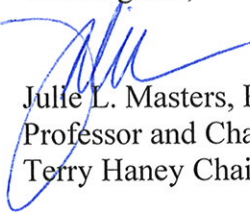
On behalf of the faculty of the Department of Gerontology, I am writing in support of your proposal to establish an undergraduate degree in medical humanities at UNO. Your plan suggests an appropriate path for students to take as they prepare for a career in health care. We also believe knowledge about aging adults will be key as they represent over 50% of hospital admissions. Aging adults also represent the bulk of health care expenditures.

Students seeking to gain a rich background in the medical humanities will be well-served by this new degree. Finding ways for students to gain insight into the areas of Inclusion and Diversity, Ethics, Religion and Culture, and, Narrative Medicine, Communication and Fine Arts are all worthy pursuits in developing the intellectual skills and insight of students in this program. We also believe establishing relationships with aging adults faced with cognitive and physical limitations can foster the development of empathy and compassion toward others; a necessary skill in the clinic, hospital and community setting.

Our faculty support your initiative and look forward to ways we could work with your students in the future. We would welcome the chance for your students to take additional courses in gerontology beyond those you have listed (Death and Dying and Health Aspects of Aging) in the three blocks and those listed as complementary or cognate courses for the BS degree (Psychology of Adult Development and Aging and Biological Principles of Aging). Courses such as Hospice for Patient and Family, Mental Health and Aging, along with Community Resources for the Elderly and Working with Minority Elderly can serve to complement the understanding of your students who aspire to have a career in health care. We have other courses that are in the process of development that would warrant consideration in the future.

Dr. Barone, we wish you success as you advance your proposal through the system.

With regards,



Julie L. Masters, PhD
Professor and Chair
Terry Haney Chair of Gerontology

Date: October 16, 2018

To: Dr. Timi Barone
Associate Professor of Anthropology

From: Dr. L. LaReesa Wolfenbarger
Professor and Chair of Biology



Re: Department of Biology supports Medical Humanities major

On behalf of the Department of Biology, I enthusiastically support the proposal for a Medical Humanities major at UNO. Biology and Environmental Sciences courses will satisfy cognate requirements for the Bachelor of Science degree, and we welcome having Medical Humanities majors in our courses.

A Medical Humanities major will provide students with more opportunities to learn and explore the healthcare field and caregiving. Incoming students strongly state a desire to make a difference. Students in the proposed interdisciplinary Medical Humanities major will analyze and think critically from diverse academic perspectives. The proposed program balances diversity with depth in a way that students with a Medical Humanities degree will be well-prepared to make a difference in healthcare professions. Biology Department advisors will encourage our majors to consider adding a Medical Humanities degree as a second major. Approximately 40% of the students enrolled in the Medical Humanities minor program are in the Biology Department. For the large number of students with declared interests in pre-health, the Medical Humanities will substantially increase educational options. These increased options are likely to increase retention rates and recruitment.

In closing, the Biology Department strongly supports the proposed Medical Humanities program and looks forward to working with the contributing departments to ensure its success.

August 29, 2018

Dear Dr. Timi Barone,

This letter is written in support of the proposal for the new Medical Humanities major at the University of Nebraska at Omaha. The new UNO Goldstein Center for Human Rights (GCHR) not only shares faculty members with the Medical Humanities initiative but also engages students through curriculum and other activities in at least one common area of academic interest – human rights and healthcare. In the past, GCHR faculty have designed and taught classes related to this general topic. At least three members of the Executive Board of the GCHR (Dr. Michele Desmarais, Dr. Jay Irwin, and Dr. Troy Romero) teach classes, pursue research, and actively engage with the greater community on human rights and healthcare. The World Health Organization’s Constitution written in 1946 takes as “the highest attainable standard of health as a fundamental right of every human being.” Article 25 of the 1948 United Nations' Universal Declaration of Human Rights states: "Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing, and medical care and necessary social services.”

The proposal for the new Medical Humanities major will be of great interest to several students presently pursuing human rights studies at UNO. As of Fall 2017, students at UNO have been able to minor in Human Rights. This program is directed by GCHR Executive Committee member Rory Conces. While the human rights and medical humanities initiatives are completely distinct, they are definitely complementary. At the present moment, I can easily envision students doing a major in Medical Humanities with a minor in Human Rights Studies.

I have been personally involved with the Medical Humanities initiative since its inception under the leadership of Dr. Michele Desmarais. I would like this letter to also attest to the care and thoughtfulness put into the development of the Medical Humanities minor and now this proposal for a major by present faculty leadership. The Medical Humanities

minor has been and will surely continue to be a great success. Providing UNO students with the option to do a Medical Humanities major, given the quick growth of the minor and the faculty's ability to provide extensive and rich academic programming, should be a university priority. It is easy to envision a thriving Medical Humanities program at UNO in the future – it is already flourishing in the present. The Goldstein Center and its three dozen affiliated faculty will certainly continue to contribute to the study of issues related to human rights and healthcare. Undoubtedly, we will find numerous ways to collaborate in the future.

Curtis Hutt, PhD
Associate Professor of Religious Studies
Executive Director, Leonard and Shirley Goldstein Center for Human Rights
Director of Programming, Nathan and Hannah Schwalb Center for Israel and Jewish Studies
University of Nebraska at Omaha
chutt@unomaha.edu

September 14, 2018

To Whom it May Concern:

I am writing on behalf of the UNMC College of Allied Health Professions (CAHP) to offer support for the proposal to establish an undergraduate medical humanities major at the University of Nebraska at Omaha. The CAHP houses fourteen health profession education programs. Each program requires completion of specific undergraduate prerequisite courses for admission, however, none of the programs requires a prescribed major.

As such, a major in medical humanities would be very appropriate to prepare any number of pre-health profession students for admission to a health profession program in the CAHP, including, but not limited to, physical therapy, occupational therapy, genetic counseling, and physician assistant studies.

The creation of the major would promote collaboration between CAHP and UNO faculty. CAHP faculty could potentially assist with the development of applied and experiential curricula that would expose undergraduate majors to careers in the allied health professions. Similarly, the collaboration would make possible the enhancement of medical humanities content in the respective CAHP health professions curricula.

Lastly, evidence continues to grow demonstrating the positive influence of the medical humanities (e.g. Mangione et al, Journal of General Internal Medicine, 33(3), May 2018 pp. 628-644) in developing qualities and attributes essential to the effective delivery of clinical care, and to managing the stresses associated with care delivery, both vitally important to the future of healthcare and the healthcare workforce.

Sincerely,

A handwritten signature in blue ink that reads "Kyle P. Meyer". The signature is written in a cursive, flowing style.

Kyle P. Meyer, PhD, PT, FASAHP
Dean

RE: Letter of support for medical humanities major

09-08-2018

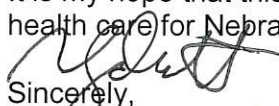
Dear Dr. Barone,

It is with great enthusiasm that I write this strong letter of support for the proposed Humanities Major at UNO. I have had the opportunity to teach The Art and Science of Medical Decision Making for the past 4 semesters and have been impressed with the students' hunger for humanities-based discussions of real world problems. The growth of the minor in Medical Humanities also supports this observation. I have been welcomed into the department of Biology and have experienced the support for the humanities among the professors and Chair. UNO stands as an example to the region in this novel and emerging field of scholarship. Hosting the Mark Gilbert exhibition at Criss Library and the enthusiastic attendance of many students and faculty are examples of the support demonstrated for Medical Humanities. Emeritus US Poet Laureate and Pulitzer Prize winner Ted Kooser's wish to support this effort both financially and philosophically also demonstrates the community wide engagement.

As Chair of Surgery at Methodist Hospital, the need to enhance health care workers resilience and tolerance for ambiguity is compelling and concerning. Physicians have the highest rate of suicide of all professionals. Furthermore, lost productivity and shortened careers due to burnout are becoming increasingly prevalent. Burnout is a result of many things but one is failure to tolerate and deal with ambiguity. Besides the obvious human toll this takes on family, friends and colleagues, it is extremely costly to replace health care workers. With costs of \$1 million per physician and over \$60,000 per nurse, these indirect costs are a component of America's health care upheaval. Humanities have been demonstrated to enhance the tolerance of ambiguity and provide skills to health care workers to shore up resiliency potentially reducing self-harm and burnout.

I am personally committed to aiding in providing shadowing opportunities for students as I have done for the 40 or so students that have taken my course. These experiences allow the student to see clinical interactions and witness the joys and sorrows of health care. Learning to develop strategies to deal with these ambiguous and difficult situations. For example, observing the delivery of bad news and then having the time and space to write about this provides opportunity for reflection.

It is my hope that this program can fully develop to enhance the empathetic and sustainable health care for Nebraska. I strongly support this endeavor.


Sincerely,

Bill Lydiatt, MD, EMBA
Chair Department of Surgery
Nebraska Methodist Hospital
8303 Dodge St, Omaha NE 68154
402 354-5048
William.lydiatt@nmhs.org

Member Charities

The ALS Association
Mid-America Chapter

Alzheimer's Association
Nebraska Chapter

American Diabetes Association
of Nebraska

American Lung Association
in Nebraska

Arthritis Foundation, Nebraska

Autism Action Partnership

Brain Injury Alliance
of Nebraska

Crohn's & Colitis Foundation,
Nebraska/Iowa Chapter

Cystic Fibrosis Foundation -
Nebraska Chapter

JDRF International -
Heartland Chapter

Leukemia & Lymphoma Society -
Nebraska Chapter

March of Dimes,
Nebraska & Western Iowa Market

Muscular Dystrophy Association
of Nebraska

National MS Society -
Mid America Chapter

Nebraska AIDS Project

Nebraska Chapter of the
National Hemophilia Foundation

Nebraska Community Blood Bank

Nebraska Hospice and
Palliative Care Association

Nebraska Kidney Association

Susan G. Komen® Great Plains

Team Jack Foundation

United Cerebral Palsy of Nebraska

October 23, 2018

Steve Langan
Interim Director and Community Liaison
UNO Medical Humanities
University of Nebraska,
Omaha, NE 68182

Steve,

Thank you for sharing this proposed medical humanities major at UNO. I am excited for the university, the College of Arts & Sciences and the College of Communication, Fine Arts and Media, as well as the future students that this minor could potentially become a major.

I think this newly proposed major has a place in today's workplace, especially in the healthcare nonprofit sector. This nonprofit sector continues to be an important part of the healthcare continuum across the country. The medical field continues to rely more and more on nonprofit organizations to evaluate and execute ongoing care and management of chronic health diagnoses.

Working in the nonprofit world today isn't what it was 30 years ago. It isn't a "retirement job" or an "I can't get a job in corporate America job." The nonprofit sector is truly a rewarding field that is a viable career experience and option for many people in our community. Nonprofit organizations are an immediate destination for many while they're in college earning a degree. But these careers are also being sought by many new graduates and those at varying points in their career paths who want to make a difference and change lives in our communities.

State Office
212 S. 74th Street
Suite 205
Omaha, NE 68114
402-614-8500

Lincoln Office
215 Centennial Mall South
Suite 509
Lincoln, NE 68508
402-475-2770

West Central Office
915 Baumann Drive
Suite 100
Grand Island, NE 68803
308-398-0127

As such, I feel this major would be helpful to strengthen the talent and awareness of those working in the nonprofit sector, particularly those who know this is a career path they would like to pursue. Working in the nonprofit sector, particularly when dealing with healthcare and health-related organizations, requires much more than great business skills. It requires empathy, the drive to help others and an understanding of humanity. Educating students in all of these facets strengthens their ability to best serve others in a nonprofit role.

I endorse and welcome this new major. If there is any way I can be of help or service in any steps toward this becoming a reality, please let me know.

Sincerely,

Michelle Grossman

Michelle Grossman
President & CEO



State Office
212 S. 74th Street
Suite 205
Omaha, NE 68114
402-614-8500

Lincoln Office
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**TABLE 1: PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM
Bachelor of Arts and Bachelor of Science in Medical Humanities at UNO**

	(FY 2019-20) Year 1	(FY2020-21) Year 2	(FY 2021-22) Year 3	(FY2022-23) Year 4	(FY 2023-24) Year 5	Total Cost
Personnel						
Faculty ¹	\$3,000	\$6,000	\$9,000	\$12,000	\$15,000	\$45,000
Professional ²	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600	\$18,000
Graduate assistants						\$0
Support staff ³	\$4,290	\$4,290	\$8,580	\$12,540	\$16,500	\$46,200
Subtotal	\$10,890	\$13,890	\$21,180	\$28,140	\$35,100	\$109,200
Operating						
General Operating	\$200	\$300	\$400	\$500	\$500	\$1,900
Equipment						
New or renovated space						
Library/Information Resources						
Other						
Subtotal	\$200	\$300	\$400	\$500	\$500	\$1,900
Total Expenses	\$11,090	\$14,190	\$21,580	\$28,640	\$35,600	\$111,100

1 The budget reflects a need to potentially increase the number of adjuncts needed to free MH faculty members to teach needed core courses (MH1000, MH3000, MH4900) in the major. The figure of \$3000 per class is used to reflect the approximate current cost in the College of Arts & Sciences. **This expense will be covered by reallocation of funds in the colleges of Arts and Sciences and Communication, Fine Arts and Media until enrollment revenue becomes sufficient.**

2 The budget includes the standard stipend for a program director in the College of Arts & Sciences of \$3600 each of the years included. **The College of Arts and Science will cover this expense.**

3 Support staff commitment would help support the existing minor and proposed major both. The allotted staff time would increase as the program increases in enrollment. The spreadsheet assumes FTE of \$33,000: FY1: .13 FTE, FY2: .13, FY3: .26, FY4: .38FTE, FY5: .50 FTE. **This expense will be covered by the College of Arts and Sciences until enrollment revenue becomes sufficient.**

**TABLE 2: REVENUE SOURCES FOR PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM
Bachelor of Arts and Bachelor of Science in Medical Humanities at UNO**

	(FY 2019-20) Year 1	(FY2020-21) Year 2	(FY 2021-22) Year 3	(FY2022-23) Year 4	(FY 2023-24) Year 5	Total
Reallocation of Existing Funds						\$0
Required New Public Funds						\$0
1. State Funds						\$0
2. Local Tax Funds (community colleges)						\$0
Tuition and Fees	\$276,675	\$345,844	\$442,680	\$553,350	\$415,013	\$2,033,561
Other Funding						\$0
1						\$0
2						\$0
3						\$0
Total Revenue	\$276,675	\$345,844	\$442,680	\$553,350	\$415,013	\$2,033,561

Tuition is calculated based on half of the students paying resident tuition (2018-19 resident tuition rate of \$223.25) and half paying non-resident tuition (2018-19 non-resident tuition rate of \$699.00). The calculation is based on students taking 30 SCH per year.

SCH Production Calculation

	Year 1	Year 2	Year 3	Year 4	Year 5
Cohort 1: 20 students	30	30	30	30	Graduated
Cohort 2: 5 New Students		30	30	30	30
Cohort 3: 7 New Students			30	30	30
Cohort 4: 8 New Students				30	30
Cohort 5: 10 New Students					30
SCH Production Total	600	750	960	1200	900

TO: The Board of Regents Addendum IX-A-6

Academic Affairs

MEETING DATE: March 29, 2019

SUBJECT: Creation of the Center for Professional Sales in the Department of Marketing and Entrepreneurship in the College of Business Administration at the University of Nebraska at Omaha (UNO)

RECOMMENDED ACTION: Approval is requested to create the Center for Professional Sales in the Department of Marketing and Entrepreneurship in the College of Business Administration at UNO

PREVIOUS ACTION: None

EXPLANATION: The proposed Center for Professional Sales seeks to become a preeminent sales institute/center in the Midwest. Sales is a cross-disciplinary skill that is used in all industries and sectors.

To achieve its mission and goals, it is necessary to have an overarching center structure in place so that faculty whose research informs and improves the sales function may be brought together to aid and partner with organizations regardless of industry or business-model. A formal center structure also will enable admission to the University Sales Center Alliance. This is the national platform for sales training and education with member schools from across the U.S. Membership in the University Sales Center Alliance offers students access to national programs, initiatives and scholarships, provides faculty and staff training and grant opportunities, enhances UNO's position as a quality provider of sales education, and gives businesses confidence in the direction and strength of the Center.

The UNO Center for Professional Sales, through its partnerships with businesses, will enable enhanced classroom and extracurricular training in sales for students across campus and connect students with for-credit internships. This programming will benefit students as all occupations and careers require sales skills--the ability to clearly communicate, listen, craft persuasive messages, and find common goals and strategic opportunities.

This proposal has been reviewed by the Council of Academic Officers; it also has been reviewed and recommended for approval by the Academic Affairs Committee.

PROGRAM COST: \$11,430 for Year 1; \$107,150 over five years (includes \$50,000 space renovation in Year 3)


SOURCE OF FUNDS: Business partnerships and existing University of Nebraska Foundation support

SPONSORS:

B.J. Reed
Senior Vice Chancellor for Academic Affairs

Jeffrey P. Gold, Chancellor
University of Nebraska at Omaha

RECOMMENDED:



Susan M. Fritz
Executive Vice President and Provost

DATE:

February 7, 2019

Center for Professional Sales

Descriptive Information

- Name of institution proposing the Center or Institute: The University of Nebraska at Omaha
- Name of the programs involved: Department of Marketing and Entrepreneurship, Center for Innovation, Entrepreneurship and Franchising, Department of Management, Supply Chain Management Program
- Other programs offered in this field by this institution: none currently
- Administrative unit for the Center or Institute: Department of Marketing and Entrepreneurship
- Physical location, if applicable: Mammel Hall
- Date approved by governing board: TBD
- Proposed date (term/year) the center or institute will be initiated: Upon approval

1. Purpose and Context for the Center or Institute

In support of the mission of the College of Business Administration and the University of Nebraska at Omaha, the *Center for Professional Sales* seeks to become a preeminent sales institute/center in the Midwest. Sales is a cross-disciplinary skill that is used in all industries and sectors. As a result, students across a wide variety of academic areas benefit from a strong sales curriculum. The national trend toward formal, professional sales education creates opportunities for students and business¹. CBA has taken the lead by hiring a faculty member with 6 years' experience forming, growing, and running a nationally recognized Sales Institute. The UNO Sales Center, through its partnerships with businesses, will enable enhanced classroom and extracurricular training in sales for students across campus and connect students with for-credit internships. This programming will benefit all students as all occupations and careers require sales skills--the ability to clearly communicate, listen, craft persuasive messages, and find common goals and strategic opportunities.

The Director's academic research has shown that teaching sales to undergraduates regardless of major is both possible and beneficial in terms of student success academically, in career placements, and for universities hoping to build partnerships with businesses across industry. Additional academic research shows that U.S. colleges with sales programs (Centers or Institutes) have increased success in terms of student career placements and job success; and this track record has driven businesses to recruit heavily from such schools. The Center will conduct outreach and engagement with businesses, professional organizations, and conduct academic and applied research. In conjunction with Center planning, CBA is developing a sales curriculum offered through the marketing and entrepreneurship department to include a concentration for CBA students and a minor for non-CBA students. The Center will prepare ethically responsible students of the highest caliber, create strong relationships with industry, strengthen existing industry and community relationships, and serve as a valuable regional resource.

¹ Sales Center Alliance Website accessed 10/20/2018

To achieve the mission and goals of the *Center for Professional Sales*, it is necessary to have an overarching center structure in place so that faculty whose research informs and improves the sales function may be brought together to aid and partner with organizations regardless of industry or business-model. A formal center structure will enable admission to the University Sales Center Alliance. This is the national platform for sales training and education with member schools from across the U.S. Membership in the University Sales Center Alliance offers students access to national programs, initiatives and scholarships, provides faculty and staff training and grant opportunities, enhances UNO's position as a quality provider of sales education, and gives businesses confidence in the direction and strength of the Center. Our program must meet seven criteria for membership². Each of these is addressed in this proposal, but two can only be met with the granting of NU center status: stand-alone University recognition and an independent budget. Without sales center status, we will not be able to stand as a full member of the University Sales Center Alliance (USCA). Similarly, without center designation, status as a "Top University for Sales Education" through the Sales Education Foundation (SEF) will be outside our reach³. Without access to these designations, our students will not be able to be certified as Certified Sales Professionals and will not have access to the full array of national collegiate sales competitions that they could otherwise attend through the Center. The faculty affiliated will not be able to attend USCA semi-annual meetings and trainings or have the same access to SEF programming. Partners will feel this effect as the level of student training for recruiting and specialty offerings for internal training will not be as high as it could be with Center status and access to USCA and SEF membership. Without Sales Center status, our initiatives will be constrained to a fraction of what can be accomplished with center status due to the partnerships and membership opportunities that Center status will allow.

The *Center for Professional Sales* will have four specific roles/functions: (1) develop sales skills and prepare students for career success in sales and non-sales roles, (2) encourage networking between students and businesses, (3) serve as a staffing resource for local, regional and national firms, and (4) provide learning resources for local, regional and state businesses.

Develop sales skills and prepare students for career success in sales and non-sales roles

- The Center will offer a comprehensive set of sales courses to develop sales skills and improve marketability in both sales and non-sales focused careers—funds to incentive course offerings and development will be available from the Center;
- Paperwork to offer a CBA sales concentration for business students and a sales minor for non-business students are in-progress and set for final approval vote during fall 2018;
- Students will engage in educational and developmental activities that are focused on encouraging excellence in the fields of professional selling and sales management;
- Students will build upon the professional sales curriculum, by having the opportunity to expand their knowledge of the selling profession;
- Students will participate in hands-on, experiential activities necessary for pursuing a career in today's demanding sales environment;
- Students will have a clear understanding of ethical decision making in a sales setting and the consequences of unethical selling behaviors; and

² Sales Center Alliance Website accessed 10/20/2018

https://www.universitiesalescenteralliance.org/content.aspx?page_id=22&club_id=554502&module_id=250345

³ Sales Education Foundation Website accessed 10/25/2018 <https://salesfoundation.org/knowledge-center/>

- Extracurricular programs will give students opportunities to enhance their knowledge of effective selling practices and thereby increase their job preparedness.

Encourage networking between students and businesses

- The Center will facilitate professional mentoring and exposure to business, and provide students a means to enhance their sales-oriented job skills and competencies;
- The Center will enhance the collaboration between faculty and business, offering opportunities for professional development, faculty internships, and scholarly/practitioner research.

Serve as a staffing resource for local, regional and national firms

- The Center will link students with potential employers, creating a mutually beneficial climate for obtaining sales internships and positions, and for providing employers a steady stream of job-ready graduates;
- The Center will attract students who desire strong career placement and experiential and real world learning opportunities; and
- Graduates will be fully immersed in key selling skills and will gain critical understanding of the necessary elements to build and manage a successful sales career.

Provide learning resources for local, regional and state businesses

- The Center will provide workshops and/or trainings for local, regional and state businesses to assist in the development and training of their sales staffs;
- The Center will serve as a forum that brings businesses together to discuss best practices (i.e., roundtables, conferences); and
- The existence of the Center will attract Fortune 500 companies and prominent business authors to share their expertise in a speaker program.

2. Need and Demand for the Organizational Unit

Sales education is an important and growing area of business education. In the past decade, the number of sales programs featuring at least three courses, outside accreditation, and university recognition, increased from 27 to 136.⁴ This shift toward sales education is due to shifting employment. Studies show that 50% of all college graduates, regardless of major, enter sales as their first profession; yet the vast majority of these students have no academic training for this role⁵. This is true at UNO as sales is currently only offered within the marketing and entrepreneurship curriculum and does not cross-campus or even cross-college reach. Despite being among the most common first-career for university graduates, only 3% of colleges and universities offer comprehensive sales programs that educate students regardless of study area⁶. Yet, studies show that students exposed to professional selling through a sales Center/Institute have greatly improved outcomes. Turnover of these students is half of their non-Center educated

⁴ Sales Education Foundation Annual Magazine 2017: <https://salesfoundation.org/about/>

⁵ Bolander, William, Leff Bonney, and Cinthia Saturnino. "Sales education efficacy: Examining the relationship between sales education and sales success." *Journal of Marketing Education* 36.2 (2014): 169-181. Stevens, Howard, and Theodore Kinni. *Achieve sales excellence: The 7 customer rules for becoming the new sales professional*. Simon and Schuster, 2006. *Cespedes, Frank V. and Daniel Weinfurter. "More Universities Need to Teach Sales."* *Harvard Business Review* April 26, 2016.

⁶ Sales Education Foundation Annual Magazine 2017: <https://salesfoundation.org/about/>

peers and firm return on investment with basic training and after 18 months of employment is significantly higher⁷. This has caused high-quality businesses to target schools with sales Centers and Institutes for partnerships and student recruitment. UNO students need to have formal education of basic selling as an area of academic study, professional opportunity, and life skill. With creation of a Sales Center, the concentration in sales within CBA, and the sales minor for non-CBA students, students can access sales knowledge, skills, and career success.

A 2011 seminal study by Georgetown University entitled “What’s it Worth: The Economic Value of College Majors,”⁸ provides further support for targeted sales education in that 32% of all marketing majors pursue a sales career. At the college level, and as shown in the below table, many business majors regardless of area of study pursue a career in sales.

Sales Careers by Business Major and Relative Rank of Sales as Career in Each Major

	Percent First Occupation	Where Sales Career Ranks
All Business Students	18%	
General Business	22%	Second
Economics	20%	Second
International Business	20%	Second
Management	18%	Second
Finance	18%	Third
Operations Management	15%	Third
Human Resources	12%	Third
MIS	9%	Third
Accounting	7%	Fourth

At the university level, The Georgetown University study also revealed that the *Center for Professional Sales* can also have a strong connection to many other UNO majors.

Sales Careers by Non-Business Major and Relative Rank of Sales as Career in Each Major

	Percent First Occupation	Where Sales Career Ranks
Communication/Journalism	17%	Second
Social Sciences	16%	Second
Natural Sciences	15%	Second
Liberal Arts	14%	Third
Arts	12%	Fourth
Physical Sciences	11%	Second
Psychology/Sociology	11%	Fourth

Discussions with business leaders from the Center for Innovation, Entrepreneurship and Franchising Advisory Board, the Supply Chain Management Program Advisory Board, and the CBA Career Center Director indicate that our students are not fully prepared for careers in sales. In these discussions, it is frequently noted that (1) students are not sufficiently prepared to work in sales, (2) coordination with businesses seeking new sales hires is lacking, (3) a structured and

⁷ Florida State University Sales Institute Executive Summary from “Research Shows that Sales Center Education Makes a Substantial Difference in Student Performance After Graduation”; SEF/CareerBuilder Survey 2009.

⁸ <https://cew.georgetown.edu/cew-reports/whats-it-worth-the-economic-value-of-college-majors/>

hands-on sales curriculum is needed, and (4) UNO and CBA need to develop a formal internal organizational structure for preparing students for a sales career; one that also provides a mechanism for linking business with students.

Responding to these calls to action, the Department of Marketing and Entrepreneurship hired a new faculty member with 6 years of experience starting and running a sales institute. This faculty member also researches and publishes in the field of sales and sales education. With this background, this faculty member is modernizing the professional selling curriculum and has drafted proposals for a comprehensive sales curriculum that would include a BSBA concentration in sales and a sales minor for non-business students. These programs would form the basis for the Center’s undergraduate offerings within the classroom; however, the Center will vastly improve the basic classroom offerings and expand offerings beyond the undergraduate population. Specifically, the Center will allow extracurricular programming to be run with partner resource support—this programming will reach students not currently enrolled in sales courses (sales career fairs, explore sales events). Some programming (specialty sales training and seminars) will target graduates of the sales courses. Additional programming (undergraduate sales competitions) will be offered within the undergraduate sales curriculum. Future programming (national sales team) will reach students across campus regardless of enrollment in sales courses. Thus, the Center will allow enhanced classroom experiences and extracurricular experiences.

For a variety of reasons, we expect growing enrollment in the sales courses. This growing enrollment will provide an entry-point for students to become involved with Center programming and this enrollment growth will provide the basis for partnerships with businesses. The enrollment trend across all sales courses offered between 2012 and Fall semester 2018 is detailed in the table below. Overall, net tuition is trending consistently upward.

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018 Fall
MKT 3100	150	279	351	378	369	297	207
MKT 3610	72	75	36	39	48	39	45
BSAD 8326 MKT 4320	36	60	69	54	114	60	
BSAD 8206 MKT 4200				15	102	165	54
BSAD 8226 MKT 4220						117	
BSAD 8386 MKT 4380			60	57	117	111	36
BSAD 8216 MKT 4210					63	75	
ENTR 4760		48	189	186	93		
Grand Total	258	462	705	729	906	864	342
Net Tuition	\$48,048	\$81,386	\$145,555	\$190,043	\$229,263	\$235,244	\$107,169

Importantly, the professional selling course (MKT 3100) is a new requirement for marketing majors and the course has been recommended by the Undergraduate Programs Council to fulfill the college’s second speech requirement. If approved by the CBA faculty at the fall 2018

meeting, this would be the only CBA course to meet this requirement and would be expected to double enrollment of the entry-level sales course and, ultimately, drive enrollment to other sales courses. Sales course enrollment growth will create more demand, and more opportunity for the Center's partner-supported extracurricular programming. The Department of Marketing and Entrepreneurship and UNO's College of Business Administration are thus in a prime position to launch the *Center for Professional Sales*. This curricular preparation will form the basis for the *Center for Professional Sales* success; and formation of the Center will allow many extra-curricular offerings and programs to be launched to further enhance the classroom experience.

Upon launch, the *Center for Professional Sales* will (1) help prepare students for a career in sales, (2) will link graduates with employers seeking sales associates, (3) will further the goal of providing students with real world and experiential activities, and ultimately, (4) will meet the growing demand of students and businesses. Moreover, and given UNO and CBA's strong business relationships, the *Center for Professional Sales* will also provide the needed pathway for sales organizations to interact with students and each other through Center programming. Please see the attached letters of support for the development of the *Center for Professional Sales* from the business community.

3. Adequacy of Resources

The director of the *Center for Professional Sales* will be a current faculty member who was hired for this purpose and already teaches sales courses. Other faculty members in the college will assist in teaching the sales courses already approved along with a full-time sales instructor (search is approved and ongoing). Adjunct faculty will be utilized as necessary and prudent. It is expected that two faculty members in the Marketing and Entrepreneurships department will teach sales classes full time and two others will teach in the sales curriculum as part of their existing teaching duties. The Director's pay is part of her hiring contract. Should enrollment increases require additional faculty or instructors, this will come from the college's personnel budget, and not the Center's budget. All instruction will be part of the Marketing and Entrepreneurship Department curriculum.

The budget of the *Center for Professional Sales* will be funded through partnerships with businesses that see value in academic sales training and wish to be engaged in training and recruitment opportunities stemming from involvement. This is the model at many sales programs (Centers and Institutes). While business partners strongly support this effort and while there is no doubt that this support will result in funding – the Center for Professional Sales programming does not depend on additional funding. Much of the programming and operations can occur with existing academic funding and faculty workloads. Growth in partnership funding will allow a scaling in programming and more students to be reached.

Facilities for role-playing are planned as part of the Mammel Hall renovation of existing space per the Assistant Dean of the College. Specifically, an under-utilized lab space will be converted to role-play rooms with CBA funds with a budget of \$50,000. These rooms will be outfitted with recording software and hardware. Until these rooms are ready (expected in 2 years), the *Center for Professional Sales* will utilize existing small conference rooms in Mammel Hall. No additional spaces are needed for administrative purposes. Mammel Hall has the necessary conference rooms, meeting rooms, interviewing rooms, and production facilities to handle *Center for Professional Sales* programs and initiatives.

Projected Space Required for Center	Office	Laboratory	Conference Rooms
From Existing Inventory	Dept Office for phone contact.	(a) 5 role-play/ interviewing rooms. (b) Production room	(c) Marketing/Management conference room. (d) Classrooms. (e) Dean's Conference room as needed.

4. Organizational Structure and Administration

Leadership

The *Center for Professional Sales* will be led by Dr. Shannon Cummins. Dr. Cummins served as the Associate Director of the Institute for Sales Excellence at the University of Wisconsin-Whitewater for 6 years between 2012 and 2018. After she was hired, the Institute was proposed and approved. Dr. Cummins taught all the sales courses offered, developed new sales courses in both in-person and on-line formats, and oversaw development and execution of all business-partnered internal competitions. During the 2017-2018 academic year, more than 1,000 sales role-play interactions took place between students and partnering business professionals through this programming. Dr. Cummins also trained and accompanied students competing in national sales competitions. Many of these students placed or won the competitions in which they participated. In addition, Dr. Cummins provided all materials to execute numerous national collegiate sales competitions at American Marketing Association events including regional conferences and the national collegiate conference held annually. She has created proprietary scheduling and grading technology that allows businesses to train and judge students through role-plays over-the-phone that is currently used by the national AMA program council. Dr. Cummins has also published numerous peer-reviewed journal articles on sales education best practices. She has been featured as a speaker at the University Sales Center Alliance semi-annual meetings and is certified through the Sales Education Foundation Career Development Program. The proposed Center for Professional Sales is poised to thrive under Dr. Cummins' leadership and with the strong faculty expertise in the College of Business Administration.

Faculty

Faculty and staff that will be utilized in Center programming and courses are:

Shannon Cummins, PhD (Professional Selling and other sales courses)

Xiaoming Yang, PhD (Entrepreneurial Selling)

Phani Tej Adidam, PhD (Sales Management)

Dale Thomas Eesley, PhD (Entrepreneurial Selling)

Steve Schulz, PhD (Negotiations)

Full-time Instructor in Sales **ongoing, approved search*

Monica Boyer (Staff Assistant to the Department of Marketing and Entrepreneurship)

Committees

A Sales Advisory Board will be formed. 12 firms have agreed to serve in this capacity and to offer guidance and feedback on curriculum, programming, student development, and program growth.

Participating departments/units

Marketing and Entrepreneurship Department

College of Business Administration

Management Department

Planned Incorporation of Psychology and Communication Faculty

5. Partnerships with Businesses

Currently five businesses have pledged, or have proposals, to financially support the *Center for Professional Sales*, to assist in training and judging sales students in role-plays, and to network with and actively recruit center students. These companies are: Northwestern Mutual, Gallup, Buildertrend, CED, and Toast. More than \$20,000 is currently pledged for the first year.

Additionally, 18 other businesses have been contacted and have agreed to support and engage in Center programming, but specific partnership agreements are still in planning stages. These companies are: Penske, Federated Insurance, Werner, Republic National Distributing Company, AON, Union Pacific, Sherwin-Williams, Pepsi-Co, NorthStar, Farm Credit Services of America, INTL FCStone, Thryv, Green Plains, Streck, Lozier, Valmont, Gavilon, and Mutual of Omaha.

Many other companies have been referred to the Director. At current, all companies that have been contacted have expressed strong support and a willingness to support the Center both with personnel and financial resources.

6. Collaborations with Higher Education Institutions and Agencies External to the University

Planning for state-wide sales student programming has been initiated with:

University of Nebraska-Lincoln Center for Sales Excellence

University of Nebraska-Kearney Professional Sales Certificate Program.

This programming would most likely take the form of 1) virtual sales training; 2) a sales competition for students from all three schools; 3) a state sales conference that brings nationally prominent sales speakers and academic experts together with sales students and industry partners.

A less formal partnership including participating in their student sales competitions (Kansas), regional conferences and international sales exchanges (Whitewater) is planned with:

Kansas State National Strategic Selling Institute

University of Wisconsin-Whitewater Institute for Sales Excellence.

7. Constituencies to be Served

Students: Our primary target audience for the *Center for Professional Sales* is UNO students. Although students in the pending sales concentration and minor will likely have the greatest initial interest, over time we expect this interest to expand to BSBA students in the marketing

concentration, those with marketing minors, BSBA students in other concentrations, and to students in other colleges.

Additionally, the *Center for Professional Sales* will offer all business students the opportunity to expand their sales knowledge and to obtain business-ready skills. The Center will also be available to students outside CBA who wish to enhance their employment potential through extracurricular events such as the sales competitions offered to all interested UNO students, sales seminars with businesses, and the national sales team.

Student Organizations: As a subset of the overall student population, members of marketing and business student organizations such as DECA, S.O.L.D., Rho Epsilon Real Estate Fraternity, PBL, and the Collegiate Entrepreneur’s Organization among others are expected to have a strong interest in the Center.

Employers: Businesses seek job-ready sales graduates in high numbers. Members of the Supply Chain and Entrepreneurship and Franchising Advisory Boards are strongly supportive of plans to establish a UNO Sales Center. These advisory board members indicated that a wide range of businesses would have a strong interest in hiring UNO graduates and would participate in the development and operations of the Center, (i.e., guest speakers, training, seminars, partnerships, etc.). Many have already agreed to serve as members of the Sales Advisory Board. Twelve companies have been contacted and all have expressed a commitment to participate in the Center and its planned activities. We expect to grow this number to at least 20 businesses in the next 3 years.

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

The proposed CBA *Center for Professional Sales* has four overarching outcome goals: (1) develop sales skills and prepare students for career success in sales and non-sales roles, (2) encourage networking between students and businesses, (3) serve as a staffing resource for local, regional and national firms, and (4) provide learning resources for local, regional and state businesses. To accomplish these four goals, the Center will offer the following types of programming:

Programming:	Target Audience:
Sales Internship Program	Students & Businesses
Sales Roundtables	Students & Businesses
Interview Program	Students & Businesses
Job Shadowing	Students
Workshop Series/Training Programs	Students & Businesses
Speaker Series	Students & Businesses
Student organization connections	Students & Businesses
Newsletter	Students & Businesses
Sales Competitions	Students
Maintain an Alumni Outreach/Database	Center Fundraising
Video/Role Playing Activities	Students & Businesses
Revenue generating fundraising sales activities	Center Fundraising

The Success of the Center’s programming will be evaluated using the following mechanisms:

- Quarterly meetings including the Director, faculty/staff teaching related sales courses.
- Assessment of the Center, its Advisory Board members, and participating business partners.
- Tracking the number of students and businesses participating in Center activities.
- Tacking donor and grant funding.

9. Centrality to Role and Mission of the Institution

Although the *Center for Professional Sales* is expected to align with all elements of the strategic plan, those that are included below in italics and are most relevant. A description of the relevance is included after the Strategic goal and pertinent strategies.

Goal 1: Student-centeredness — *The success of our students, while enrolled at our campus and later as graduates and global citizens, is critical to our mission. We are committed to ensuring a supportive and invigorating environment in which all of our students can thrive and grow.*

The *Center for Professional Sales* will offer all UNO students the opportunity to participate in service and programming opportunities without regard to major or background. Special effort will be given to working with minority students and students with disabilities, populations often neglected in the business world. Through co-curricular, extra-curricular, and outreach programs, the Center will provide opportunities for experiential learning and participation.

Goal 2: Academic Excellence — *Through our commitment to discovery in all its forms, we support a culture of scholarship in which the contribution of each discipline is celebrated. The breadth and recognition of our curriculum and academic programs reflect the highest standards of rigor, quality, and delivery.*

Through increased emphasis on cross-disciplinary sales skills, the *Center for Professional Sales* also expects to assist in the development of faculty and staff personal and scholarly development though driving partnerships with businesses representing a variety of sectors and industries. Involvement of faculty across colleges will create a dynamic learning environment where students and improve businesses through communication.

Goal 3: Community Engagement — *We are committed to preparing our students to be engaged citizens and community leaders in a diverse and evolving society. We embrace our role as an anchor in our community, bringing our teaching, research, and service resources to bear in sustainable and reciprocal community partnerships.*

Because success in the sales field is contingent on forming strong personal and business relationships, personal and professional integrity is a key element of the *Center for Professional Sales*' mission. The Center will create an environment that encourages community engagement. As students learn from alumni and other community members, the seeds for future alumni engagement are sown. Lastly, the Center through its programming activities will serve as a strong resource for the business community. These noted expectations thus align closely with UNO's strategic planning goals listed above.

Goal 4: Institutional Quality — *We recognize the great value of the human, informational, financial, and physical assets entrusted to us and are committed to the highest levels of efficiency, effectiveness, and ethics in their deployment.*

Strategies:

4.5 Increase public awareness of UNO's standing as a premiere Metropolitan University and a Carnegie Doctoral Research and Engaged University, and regarding what it means to be a Maverick.

The development of a *Center for Professional Sales* will attract high-quality hiring firms from across the nation. As noted previously, according to the Sales Education Foundation, fewer than 3% of colleges and universities have a sales program. Forming a University Sales Center Alliance certified Sales Center will strongly differentiate UNO and the College of Business Administration.

10. Consistency with the University of Nebraska Strategic Framework

The *Center for Professional Sales* would support the University of Nebraska's Strategic Framework which aims to impact the people of Nebraska, and through them, the world. Below each of the six key goals of the framework are addressed.

Access and affordability: The *Center's* programming and partnerships will be open to all students regardless of area of study. The course-based and extra-curricular programming will benefit all students as all occupations and careers require sales skills--the ability to clearly communicate, listen, craft persuasive messages, and find common goals and strategic opportunities. No programming will require a fee for student participation. Similarly, all businesses who wish to partner with the Center are welcome regardless of industry or sector.

Quality programs: The *Center for Professional Sales* will bring together business practitioners and academic scholars to create a vibrant and practical curriculum that will benefit students of all majors. The Director's experience building a nationally recognized sales institute and the expertise of other faculty members will benefit the development of a quality program.

Workforce and economic development: According to a 2012 study, sales positions are one of the top 10 hardest to fill for businesses⁹. The U.S. Bureau of Labor Statistics (2012) reported that there will be more than 980,000 sales and sales-related positions that need to be filled annually through the year 2020. According to the 2018 Nebraska Department of Labor and Economics Omaha Metro Hiring and Training Needs Report, the need for local sales training is prevalent. Filling sales positions is a top 5 need for respondents. More than half of Omaha businesses reported recently needing to or trying to hire a salesperson. 64.8% of the time, these firms reported not having enough applicants and 42.4% of respondents reported applicants lacked specific skills needed for the role. Beyond roles classified as "sales," 65.3% of jobs in the Omaha area need some level of sales skills according to employers. Clearly, a workforce with

⁹ ManpowerGroup (2012). 2012 talent shortage survey. Retrieved from http://www.manpowergroup.us/campaigns/talent-shor-tage-2012/pdf/2012_Talent_Shortage_Survey_Results_US_FINALFINAL.pdf

sales skills is a necessity to Omaha business. Training is another area of concern. 26% of employers reported the *majority* of their workforce has a deficiency in sales skills. 21.8% of applicants have “less than adequate” sales skills. Amazingly, of individuals working in sales roles, more than 80% receive only internal training provided by the hiring business. This sales Center will address the shortage of qualified sales professionals to the Omaha business community and drive workforce and economic development statewide by providing a baseline of sales training regardless of industry or sector. This will not only aid businesses in recruiting, but will allow internal training to focus on company-specific knowledge instead of providing all sales skills upon hiring.

Research growth: Partnerships with businesses through the center framework will allow UNO sales scholars to partner to share best-practices, current issues on the ground, and develop data collection means to answer vital business questions regarding sales staffing, compensation, training, advancement, and customer engagement. Opportunities for both academic sales research and practitioner improvement will grow out of the Center and the partnerships it fosters.

Engagement with the state: The opportunity to partner with two NU other sales programs (UNL and UNK) and grow Nebraska’s culture of professional business selling is at hand with this proposal. The Director, a central Nebraskan, has known the UNL Center Director for more than 12 years and is excited to launch joint programming that supports not just UNO and the Omaha business community, but all of Nebraska through collaboration among all NU campuses.

Accountability: The Center will utilize current human, facility, and technological resources to create better student and businesses outcomes. The *Center for Professional Sales* will drive growth through human resource and workforce development.

11. Potential for the Center or Institute to Contribute to Society and Economic Development

As noted previously, sales positions are difficult to fill for businesses. This sales center will address the shortage of qualified sales professionals to the Omaha business community and drive workforce and economic development statewide.

12. Consistency with the Comprehensive Statewide Plan for Postsecondary Education

The *Center for Professional Sales* supports the statewide goals for education as based on the Comprehensive Statewide Plan for Postsecondary Education. Specifically, the plan details the requirements that Nebraska educational entities help to meet the needs of the state (Chapter 3) through **workforce development and serving citizens**. The Center would drive preparation and training of a professional skill in great demand—sales. As noted throughout this proposal, the supply/demand gap in terms of sales skills in the workforce and the collegiate population is vast. 80% of sales workers in the Omaha area receive no sales training other than from the hiring business.¹⁰ This Center would offer a pathway to equip collegians with basic sales skills prior to workforce entry and limit the need for basic sales training in businesses in all industries.

¹⁰ Nebraska Departments of Labor and Economic Development Omaha Hiring and Training Needs Report <https://neworks.nebraska.gov/admin/gsipub/htmlarea/uploads/OmahaHiringTraining2018.pdf>

Nebraska businesses need employees with sales skills and this Center will be a critical step toward this goal of keeping Nebraskans employed in Nebraska.

Chapter 4 of the plan requires meeting state needs through **exemplary institutions** (chapter 4). The opportunity to create the *Center for Professional Sales* at UNO has been pursued for many years by college and University leadership. Today, this opportunity is at hand with the hiring of a faculty member with prior experience starting and growing a nationally known sales program. UNO's sales Center can partner with the UNL and UNK programs to create a culture of professional sales in Nebraska and drive business and society success.

The *Center for Professional Sales* will address the plan's goal of **meeting educational needs through partnerships and collaboration with employers** (chapter 5) by partnering to offer practical training and real-world business experiences through role-plays, competitions, networking, speakers, conferences, and mentoring. The opportunity for businesses to meet, train, and evaluate student sales performance will drive successful workforce and economic development.



October 15, 2018

The University of Nebraska
Board of Regents
3835 Holdrege Street
Lincoln, Nebraska 68583

RE: Support Letter for the UNO Sales Center

Board of Regents:

As a former student regent of the University of Nebraska system, I believe in the power of higher education within our great state. Without my years at UNL, I would not be where I am today—having had the opportunity to grow our State's industry and employ and grow countless young Nebraskans.

Throughout my years at Union Pacific, I have found that despite the great education offered in our University System, there are opportunities for improvement. One of these areas is sales education. I have spent much of my career guiding the training of sales skills within our business; and I have volunteered at NU campuses to discuss and coach personal selling skills in both the UP business and in the hiring process. I have found this service personally and professionally rewarding. The students are hungry for this knowledge and the sales practice it involves. The results have kept me coming back. Students grow, develop life skills, and have improved job placements. Union Pacific connects with future business professionals, develops them prior to hiring, and better understands the skills gap of our new hires.

But the reality is that the sales skills gap for most students is still there. Most students don't have access to a sales curriculum or practical sales experiences that can develop this transferable skill. College graduates need to have more formal and practical training in professional selling. The formation of a Sales Center at UNO would address the sales skill gap. A Sales Center would allow for a cohesive set of sales courses to be taught. It would allow for businesses to interact with students and inform their sales training. It would allow for networking opportunities and improve the sales recruiting of Nebraska businesses such as Union Pacific. Similarly, it would provide students the opportunity to develop a marketable skill and grow Nebraska's economy.

UNO's students, and the Omaha business community will support, engage with, and benefit from a Sales Center. I ask the Regents of the University of Nebraska to similarly support the UNO Sales Center's formation.

Sincerely,

Shawntell N. Kroese
Vice President

Loup: A Union Pacific Logistics Company



The University of Nebraska
Board of Regents
3835 Holdrege Street
Lincoln, Nebraska 68583

RE: Support Letter for the UNO Sales Center

To whom it may concern:

This is a letter in support of Dr. Shannon Cummins's efforts to get the Sales Center approved by the Board of Regents.

Organizations throughout the business world spend enormous amounts of time and resources finding qualified people for sales positions. When they find those people, they then spend enormous amounts of time and resources training them how to sell.

Actuaries are trained in colleges and universities.

Accountants are trained in colleges and universities.

Doctors and lawyers are trained in colleges and universities.

Engineers and teachers are trained in colleges and universities.

There are vastly more people in sales careers than all of the previously mentioned combined.

Teaching students, interested in sales, how to sell and run a business in school greatly reduces the learning curve. Reducing the learning curve means they will start make money faster upon graduation. Making money faster means they become donors earlier.

If a UNO alum gets into sales and then spends one to three years learning how to sell on the job, they don't make the connection of the UNO education with their future earnings. There is no feeling of indebtedness to UNO.

If a UNO alum gets into sales and hits the ground running and sees their success as a direct result of sales training from UNO, then there is a greater appreciation for what UNO did for them.

The people who make the most money in our society are in sales. They donate to things they care about. Help them care about what their UNO education did for them.

Tony Skrdlant
Financial Advisor / Field Marketing Specialist
Mutual of Omaha

10/24/2018

Board of Regents for The University of Nebraska

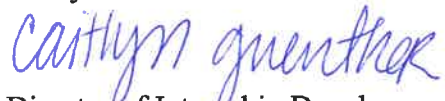
To whom this may concern:

I am writing in support for the proposal of The University of Nebraska Omaha Sales Center. The purpose of higher education is to prepare students for life after college and to help them succeed in their future careers. Sales is a part of every career thus a necessary skill to master during college.

In just a short two months, I have been impressed with Professor Shannon Cummins both in the classroom and in creating and executing a sales competition involving our company. It is easy to see Shannon's passion for sales and teaching. As a company looking for top talent to join our team, I know the Sales Center would be of benefit to the community. I am confident that the Sales Center provides a win to the University of Nebraska Omaha, the students & to companies in Omaha.

Respectfully,

Caitlyn Guenther



Director of Internship Development for Northwestern Mutual

TABLE 1: PROJECTED EXPENSES - NEW ORGANIZATIONAL UNIT
Center for Professional Sales at UNO

	(FY2019) Year 1		(FY2020) Year 2		(FY2021) Year 3		(FY2022) Year 4		(FY2023) Year 5		Total Cost
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	
Personnel											
Faculty ¹		\$11,430		\$11,430		\$11,430		\$11,430		\$11,430	\$57,150
Non-teaching staff: Professional											
Graduate Assistants											
Non-teaching staff: Support											
Subtotal	0.0	\$11,430	0.0	\$11,430	0.0	\$11,430	0.00	\$11,430	0.00	\$11,430	\$57,150
Operating											
General Operating											
Equipment											
New or Renovated Space ²		\$0		\$0		\$50,000		\$0		\$0	\$50,000
Library/Information Resources											
Other											
Subtotal		\$0		\$0		\$50,000		\$0		\$0	\$50,000
Total Expenses		\$11,430		\$11,430		\$61,430		\$11,430		\$11,430	\$107,150

¹ Director's stipend will be \$11,430 and will be financed by the NU Foundation Mammel Fund.

² In Year 3, \$50,000 will be used to renovate space in Mammel Hall for a Sales Lab. This expense will be funded through the NU Foundation Mammel Fund.

TABLE 2: PROJECTED REVENUES - NEW ORGANIZATIONAL UNIT
Center for Professional Sales at UNO

	(FY2019) Year 1	(FY2020) Year 2	(FY2021) Year 3	(FY2022) Year 4	(FY2023) Year 5	Total
	Reallocation of Existing Funds					
Required New Public Funds						
1. State Funds						
2. Local Funds						
Tuition and Fees						
Other Funding						
1. NU Foundation Partnerships	\$30,000	\$40,000	\$51,000	\$60,000	\$70,000	\$251,000
2. NU Foundation Mammel Fund (Director)	\$11,430	\$11,430	\$11,430	\$11,430	\$11,430	\$57,150
3. NU Foundation Mammel Fund (Sales Lab)	\$0	\$0	\$50,000	\$0	\$0	\$50,000
Total Revenue	\$41,430	\$51,430	\$112,430	\$71,430	\$81,430	\$358,150

TO: The Board of Regents Addendum IX-A-7

Academic Affairs

MEETING DATE: March 29, 2019

SUBJECT: Creation of the Science, Technology, Engineering and Mathematics Teaching, Research, And Inquiry-based Learning (STEM TRAIL) Center administered by the Colleges of Arts and Sciences, Education, and Information Science and Technology at the University of Nebraska at Omaha (UNO)

RECOMMENDED ACTION: Approval is requested to create the STEM TRAIL Center administered by the Colleges of Arts and Sciences, Education, and Information Science and Technology at UNO

PREVIOUS ACTION: None

EXPLANATION: Nationally, the demand for STEM professionals is increasing exponentially, yet workforce needs are unmet. This demand can be partially remedied by improving the educational pathways for students in STEM fields. UNO is aggressively addressing this problem using multidisciplinary approaches. The proposed STEM TRAIL Center will capitalize on this work and provide the necessary organizational structure, vision, and direction to expand UNO's STEM teaching, research and outreach programs. The new center also will increase UNO's competitiveness for extramural support.

This proposal has been reviewed by the Council of Academic Officers; it also has been reviewed and recommended for approval by the Academic Affairs Committee.

PROGRAM COST: \$251,000 for Year 1; \$1,330,000 over five years

SOURCE OF FUNDS: Colleges of Arts and Sciences, Education, and Information Science and Technology; \$4.9 million grant funding

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

Jeffrey P. Gold, Chancellor
University of Nebraska at Omaha

RECOMMENDED: 
Susan M. Fritz
Executive Vice President and Provost

DATE: February 7, 2019

STEM Teaching, Research, And Inquiry-based Learning (STEM TRAIL) Center

Descriptive Information for the STEM Center Concept

- **Name of institution proposing the Center or Institute:** The University of Nebraska at Omaha
- **Name of the programs involved:** STEM is a recognized academic priority at UNO. As such, UNO offers myriad of instructional undergraduate and graduate programs in STEM fields, including (but not limited to) Bioinformatics, Biology, Chemistry, Geography, Geology, Mathematics, Physics, Biomechanics, Biomedical Informatics, Computer Science, Computer Science Education, Cybersecurity, IT Innovation, Management Information Systems.
- **Other programs offered in this field by this institution:** STEM Leadership Team lead extensive co-curricular programming aimed at engaging K-12 students in STEM fields.
- **Administrative unit for the Center or Institute:** Colleges of Arts and Sciences, Education, and Information Science & Technology
- **Physical location, if applicable:** TBD
- **Proposed date (term/year) the Center or Institute will be initiated:** Upon approval

1. Purpose and Context for the Center or Institute

As a national priority, science, technology, engineering and mathematics (STEM) education is, at its essence, an interdisciplinary approach to teaching, research, and outreach (Congressional Research Office 2002; NSF 2017) that engages students in learning cross-discipline concepts and practices—such as the scientific method, engineering design, mathematical modeling, and computational thinking—using innovative, hands-on pedagogical strategies. By integrating such strategies—including inquiry-based learning (IBL) and genuine scientific research experiences—into our nation’s formal and informal education programs, we will prepare our students and citizens to become highly skilled professionals that can effectively create, manage, and sustain the essential technological innovations of the 21st century. UNO has a proud history of contributing to this national call for innovative STEM programming by identifying STEM as a campus priority and implementing a plan to attract key STEM leaders. It is within this context that we propose taking the next steps toward solidifying UNO’s status as a national leader in STEM by designating an interdisciplinary STEM Teaching, Research, and Inquiry-based Learning (STEM TRAIL) Center.

Our growing metropolitan university has already created a synergistic environment for advancing STEM in the region, thanks in part to UNO’s innovative structure for interdisciplinary STEM leadership, in which community chairs have been appointed to promote collaborative STEM initiatives, working closely with campus deans, department chairs, and community partners. These collaborative efforts have led to many successes, including achievements such as new interdisciplinary STEM courses and certificates offered jointly across UNO colleges, shared pathways for STEM disciplinary degrees and teacher certification, significant external funding for collaborative STEM initiatives, numerous discipline-based education

research (DBER) publications, innovative STEM outreach endeavors and events, community-wide leadership for the Omaha STEM Ecosystem (a consortium of 90 community partners co-led by UNO and the Omaha Doorly Zoo and Aquarium), and most importantly, an evolving interdisciplinary vision for STEM on the UNO campus. It is now time for UNO STEM to further evolve into a national model, using a Center-based strategy for engaging students in effective STEM pathways or “educational trails” into their careers by designating and supporting the STEM TRAIL Center.

National initiatives for advancing STEM have uniformly identified student engagement in research-related activities as the key educational innovation for preparing the next generation of professionals. George D. Kuh’s high-impact practices for universities include the meaningful integration of research as a focused pedagogy for engaging students in the undergraduate classroom (Kuh 2008). Moreover, national societies are dedicated to the advancement and training of students in STEM via the apprenticeship style of research experiences (e.g., Council of Undergraduate Research, SigmaXi) and working on complex problems in interdisciplinary teams (Kuh 2008). Finally, recent calls from the National Science Foundation (NSF) and the Carl Wieman Science Education Initiative at the University of British Columbia (Deslauriers, Schelew, & Wieman 2011) further recommend that innovative engagement experiences, such as research in undergraduate classrooms, be available to *all* students, inclusive of those enrolled in large freshman courses in STEM and those at higher levels including those at the very highest levels of potential. Consequently, the novel pedagogy of “course-based undergraduate research experiences (CUREs)” was born and will also be a fundamental core element of the UNO STEM TRAIL Center.

Integrating research into the classroom not only enhances student learning and skills in STEM, but it also augments student ability to communicate, conjecture, and debate (Elgin *et al.* 2016; Price 2001; Schmid 1992; Beard & Booke 2016). Copious articles in the cognitive and learning sciences, inclusive of the scholarship of teaching and learning and DBER, document the importance of mentored research experiences for students. The benefits of these experiences are captured robustly via the CURE and SURE surveys that were developed by David Lopatto (Grinnell College) and are utilized around the world. Taken together, these examples illustrate that the importance of undergraduate research experiences—both in the classroom and outside of the classroom—cannot be understated. Consequently, the UNO STEM team increasingly uses research experiences—for undergraduates, graduate students, and in-service teachers alike—as a pedagogical tool to convey content, increase learner confidence, and empower students to be able to meet the demands of the 21st century job market (Cutucache *et al.*, 2018). Further, this direction is highly consistent with other campus initiatives, such as the new Research Strategic Plan being led by UNO’s Interim Vice Chancellor for Research and Creative Activity, in which increased student involvement in research and the opportunities for interdisciplinary STEM efforts are mentioned as key opportunities for continued growth in research on the UNO campus. It is also very consistent with new campus directions that will strive to recruit, educate, and graduate some of the very best STEM students in the country.

In addition, the UNO STEM team has expanded the use of inquiry-based learning (IBL) in the STEM disciplines over the last five years. Grants, workshops, and publications from the STEM team clearly highlight the importance, transferability, and impact of offering IBL courses. Interdisciplinary, cross-college teaching also has become more prevalent, and IBL is already an emerging core effort in UNO STEM. For example, UNO faculty from computer science and mathematics are partnering to offer a new inquiry-based course, MATH 1120: Introduction to Mathematical and Computational Thinking, using Bricklayer (an open-source, online educational ecosystem developed at UNO). Another cross-campus partnership, among computational biologists, cancer biologists, and mathematicians, is integrating inquiry into the classroom via their work on the dynamic modeling of diseases, biological phenomenon, cancer, and the immune response. The integration of bioinformatics into life sciences education serves as yet another example of a

cross-college faculty initiative (that also includes partners external to UNO) focused on providing high-quality, inquiry-based experiences for students in the classroom.

UNO's successes in STEM are a direct result of the deliberate and focused implementation over the past five years of the 2013 STEM Strategic Plan, which was developed in support of the campus-wide STEM priority, in close collaboration with UNO deans and departments. The STEM TRAIL Center will build upon this earlier STEM momentum to further establish our national reputation, propagate our proven best practices on a national stage, position ourselves to compete for new types of extramural funding, and to serve as a contractual entity to assist other universities and stakeholders in the design, assessment, and implementation of STEM-related teaching, research, and outreach projects.

Administrative oversight of the proposed Center would be with the Deans of the Colleges of Arts and Sciences, Education, and Information Science and Technology. The three deans will rotate annually in taking oversight over the proposed Center. This will allow the Center Director to report to one dean which will facilitate the organizational structure.

2. Need, Demand, and Opportunity for STEM Center Organizational Unit

Based on expansion of the 2013 STEM Strategic Plan (STEM Strategic Plan, Phase II: 2018–2023), a 2015 STEM Priority Report, a 2018 Qualtrics survey of STEM faculty and staff, market research analysis, organizational conversations with national entities (such as the Council of Undergraduate Research), and various structured brainstorming meetings among members of the STEM Leadership Team and campus collaborators, we believe the most effective infrastructure to advance STEM on the UNO campus is a formalized STEM Center.

Over the last five years, UNO has recruited and strongly supported a STEM Leadership Team using an innovative and effective community chair model. This cross-college interdisciplinary leadership team has established a productive record of program development, extramural funding, and educational best practices that has radiated through academic units across campus and into partner organizations across the Omaha metropolitan area. In 2016, the UNO STEM Leadership Team and Omaha Citywide STEM Ecosystem received national recognition for their efforts, earning UNO an exemplary designation for the W.K. Kellogg Foundation's Community Engagement Scholarship Award. Building on this foundation, UNO is prepared to move to the next level in propagating successful collaborative models in STEM education.

The STEM TRAIL Center will provide the appropriate administrative infrastructure needed for UNO to capitalize on its successes and further grow its STEM Initiatives. UNO is a decentralized institution with STEM-related engagement activities happening throughout campus, predominantly as led by three colleges but engaging faculty and staff across the campus. The STEM Community Chairs are funded by donor endowments, and most faculty leading STEM-related initiatives are supported by extramural grants, in addition to funds provided within a supportive college environment. The administrative support infrastructure for many campus-wide elements of the STEM priority such as Outreach, however, is currently limited to one campus-wide FTE position funded by the University for a STEM Outreach Coordinator. Individual colleges certainly work hard to fund and staff STEM outreach positions that are appropriately specific to the given college. While this academic structure has been sufficient and useful for our interdisciplinary efforts to date, it does not allow for continued shared growth as we become an increasingly visible national model competing for external funding at the highest levels of national achievement. Growing interdisciplinary STEM initiatives across colleges will take additional cross-college organization. The creation of a STEM center will allow UNO to take a more unified and strategic approach in STEM outreach, grant development, and programming.

Furthermore, the current support model can inadvertently penalize highly productive faculty and their units and colleges—for example, the more successful faculty are in securing extramural funding for DBER, the more they must add post-award administrative roles to their list of duties, at times stressing their departmental and college support infrastructures, particularly when their unit may have only a partial role in the wider STEM initiative. When faculty and departments take on this interdisciplinary work, which could be completed more efficiently and effectively by a shared staff assistant, it ends up costing an individual college money, and costs may be disproportionate for a particular unit. Finally, while each STEM faculty member is appropriately housed within a single academic department, STEM initiatives are inherently interdisciplinary and often fall outside the purview of any individual department. The administrative paperwork accompanying cross-campus STEM projects puts increasing stress on departmental staff assistants. Designating a STEM Center would make it possible to increasingly use a pooled staff model, that could perhaps work more efficiently with departments and colleges to maximize F&A return to units, while also funding a shared percentage of STEM administrative support, equipment purchases, consistent/sustainable personnel hires, and graduate student support for STEM initiatives, thereby incentivizing faculty and synergizing their efforts to continue expanding extramural support for UNO STEM initiatives. The proposed STEM TRAIL Center is the most effective and appropriate organizational structure to advance this highly interdisciplinary work.

UNO has been immensely successful in securing donor and grant funding to support its STEM initiative, however we have reached a critical point. UNO – proudly collaborating with other Nebraska University campuses - has been considered a national leader in STEM education. To further achieve these long-term goals and expand competitiveness in securing donor funds and federal grants, a unified organizational structure is essential.

While nationally the demand for STEM professionals is increasing exponentially, the workforce needs face serious deficits that can only be remedied by improving the educational pathways for students in STEM fields. UNO is already aggressively addressing this problem to targeted outreach and programming. The proposed STEM TRAIL Center will be uniquely positioned to capitalize on this work and will provide the necessary organizational structure, vision, and direction necessary for taking UNO STEM to the next level nationally.

3. Adequacy of Resources

The most difficult resource to gather—effective and committed leaders—is already in place due to past UNO support and vision, and the enthusiastic participation of faculty, staff, and administrators. While much good has been accomplished and will continue to flow from these STEM leaders who attend STEM Leadership Team meetings—now numbering 62 faculty members, along with supportive staff and administrators—continued progress requires the organizational structure and funding possibilities of a designated Center. Most importantly, we believe that establishing the proposed Center will help launch a new trajectory for STEM, allowing UNO to recruit additional personnel and provide the physical resources necessary to capitalize on existing synergistic STEM initiatives across the region and elevate the University of Nebraska to a place of national eminence in STEM.

Administrative Expenses

Anticipated **administrative expenses** for the STEM TRAIL Center include the following:

- Executive Director— oversight of the Center will result in the following workload release: 25% in year 1, 50% in year 3, and 75% in year 5.
- Associate Director 25% of workload will go to oversight of the Center

- Co-Assistant Directors—15% of workload will go to operations of the Center
- Research Technician will be hired in year 1. The search for this position is ongoing and this position will be grant-funded from year 1-3.
- Grant Coordinator will be hired in year 1. The search for this position is ongoing and this position will be grant-funded from year 1-3.

Physical Facilities

Currently, the STEM offices, activities, programming, and personnel are disseminated throughout the UNO campus. While this is not ideal, the creation of the UNO STEM TRAIL Center as an organizational unit does not depend on a centralized physical location. The proposed STEM Center can operate whilst activities, offices, and personnel are at their current location. It is preferred to rent or renovate a space to centralize the operations of the STEM TRAIL center. This expense is anticipated at around \$36,000 annually. The long-term vision of the UNO STEM Leadership team is however to work towards a physical facilitate dedicated to STEM. The creation of the STEM TRAIL Center as an organizational unit will facilitate achieving this long-term vision as it will make UNO more competitive for external funding, while capitalizing on existing efforts and positioning Nebraska as a national leader in STEM pathways.

Instructional Equipment and Informational Resources

Instruction within the STEM TRAIL Center will be particularly devoted to model courses utilizing inquiry-based learning and research experiences at the undergraduate and graduate levels. Some innovative courses might have specially designed sections for important populations of students, such as targeting high-achieving students, dual enrollment students, or students enrolled in high school bridge courses.

We also believe that serving exceptionally academically talented STEM students in special sections will allow us to pilot innovative student engagement strategies, such as mentored student research experiences, that can then be translated to other sections, informing student involvement across all STEM areas and student populations.

\$20,000 per year is budgeted for general operating expenses.

4. Organizational Structure and Administration

The recommended administrative structure of the STEM TRAIL Center includes an Executive Director, Associate Director, and Assistant Directors (Community Chairs) working in collaboration with a steering committee and subcommittees to direct and oversee Center operations, including various offices in the Center (e.g. the STEM Outreach office and the office of the NE SciLEAD Consortium), although each Office will have a specific Director with at least 25% appointment to that Office. The acting Executive Director and Associate Director will be the Community Chairs of Science and STEM Education, respectively, on an interim basis until a permanent Director can be hired via a formal search process.

Administrative oversight of the proposed Center would be with the Deans of the Colleges of Arts and Sciences, Education, and Information Science and Technology. The three deans will rotate annually in taking oversight over the proposed Center. This will allow the Center Director to report to one dean which will facilitate the organizational structure, while also meeting at least quarterly with the three Deans involved in focused planning meetings.

Steering Committee and Subcommittees

A Deans-appointed Steering Committee will serve as the principal decision-making body within the Center and will include subcommittee leadership to oversee specific focus areas of the Center (see below), but ultimately all decisions of the Center would rest with the Director as the final decision maker for internal oversight of the Center. The Directors will co-chair the Center's Steering Committee. Other members will include chairs of the subcommittees and representation from the offices within the Center. The Directors will convene meetings at least once monthly and more often as needed. The Directors will hold monthly meetings with the supervising deans, to particularly ensure that Center initiatives are also closely aligned with college missions and initiatives. Finally, bylaws will be drafted to establish the responsibilities of the committee. Anticipated subcommittees of the Steering Committee could include the following:

- **Interdisciplinary Research as a Pedagogy in Teaching**—Chaired by a faculty member from a STEM discipline who engages in active learning or student-centered learning environments in his/her classroom and has demonstrated success in attaining (or has the potential to attain) extramural funding in this area.
- **Interdisciplinary Strategies as a Catalyst for Research**—Chaired by a faculty member from a STEM discipline who has an active research group/laboratory (active to include publishing approximately 1–2 times/year on an ongoing basis), has a history of mentoring students, and has demonstrated success in attaining (or has the potential to attain) extramural funding in this area.
- **Interdisciplinary STEM Outreach**—Chaired by a STEM Outreach Coordinator who will also serve as the Director of the STEM Outreach office.
- **Pre-tenure Sponsor Advisory Team**—Chaired by a faculty member at the Associate or Full Professor level who has maintained a research-productive vitae. The advisory team for pre-tenure faculty in STEM areas will be composed of research-productive, tenured professors at the Associate or Full Professor level who will advise pre-tenured faculty in STEM areas on their portfolios, serve as additional editors and reviewers for grant proposals, and provide twice-annual grant writing workshops.

5. Partnerships with Businesses and the Citywide STEM Ecosystem

The proposed STEM TRAIL Center will engage in collaborative partnerships with both business and community organizations, synergistic with UNO's leadership role in the Omaha Citywide STEM Ecosystem. There are more than 80 organizations and 700 representatives participating in the STEM Ecosystem, many of which already collaborate directly with UNO on STEM initiatives, including the Metropolitan Omaha Education Consortium (representing twelve school districts in the Omaha-Council Bluffs metropolitan area, two educational service units, Metropolitan Community College, and Iowa Western Community College), Omaha's Henry Doorly Zoo and Aquarium, Nebraska Department of Education, Nebraska Children and Families Foundation, the Applied Information Management Institute, Beyond School Bells, Streck, UNeMed, Collective for Youth, the Sherwood Foundation, and many more. Further, the proposed STEM TRAIL Center will become a unified entity and point-of-contact for other external organizations to initiative partnerships with UNO. These partnerships will particularly help to bring STEM professionals already in the workforce into UNO STEM initiatives, helping to educate the future STEM workforce.

6. Collaborations with Higher Education Institutions and Agencies External to the University

In addition to collaborating with colleagues across Nebraska—including faculty at the University of Nebraska Medical Center, University of Nebraska-Lincoln, University of Nebraska at Kearney, as well as at Metropolitan Community College, Nebraska Wesleyan University, Doane College, Creighton University, and other institutions across the state—UNO STEM faculty collaborate with many other higher education institutions across the country and world, as reflected in the publications and grants of UNO STEM faculty. For example, as the lead institution for the Network for Integrating Bioinformatics into Undergraduate Education (NIBLSE, an NSF-funded Research Coordination Network for Undergraduate Biology Education), UNO facilitates communication and collaboration among a network of institutions across the country. Furthermore, UNO STEM faculty are active in national professional organizations, such as the Council on Undergraduate Research. Finally, STEM Faculty routinely collaborate with international colleagues in countries ranked highly on PISA testing, including Finland, for additional initiatives.

Additional examples of existing collaborations follow on the next page.

- UNO/UNMC: uBEATS; biomedical research projects on leukemia & lymphoma (including IP development & licensing); biotech development & start-ups; Omaha STEM Ecosystem (UNO/UNMC/UNL & other partners)
- UNO/UneMed: disclosure of Intellectual Property and marketing (with Nebraska Business Development Center, NBDC)
- UNO/UNL: Noyce Math; Math teaching circles; NIH R25 STEM Pipeline (NE STEM 4U); Nebraska Robotics Expo, NSF EAGER telepresence robotics and virtual reality effort.
- UNO/UNK: Nebraska Research Initiatives shared Network Science grant; preparation of NSF ITEST proposal; Continued implementation of Beyond School Bells and Nebraska Children's Foundation funding for NE STEM 4U pipeline
- UNO/Doane: biology-education research (discipline-based education research); undergraduate research in STEM; NSF S-STEM advisory team

The creation of the proposed STEM Trail Center will allow UNO to capitalize on existing higher education collaborations and will facilitate growth.

7. Constituencies to be Served

In fall 2017, several members of the STEM faculty conducted market research to investigate the viability of a key component of our proposal—providing contractual services through the Center (e.g. through its NE SciLEAD Consortium office). We concluded that there is an unmet demand for such services and that providing those services will help ensure a robust, sustainable funding model for the STEM TRAIL Center. The only similar entity we identified in Nebraska is Pearson Publishing, who is more engaged with higher education consulting (such as with Metropolitan Community College) than their name implies. Similarly, this industry (i.e., research design and evaluation services) which is predicted to have a 2.1% annual growth (2016–2021), is a \$14.6 billion revenue area nationwide. Finally, the barriers to entry into the market are low to medium. The growth is rapid with revenue volatility being categorized highest at “medium.” Consequently, we (alongside the unbiased agency, Nebraska Business Development Center) have ensured that this is a viable, sustainable model, even outside of extramural funding long-term (i.e., solely on a

contractual basis). Thus, we expect to engage and serve several key stakeholder groups within a contractual environment, including the following:

1. UNO and other University of Nebraska investigators conducting STEM-related research and assessments with undergraduate or graduate students
2. Faculty and other collaborators across the NU system interested in designing and implementing STEM elements of their instruction or outreach work within a context of DBER
3. New tenure-track faculty across the NU System who wish to design and implement a DBER portfolio in their teaching, research, or outreach, with special attention to activities that build toward their tenure-track success
4. Community partners interested in contracting for innovative teaching, research, and outreach projects for P16 students, with special attention to integrating research into the classroom or evaluating research experiences
5. Those regional, national, and international partners interested in contracting with us to provide external evaluation for STEM-related programs, at a significant cost savings to for-profit educational consulting firms

Other models of funding include those replicated at other sites, such as Click2SciencePD and the incubator model of NIH & NSF STTR/SBIR projects.

In addition, contractual constituencies served, the work spearheaded by the proposed STEM TRAIL Center will continue to serve students, P-12 schools, and community partners.

8. Anticipated Measures of Success

The proposed Center will support numerous existing STEM programs and will provide the infrastructure necessary to support continued growth of STEM teaching, research, and outreach initiatives. Furthermore, as one example of capabilities within the Center, the NE SciLEAD Consortium will provide consulting services in STEM-related design, implementation, evaluation, and assessment, meeting regional and national needs and generating revenue for the Center. Primary measures of success will include the following: 1) increased student recruitment, retention, and graduation in STEM disciplines (as demonstrated in the 4-year pilot of NE STEM 4U with 96% retention to degree and in STEM careers); 2) increased extramural funding for STEM teaching, research, and outreach; 3) further engagement with stakeholders locally, regionally, and nationally; and 4) formal recognition as *the national-level* Center for supporting student research as a pedagogy in STEM areas. Other anticipated outcomes include increases in the number of faculty and staff devoted to interdisciplinary STEM initiatives and in the number and types of mission-directed products and services, including an increase in publications and other methods of disseminating research products (e.g. IP of various kinds, including process patents).

9. Centrality to Role and Mission of the Institution

Foundational to UNO's Metropolitan University mission is the belief that, in order to serve a diverse student body reflective of a dynamic metropolitan region, university faculty must forge meaningful partnerships with community leaders. The UNO STEM Leadership Team clearly demonstrates engaged partnership with community leaders, as represented by its leadership role in the Omaha Citywide STEM Ecosystem and the many collaborative projects currently led by UNO STEM faculty. The proposed STEM TRAIL Center will further advance the UNO mission and reinforce its three overarching strategic goals, as follows:

- **Goal 1, Student Centeredness**—The proposed STEM TRAIL Center will model and implement high-impact practices that have been demonstrated in the literature and recognized by the Association of American Colleges and Universities (AAC&U) and the NSF as being the most effective in preparing students. Specifically, we will offer courses and programs that provide genuine research experiences to students, which aligns with Strategy 1.2, to “*prepare students for academic success, careers, and professional responsibilities in an increasingly complex world (academic programs, advising, co-curricular leadership development opportunities, internships, graduation).*”
- **Goal 2, Academic Excellence**—The proposed Center will aggressively “*support and enhance faculty and student research and creative activity*” (Strategy 2.3) and will facilitate faculty efforts to “*develop and enhance applied and experiential learning opportunities*” (Strategy 2.5).
- **Goal 3, Community Engagement**—Building on a strong foundation of existing collaborative STEM initiatives, the proposed Center will provide the resources necessary to help “*build new and strengthen existing connections with a broad range of community partners*” (Strategy 3.1), “*prepare students to be engaged citizens and community leaders in a diverse and evolving society*” (Strategy 3.2), “*promote, recognize, and incentivize engaged scholarship*” (Strategy 3.3), and “*fortify rewards and resources supporting engaged teaching and learning*” (Strategy 3.5).
- **Goal 4, Institutional Quality**—By providing the personnel and physical infrastructure necessary to efficiently and effectively support the continued growth of UNO’s STEM efforts, the proposed Center will also help the University to “*recruit, retain, and reward outstanding faculty and staff*” (Strategy 4.1), “*prudently manage the financial resources entrusted to us*” (Strategy 4.4), “*increase public awareness of UNO’s standing as a premier Metropolitan University*” (Strategy 4.5), and “*maintain and expand facilities to meet the growing needs of the campus*” (Strategy 4.6). Furthermore, the Center’s new laboratory facilities will help UNO faculty and students to “*utilize technology that supports learning, effectiveness, and innovation*” (Strategy 4.7).

Finally, the proposed STEM TRAIL Center directly aligns with the original **STEM Priority**, one of UNO’s five academic priority areas (<https://www.unomaha.edu/engagement/docs/2012-campus-priorities-2020.pdf>).

10. Consistency with the University of Nebraska Strategic Framework

As illustrated by the following examples, the proposed Center also aligns with the University of Nebraska Strategic Framework (version dated 2014–2016, the most current version available on the University of Nebraska website, <https://nebraska.edu/strategic-framework.html?redirect=true>, at the time of this writing):

- **Goal 1.d** states that the University of Nebraska will “*expand lifelong educational opportunities.*” The STEM TRAIL Center will provide educational pathway opportunities for STEM learning across the P16 pipeline by engaging students and community partners in inquiry-based learning and research activities—in the classroom, in research laboratories, and in informal education settings across the community.
- **Goal 2** states that the University of Nebraska will “*build and sustain undergraduate, graduate, and professional programs of high quality with an emphasis on excellent teaching.*” Using best practices for STEM teaching and learning, as recognized by the AAC&U, we will integrate inquiry-based learning and research experiences into our undergraduate and graduate programs.
- In alignment with **Goal 3**, the proposed Center “*will play a critical role in building a talented, competitive workforce . . . in Nebraska in partnership with state, private sector, and other educational institutions.*” UNO STEM faculty will continue to work closely with business and community leaders in the Omaha STEM Ecosystem and other stakeholders across the state to

ensure we provide high-quality STEM programming that prepares students for dynamic and evolving STEM workforce needs across Nebraska.

- In alignment with **Goal 4**, the proposed Center will allow the University to further “*pursue excellence . . . in research and scholarly activity, as well as their application.*” The STEM TRAILS Center will engage as a focused catalyst to many STEM departments on campus for building upon their collaborative teaching, research, and service interests. For example, faculty efforts in the Department of Geography/Geology have been instrumental in facilitating interdisciplinary research activities with P16 teachers at UNO’s Glacier Creek preserve. The Center will assist those faculty with locating additional external funding opportunities for such high quality P16 engagement efforts. Research as a pedagogy is a core strength of the STEM TRAIL Center, and that research spans teaching, research, and outreach. It may also be a powerful student recruitment tool, especially for exceptionally academically talented students. As a result, this Center will position UNO for continued growth in extramural funding, will support student engagement through that funding, and will lead to increased research and scholarly activity. Furthermore, the Center will “*encourage and support interdisciplinary, intercampus, inter-institutional, and international collaboration.*” We have existing and close interdisciplinary collaborations across UNO, with colleagues on all University of Nebraska campuses, and with higher education institutions and agencies across the country. We are now ready to build on this foundation to better serve the growing STEM needs of the University, Nebraska, and partners and stakeholders across the U.S.

11. Potential for the Center or Institute to Contribute to STEM Workforce and Economic Development

We expect the contributions of the Center will mirror and expand upon existing projects of the STEM Leadership Team related to STEM workforce development. This Center will work collaboratively with the Omaha STEM Ecosystem and local, state, and regional employers to ensure that we are developing dynamic students that add to local economies. These important partners will also be brought to the table to engage students in internships and other workforce mentoring mechanisms. Furthermore, based on the market research analysis conducted by the Nebraska Business Development Center (NBDC), we believe this Center concept represents a sustainable model with strong economic development potential for businesses, education, industry, and higher education in the areas of educational assessment, STEM Education program and research design, and consultation for best practices related to teaching and research in STEM areas.

12. Consistency with the Comprehensive Statewide Plan for Postsecondary Education

In addition, the proposed STEM TRAIL Center is consistent with Nebraska’s Comprehensive Statewide Plan for Postsecondary Education in several ways, including the following:

- **Chapter 3, Meeting the Needs of the State**, states that “*employers need college graduates and trained workers who have extensive and varied knowledge, skills, and demonstrated competencies that prepare them for entering and succeeding in the workforce. To advance in business and succeed in their careers, these graduates also need good oral and written communication skills, . . . teamwork abilities, general workplace skills, and, increasingly, conversancy in more than one language.*” The proposed Center will provide the education and training students need to prepare them to meet the increasing STEM workforce demands in the State of Nebraska. For example, the NE STEM 4U model, developed at UNO and also implemented at UNK and UNL, provides hand-on training for undergraduates in key pre-professional practices—including teaching, research, and mentoring—to help students develop the diverse skills they need to succeed in the workforce.

Projects like NE STEM 4U, which are led by UNO and/or developed in close partnership with our colleagues at UNMC, UNL, and/or UNK, provide evidence of the Center's potential to facilitate continued collaboration to implement effective programming that will positively impact postsecondary education in the state. Based on our existing collaboration and the support from influential STEM colleagues at all NU campuses, we are convinced the STEM Trail Center will provide the infrastructure necessary to allow us to continue and expand our synergistic work with our NU colleagues and others colleagues across Nebraska.

- **Chapter 3, Meeting the Needs of the State**, goes on to call out a specific goal to *“contribute to the health and prosperity of the people and to the vitality of the state through research and development efforts, technology transfer...and by attracting external funds to support these activities.”* Moreover, *“...institutions will assess evolving needs and priorities in a timely manner and will be prepared to change and adopt new methods and technologies to address the evolving needs and priorities of the students and people of Nebraska.”* In 2012, the National Research Council established DBER as a field of study to encourage interdisciplinary teams to apply findings and strategies from the cognitive learning sciences to the STEM disciplines in order to improve understanding of student learning in discipline-specific contexts. In the years since, NSF has strategically increased funding for DBER, and the associated research on student retention and learning clearly demonstrates that research as a pedagogy is a highly effective approach to STEM education that should be offered to each and every student.
- **Chapter 4, Meeting Needs by Building Exemplary Institutions**, describes the need for Nebraska to *“value higher education and support its investment in public higher education through fair and reliable funding policies...”* The funding model outlined above for the new STEM TRAIL Center favors a multi-stakeholder model wherein part of the funding is requested from the state in the form of a legislative priority, with the remainder contributed through extramural dollars (grants and contracts) and/or donations. The multi-stakeholder funding model is to best respect the contributions of each stakeholder and make the best use of dollars. The proposed STEM TRAIL Center, the first and only facility of its kind, would elevate UNO and the State of Nebraska to exemplary status in STEM, regionally and nationally. Our colleagues across Nebraska recognize UNO as a leader in STEM and, as mentioned, we are confident that they will write letters of support to endorse the STEM TRAIL Center at UNO and to acknowledge how they themselves will benefit from the increased NU collaboration that a Center at UNO will help to support.
- **Chapter 5, Meeting Educational Needs through Partnerships and Collaboration**, includes a goal for higher education institutions to *“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.”* The proposed Center is founded on the success of UNO STEM's existing partnerships and collaborations, as represented by UNO's leadership role in the Citywide STEM Ecosystem and many ongoing projects of the STEM Leadership Team, as previously described (see parts 6 and 7 above).
- **Chapter 6, Statewide Facilities Plan**, identifies the need for Nebraskans to *“advocate a physical environment for each of its public postsecondary institutions that is supportive of role and mission.”* Currently, the UNO campus does not have sufficient space to accommodate the growth of UNO's STEM initiatives in support of the STEM priority that was established in 2012.

Long-term Vision

Responsive to growing workforce demands, advancing STEM education has been an academic priority at UNO. The STEM leadership team led by the innovative model of STEM Community Chairs, and strongly supported by deans and other executive campus leaders, has grown the STEM programs to a level where UNO is nationally admired. Indeed, UNO organizes hundreds of workshops, programs, and activities geared

to STEM annually. Many of these programs are nationally applauded for their impact in changing students' trajectories.

The creation of the UNO STEM TRAIL Center as an organizational unit is the appropriate next step to advance the UNO STEM initiative. As an organizational unit, the STEM center will provide unity to the disseminated and decentralized activities already occurring at UNO. It will make UNO more competitive in securing external grant funding. While positioning Nebraska as a leader in STEM Education, the proposed center – as an organizational unit – will allow UNO to capitalize and grow existing efforts and collaborations.

While the creation of the organizational unit is not dependent on the existence of a standalone, physical STEM facility, this is one of the long-term goals for the UNO STEM initiative. The STEM Leadership's long-term vision includes a physical space dedicated to STEM. The idea for an interdisciplinary STEM-devoted building on the UNO campus is certainly not new. More than once over the last few years, campus administrators have initiated the idea and hired consulting and architectural input while engaging faculty in discussing ideas and site plans for a STEM building. However, we of course realize that deciding feasible locations for a new building or similar space infrastructure and financing such an infrastructure is a very complex process that typically requires extensive expertise, planning, and conversations with many different stakeholders. STEM leadership however believes that to systematically move to a higher level of STEM distinction and attract the best and brightest STEM students in the country will require systematic facility innovation as well as program innovation.

Specific offices organized within the Center will serve as liaisons to key stakeholders in the STEM research and education arenas and are anticipated to include the following:

STEM Outreach Office

- In collaboration with the STEM Outreach subcommittee, the STEM Outreach office will focus on ensuring public engagement and recognition of the Center, aligning needs of stakeholders with priorities of the Center, and advising all STEM Outreach staff across campus on best practices, inclusive of evaluation and assessment strategies. Members of the STEM Outreach office and subcommittee will collaborate with the Research subcommittee as needed to ensure extramural funding (or, at the very least, sustainable funding) is available to implement and support STEM outreach activities that contribute to broader impacts of the Center's DBER efforts. Collaboration with the Omaha Citywide STEM Ecosystem will be particularly important to this effort.

Office of the NE SciLEAD Consortium

- A new and innovative entity in the STEM TRAIL Center will be the office of the NE SciLEAD Consortium, which will fill a gap in regional and national markets by providing contracted consulting services in the design, implementation, evaluation, and assessment of STEM education research and programming, as well as academic program assessment. The Consortium currently has four partners (UNO, UNL, UNK, and Beyond School Bells), and demand for their services is high and increasing. The Consortium is conceptualized to eventually have dedicated office space and two permanent professional-level staff who will be trained in mixed-methods research, phenomenological research, and STEM-related assessment tools and strategies, including, for example, the Youth Program Quality Assessment (YPQA), Dimensions of Success (DoS) observation tool, Classroom Assessment Scoring System (CLASS), and other DBER and cognitive sciences protocols. Services offered by the NE SciLEAD Consortium will include contracted external evaluation for NSF-, DOE-, or NIH-funded awards. In addition, this office will serve as the point of contact for graduate students interested in pursuing DBER or ultimately becoming

professors, providing training in the learning sciences and connecting students with research and teaching opportunities. This office is also targeted to be a revenue generator for the Center, while also being a catalyst to entrepreneurial endeavors that may for example work with UNeMed. The STEM Leadership Team has already met with UNeMed to brainstorm possible future strategies.

Office of Computer Science Education

- The Office of Computer Science Education would be directed by the Community Chair of Computer Science. UNO leads the state in computer science education, with new programs such as a Supplemental Teaching Endorsement and a M.S. in Computer Science Education. This office would help to facilitate UNO's increasingly national models for helping P12 schools to integrate CS as a true partner with other STEM disciplines. Specifically, UNO's growing national leadership in CS Education (including several visits to the White House) would help to be facilitated by this office would be devoted to ongoing implementation of innovative pre-service and in-service teacher training to address this critical national workforce challenge.

Office of STEM Fellows

- The Office of STEM Fellows will help to facilitate "fellows" at various levels—to include NU Faculty that aim to work on-site for a semester or more at a time, in-service STEM teaching fellows (e.g. as funded by a Noyce Track IV award or via the Teacher Researcher Partnership Program), graduate students working on degrees in STEM Education, and finally for international colleagues on international STEM issues or initiatives. The office will be dynamic in using data-driven best practices for training and ongoing professional development (including fee-based workshop series) for training of all fellows in a personalized way.

Office of Student Programming Innovations

- This office will help to mentor and to facilitate meeting and work spaces for funded undergraduate students from UNO involved in high impact practices (Kuh, 2008) centered around research as a pedagogy. For example, this space will be a base of operations and workspace for all Noyce Interns and Scholars (from all areas of science and mathematics), as well as all NE STEM 4U students from all colleges on campus. Additionally, we anticipate acquiring grants such as NSF Research Experiences for Undergraduates (REU) funding for summer experiences and this collaborative workspace would also house those participants.

STEM Ed Incubator Office

- This office will house externally funded student interns, with specialized skills in marketing, market analysis, economics, statistics and STEM education to allow students and faculty alike to take ideas from conception to market stage. This office will also be the point of contact to communicate with the IP firms regarding upcoming technologies or processes (for patenting, trademarks, licensing, etc.), such as Center developed and marketed educational assessments. This office will also be the liaison with UNeMed and Nebraska Business Development Center to ensure that new technologies make it to market quickly.

Administrative Office

- The STEM Community Chairs, with roles of Director, Associate Director, and Assistant Directors, as well as staff assistants, program support personnel (research assistant professors, staff assistants, and key graduate assistants) will be housed in a single office mechanism. This office will serve as

the administrative hub for the Center and facilities and communicate and advise on key stakeholder partnerships and oversee operations.

The STEM Center will allow faculty to adapt quickly to meet changing economic conditions, STEM workforce development needs, and training needs for students in the state of Nebraska. Specifically, in the long term, the goals are for the STEM TRAIL Center to provide the following resources:

- A shared organizational entity to coordinate interdisciplinary UNO input, planning, and strategic action for P16 STEM Learning in close collaboration with community partners, such as school districts, businesses, and the community
- Collaborative spaces and activities dedicated to and focused efforts on creating innovative courses that implement undergraduate research experiences, inquiry-based learning, problem-based learning, CUREs, and other STEM pedagogies that empower students to be critical thinkers and problem solvers to be demonstrated on an international scale
- Shared and collaborative spaces for housing research initiatives in STEM areas (including wet-bench research space, social science workspace, graduate students and faculty in residence, conference rooms, and showcases for STEM research dissemination)
- A base for professional development resources, consulting, and contracted services of the NE SciLEAD Consortium related to the design, assessment, and implementation of STEM-related teaching, research, and outreach projects
- An array of workshops dedicated to aggressively developing grant proposals for submission to extramural entities (to include hosting program officers and scientific review officers from NSF and NIH, respectively)
- A STEM Outreach office and structure to provide a shared vision and workspace for outreach personnel across colleges and to facilitate coordination of STEM-related outreach activities with partners across campus and in the community
- Faculty support offices (to assist faculty with IP considerations, external start-up assistance, DBER training, and grant conceptualization assistance)
- A periodic seminar series to encourage and to support interdisciplinary STEM research and instructional innovation
- A pre-tenure advisory committee to support interdisciplinary STEM research productivity, inclusive of grant mentoring, editing, and peer support strategies
- A seminar space and mechanism to hold 350 people for STEM community engagement lectures, workshops, Aim for the Stars expos, STEM Ecosystem events, etc.
- Office space for STEM personnel, inclusive of directors of the new offices within the Center

We are confident that the creation of the UNO STEM TRIAL Center as an organizational unit will allow UNO to take one step closer to realizing its long-term objectives and STEM vision.

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**TABLE 1: PROJECTED EXPENSES - NEW ORGANIZATIONAL UNIT
UNO STEM TRAIL Center**

	(FY2018) Year 1		(FY2019) Year 2		(FY2020) Year 3		(FY2021) Year 4		(FY2022) Year 5		Total
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	Cost
Personnel											
Faculty ¹		\$95,000		\$95,000		\$120,000		\$95,000		\$145,000	\$550,000
Non-teaching staff: Professional ²		\$100,000		\$100,000		\$100,000		\$100,000		\$100,000	\$500,000
Graduate Assistants											
Non-teaching staff: Support											\$0
Subtotal		\$195,000		\$195,000		\$220,000		\$195,000		\$245,000	\$1,050,000
Operating											
General Operating ³		\$20,000		\$20,000		\$20,000		\$20,000		\$20,000	\$100,000
Equipment											\$0
New or Renovated Space ⁴		\$36,000		\$36,000		\$36,000		\$36,000		\$36,000	\$180,000
Library/Information Resources											\$0
Other											
Subtotal		\$56,000		\$56,000		\$56,000		\$56,000		\$56,000	\$280,000
Total Expenses		\$251,000		\$251,000		\$276,000		\$251,000		\$301,000	\$1,330,000

¹ The proposed center will be run by the executive director, associate director, and three co-directors. Starting in Year 1 the STEM TRAIL Center Executive Director will receive a 25% workload assignment, this will become 50% in year 3 and 75% in year 5. Further, starting in year 1 the Associate Director will receive a 25% workload assignment and the three co-assistant directors will receive 15% workload assignments. The workload assignment expenses are based on a \$100,000 salary. The workload assignments have been funded in the past and will be continued to be funded by reallocation of funds in all three colleges.

² UNO is in the process of hiring a Research Technologist with a salary of \$45,000 and has hired a grant coordinator with a salary of \$55,000. Grant funding will support these expenses from year 1 through year 3. Starting in year 4 either grant funding or the colleges will accept this expense.

³ The Executive Director will have \$20,000 for general operating expenses every year. This will be paid for by grant funding.

⁴ While creating a standalone STEM Building is the long-term goal, it is expected that the UNO STEM TRAIL Center will need to rent or renovate space before this long-term vision is realized. Currently, funding is available and used by STEM faculty to rent meeting space. This expense will be paid for with the reallocation of funds or grant funding.

**TABLE 2: PROJECTED REVENUES - NEW ORGANIZATIONAL UNIT
UNO STEM TRAIL Center**

	(FY2018) Year 1	(FY2019) Year 2	(FY2020) Year 3	(FY2021) Year 4	(FY2022) Year 5	Total
	Reallocation of Existing Funds ¹	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000
Required New Public Funds						
1. State Funds						
2. Local Funds						
Tuition and Fees						
Other Funding ²	\$980,000	\$980,000	\$980,000	\$980,000	\$980,000	\$4,900,000
Total Revenue	\$1,130,000	\$1,130,000	\$1,130,000	\$1,130,000	\$1,130,000	\$5,650,000

¹ The colleges of Arts and Sciences, Education, and Information Science and Technology have committed to support the proposed center with \$150,000 annually.

² As mentioned in the proposal, the STEM Leadership Team has been immensely successful in securing grant funding. To date, 4.9 million dollars have been secured in support of the proposed UNO STEM TRAIL Center for the next five years. It is reasonable to expect this number to go up drastically in the coming years as additional funding requests are approved. For additional information, please review the 'Grant Funding' sheet.

EXISTING RESOURCES FOR STEM CENTER INFRASTRUCTURE

Current funding (2018-2023)

**This column should be dollars of project OK'd for STEM Center use, not total of each grant

Project Short Title	Type (grant, contract, royalty)	**Total Dollars	Indirects? (Yes or no)	Initials	YEARS
Worlds of Connections	grant	\$140,400	Yes	CEC	2018-2023
NE STEM 4U-Omaha middle	grant	\$70,000	Yes	CEC	2018-2023
NE STEM 4U- elem	contract	\$19,200	Yes	CEC	2018-2023
Science Noyce Teacher Prep	grant	\$960,000	Yes	CEC	2018-2023
Teacher Researcher Partnership	grant	\$755,146	Yes	WT as PI, NG & CC as col	2019-2022
Haddix Community Chair Science	NU Foundation budget	\$18,000	No	CEC	2018 continuing
Haddix Community Chair Physical Science	NU Foundation budget	\$12,000	No	CM	2018 continuing
Haddix Community Chair Mathematics	NU Foundation budget	\$12,000	No	PXR	2018 continuing
Haddix Community Chair of STEM	NU Foundation budget	\$18,000	No	NG	2018 continuing
Union Pacific Community Chair Computer Science	NU Foundation budget	\$18,000	No	BD	2018 continuing
BODYMODELS (NSF ITEST)	NSF ITEST Grant	\$1,200,000	Yes	NG	2018-2020
EAGER (NSF) NE Innovative Maker Co-Lab	NSF Grant (Shared: UNL/Others/B. Barker PI)	\$300,000	Yes	NG	2018-2019
Mathematics Noyce Teacher Prep	NSF Grant (Matthews PI)	\$1,197,265	Yes	NG	2014-2019
Girls Inc. EUREKA Camp	Girls Inc.	\$80,000	No	NG	2014 continuing
NRI Planning Grant (with UNK)	Internal Grant	\$20,000	No	NG	2018-2019
Citywide STEM Ecosystem	PKF, MCC, UNMC, MCC, OPPD, UNL, others	\$80,000	No	NG	2018-2020
		\$4,900,011	SUM OF EXISTING DOLLARS FOR NEXT 5 YEARS		

Note: UNO Portion is \$68,040
 Note: Matthews PI ; Grandgenett CoPI/Sen
 Note: McGlamery PI; Grandgenett CoPI
 Note: UNO portion is \$9,400
 Note: J. Sigmon salary as Director

Planned submissions (2018-2019)

Entity	Type	Dollars	Indirects	Initials/PI
NSF RII Track 2	Federal research infrastructure grant	\$4,000,000	Yes, 48.5%	Community Chair Team
NSF RII Track 1	Federal research infrastructure grant	\$20,000,000	Yes, 48.5%	Community Chair Team
NSF IUSE Engaged Student Learning	grant	\$135,000	Yes	CM
NSF IUSE Institutional and Community Transformation	grant	\$3,000,000	Yes	CM
NSF IUSE Institutional and Community Transformation	grant	\$300,000	Yes	PXR
NSF ITEST BODYMODELS II (Earlychildhood)	grant	\$1,200,000	Yes	NG
		\$27,135,000	SUM OF PLANNED SUBMISSIONS 1-YEAR OUT	

Note: Karabon wil be PI; Grandgenett CoPI

Currently Under Review Submissions (2017-2018)

Entity & Title	Type	Dollars	Indirects	Initials/PI
NSF SSTEM	Federal	\$1,000,000	Yes	CC
NSF ITEST: NE STEM 4U (with UNK)	Federal	\$1,200,000	Yes	NG/CC
NSF Noyce, Track IV	Federal	\$3,000,000	Yes	CC/NG
IS&T Omaha STEM Ecosystem Portal Proposal	Local	\$200,000	Yes (10%)	NG
		\$5,400,000	SUM OF CURRENT AND PENDING SUBMISSIONS	

Note: Will submit with UNK per NRI Plan
 Note: with Deepak, Zac Fowler, Julie Sigmon

\$37,435,011 TOTAL

TO: The Board of Regents Addendum IX-B-1

Business Affairs

MEETING DATE: March 29, 2019

SUBJECT: Amendments to Audit, Risk, and Compliance Committee Charter

RECOMMENDED ACTION: Approve amendments to the Audit, Risk, and Compliance Committee Charter

PREVIOUS ACTION: June 1, 2017 – The Board of Regents approved an amendment to the Audit, Risk, and Compliance Committee Charter.

EXPLANATION: In 2003, the Board of Regents reinstated its Audit Committee. This action demonstrated the clear commitment of the Board to support constantly improving business practices, policies and reporting structures, bolster accountability, foster intra-University coordination and cooperation, and provide appropriate oversight for an institution with the scope and reach of the University of Nebraska. One of the first acts of the Audit Committee was to develop a charter.

This action, if approved, amends the charter, a copy of which is attached to clarify the Committee's responsibility for oversight of internal control, risk, compliance and standards of conduct. The modifications remove an out-of-date procedure and correct minor language changes.

Through incorporating these changes, which are in alignment with *Standards for the Professional Practice of Internal Auditing* by the Institute of Internal Auditors, the Committee will gain additional assurances in discharging its oversight role and in making the University more efficient and effective through a strengthened, independent internal audit function.

This change in the charter comes to the Board with the approval of the Audit, Risk, and Compliance Committee.

PROJECT COST: None

SOURCE OF FUNDS: Not applicable

RECOMMENDED: Paul Kenney, Chairperson
Audit, Risk, and Compliance Committee

DATE: March 29, 2019

CHARTER OF THE AUDIT, RISK AND COMPLIANCE COMMITTEE OF THE UNIVERSITY OF NEBRASKA

Purposes of the Audit Committee

The purposes of the Audit, Risk and Compliance Committee (the "Committee") are to assist the Board of Regents with the oversight of (i) the integrity of the University of Nebraska's (the "University") financial statements, (ii) the University's compliance with laws and regulations (iii) the independent auditors' qualifications and independence, (iv) the performance of the University's internal audit function, (v) the accounting and financial reporting processes of the University and audits of the University's financial statements (vi) the University's Risk Management process, (vii) the code of conduct and, (viii) the internal control process. The function of the Committee is oversight.

The management of the University is responsible for the preparation, presentation, and integrity of the University's financial statements. Management is responsible for maintaining appropriate accounting and financial reporting principles and policies, a code of conduct and internal controls and procedures that provide compliance with accounting standards and applicable laws and regulations.

The independent auditors for the University are accountable to the Board of Regents and shall provide the Committee all communications required by generally accepted auditing standards; however, the Committee has the sole authority and responsibility to retain and terminate the University's independent auditors.

Duties and Responsibilities of the Audit Committee

The following are the duties and responsibilities of the Committee:

Independent Auditors

1. The sole authority to appoint, compensate, retain, oversee and terminate all independent auditors.
2. The sole authority to pre-approve all terms of and fees for audit services, audit-related services, tax services, and other services to be performed for the University by any independent auditors.

—Ensure that the independent auditors prepare and deliver with each engagement letter a written statement (an "Auditors' Statement") describing:

the independent auditors' internal quality-control procedures; any material issues raised by the most recent internal quality-control review or peer review of the independent auditors, or by any inquiry or investigation by governmental or professional authorities, within the preceding five years, respecting one or more independent audits carried out by the independent auditors, and any steps taken to deal with any such issues; and (to assess the independent auditors' independence) all relationships between the independent auditors and the University, including each non-audit service provided to the University. The Committee shall discuss with the independent auditors any relationships or services disclosed in the independent Auditors' Statement that may impact the quality of independent audit services or the objectivity and independence of the University's independent auditors.

3.

~~3.—Ensure that the independent auditors of the University-wide financial statements shall submit to the University annually a formal written statement of the fees billed for each of the following categories of services rendered by the independent auditors: (i) audit services, including the annual financial statement audit (including required quarterly reviews), subsidiary audits, and other procedures required to be performed by the independent auditors to be able to form an opinion on the University's consolidated financial statements; (ii) audit related services, which include assurance and related services that are reasonably related to the performance of the audit or review of the University's financial statements or that are traditionally performed by the independent auditors, but are not necessarily required by statutory or regulatory audit mandates; (iii) tax services for the University; and (iv) all other services rendered by the independent auditors for the most recent fiscal year, in the aggregate and by each category of service.~~

4. Review the independent auditors' of the University-wide financial statements audit plan prior to the commencement of the audit and discuss audit scope, staffing, locations, reliance upon management, and internal audit and general audit approach.
5. Review and evaluate the qualifications, performance, and independence of the independent auditors, including an evaluation of the lead partner of the independent auditors and an evaluation of whether the independent auditors' quality controls are adequate and whether the provision of permitted non-audit services is compatible with maintaining the auditors' independence. The Committee's evaluation of the independence of the independent auditors shall be made with respect to applicable standards of independence set forth in any

applicable laws, regulations, or financing standards. The Committee shall consider the opinions of management and Internal Audit and Advisory Services in its evaluation.

6. Ensure the appropriate rotation of the lead (or coordinating) audit partner having primary responsibility for the audit and the audit partner responsible for reviewing the audit. Consider, whether, in order to assure continuing auditor independence, there should be a change of the audit firm itself.
7. Receive and act upon any report from the independent auditors regarding internal control deficiencies and any response from management thereto.
8. Approve any non-audit services by any independent auditors.

Dispute Resolution

Any dispute or claim arising out of or relating to audit services provided hereunder, or any other audit or attest services provided by or on behalf of the Auditor or any of its subcontractors or agents to the University or at their request, shall be submitted first to non-binding mediation (unless either party elects to forego mediation by initiating a written request for arbitration) and if mediation is not successful within 90 days after the issuance by one of the parties of a request for mediation then to binding arbitration in accordance with the Rules for Non-Administered Arbitration of the International Institute for Conflict Prevention and Resolution then in effect ("CPR Arbitration Rules"). Any issue concerning the extent to which any dispute is subject to arbitration, or any dispute concerning the applicability, interpretation, or enforcement of these dispute resolution procedures) including any contention that all or part of these procedures is invalid or unenforceable, shall be governed by the Federal Arbitration Act and resolved by the arbitrators. By operation of this provision, the parties agree to forego litigation over such disputes in any court of competent jurisdiction.

Mediation, if selected, may take place at a location to be designated by the parties using Mediation Procedures of the International Institute for Conflict Prevention and Resolution, with the exception of paragraph 2 (Selecting the Mediator). All mediation and arbitration shall take place in Lincoln, Nebraska. The arbitration panel shall have no power to award non-monetary or equitable relief of any sort except as provided in CPR Rule 13 (Interim Measures of Protection). Damages that are inconsistent with any applicable agreement between the parties, that are punitive in nature, or that are not measured by the

prevailing party's actual damages shall be unavailable in arbitration or any other forum. In no event, even if any other portion of these provisions is held to be invalid or unenforceable, shall the arbitration panel have power to make an award or impose a remedy that could not be made or imposed by a court deciding the matter in the same jurisdiction.

Either party may seek to enforce any written agreement reached by the parties during mediation, or to confirm and enforce any final award entered in arbitration, in any court of competent jurisdiction. Notwithstanding the agreement to such procedures, either party may seek equitable relief to enforce its rights in any court of competent jurisdiction.

~~Internal Audit and Advisory Services and the campus internal audit functions (University internal audit)~~

The Director of Internal Audit and Advisory Services (CAE) shall report administratively to the President and functionally to the Audit, Risk and Compliance Committee of the Board of Regents. ~~Each campus director~~All Internal Audit and Advisory Services (IAAS) staff shall ~~be accountable~~report to the CAE ~~and be the primary point of contact for their campus.~~ The CAE is responsible for hiring, evaluating, promoting and determining the salary of all IAAS internal audit staff. ~~The CAE should consult with the respective Chancellor in the hiring of a new campus director.~~ The CAE shall inform the Chair of the Committee of any position changes. The President of the University shall appoint, evaluate, promote, change the pay or duties or dismiss the CAE with the approval of the Committee Chairperson.

9. Review and approve the University internal audit function, including the Internal Audit Charter and the proposed annual Audit Plan. The CAE shall develop a single Audit Plan for the University as a whole.
10. Annually the Audit Committee Chairperson shall review the performance and compensation of the CAE with the President.
11. Review the budget, any changes in plan, performance relative to the Audit Plan, or organizational structure, and qualifications of the University internal audit function, as needed. The Committee should also consider internal audit's conformance to professional standards.

12. Understand the review of internal controls and significant reports prepared by Internal Audit together with management's response and follow-up to these reports.

Financial Reporting Principles and Policies; Internal Audit Controls and Procedures

13. Advise management, the University internal audit function and the independent auditors that they are expected to provide to the Committee a timely analysis of significant financial reporting issues and practices.
14. Meet separately and on a periodic basis with management, the CAE and the independent auditors.
15. Meet with management, the independent auditors, and, if appropriate, the CAE to do the following:
 - a. Discuss the scope of the annual audit;
 - b. Discuss any significant matters arising from any audit, including any audit problems or difficulties, and execution of response to audit findings;
 - c. Discuss any audit problems or difficulties the independent auditors encountered in the course of the audit, including any restriction on their activities or access to requested information and any significant disagreements with management, and management's responses thereto;
 - d. Review the form of opinion the independent auditors propose to render to the Board of Regents;
 - e. Discuss, as appropriate, any major issues regarding accounting principles and financial statement presentations, including any significant changes in the University's selection or application of accounting principles, and major issues as to the adequacy of the University's internal controls and any special audit steps adopted in light of material control deficiencies;

- f. Discuss and consider the integrity of the University's financial reporting guidelines, policies, and controls governing the process by which management and the relevant departments of the University assess and manage the University's financial reporting preparation.
 - g. Discuss the University's major risk exposures and the steps management has taken to monitor, control, and report such exposures.
 - h. Review significant findings prepared by the independent auditors and the University's internal audit functions together with management's responses thereto.
16. Review management's analysis of significant financial reporting issues and practices prior to the issuance of the financial statements.
17. Consider the effectiveness of the University's internal control system, including information technology security and control.

Compliance Oversight

18. Assist the Board of Regents with oversight of the University's compliance with laws and regulations. This includes requiring management to inform the Committee regarding the system(s) for monitoring compliance with laws and regulations and the results of any significant investigations.
19. Obtain regular updates from management and the General Counsel regarding compliance matters.
20. Establish procedures for the receipt, retention, and treatment of complaints received by the University regarding accounting, internal accounting controls, or auditing matters, and the confidential, anonymous submission by University employees of concerns regarding questionable accounting or auditing matter.
21. Review the process for communicating the legal and ethical standards of conduct to the University's personnel and for monitoring compliance therewith.

Reporting and Recommendations

22. Review and reassess the adequacy of the Committee's charter as necessary.

23. Prepare and report to the Board of Regents (i) with respect to such matters as are relevant to the Committee's discharge of its responsibilities, and (ii) with respect to such recommendations as the Committee may deem appropriate. The report to the Board of Regents may take the form of an oral report by the chairperson of the Committee or any other member of this Committee designated by the Committee to make this report.

Meetings

The Committee shall meet no less frequently than once each fiscal quarter to discuss with management the annual audited financial statements and quarterly financial statements, as applicable. Meeting agendas will be prepared and provided in advance to members, along with appropriate briefing materials. The Committee should meet separately periodically with management, the CAE and the independent auditors to discuss any matters that the Committee or any of these persons or firms believe should be discussed privately. The Committee may request any officer or employee of the University, of the University's General Counsel's Office or independent auditors to attend a meeting of the Committee or to meet with any members of, or consultants to, the Committee. Members of the Committee may participate in a meeting of the Committee by means of conference call or similar communications equipment by means of which all persons participating in the meeting can hear each other. The Committee shall maintain minutes of meetings of the Committee.

Resources and Authority of the Audit Committee

The Committee shall have the resources and authority appropriate to discharge its duties and responsibilities, including the authority to select, retain, terminate, and approve the fees and other retention terms of special or independent counsel, accountants or other experts, as it deems appropriate. The Committee may be vested with other specific powers and authority by resolution of the Board of Regents. The University shall provide for appropriate funding, as determined by the Committee, for payment of (i) compensation to the independent auditors for the purpose of rendering or issuing an audit report, (ii) compensation to any advisors employed by the Committee, and (iii) ordinary administrative expenses that are necessary or appropriate for carrying out the duties of the Committee.

Performance Self-Evaluation

24. The Committee ~~shall~~ may perform a review and evaluation, as necessary, of the performance of the Committee. The Committee shall conduct such evaluations and review in such manner as it deems appropriate.

25. Annually confirm to the Board that all responsibilities outlined in the Committee Charter have been carried out.

Risk Assessment

26. The Committee shall receive, at least annually, at a meeting of the Committee, from the President and Chancellors, the University and campus risk assessments, respectively. The Committee may also request reports from management addressing the risk issues identified, as necessary.

Financial Expert

27. The method of designating elected Regents to the Audit Committee may not always result in there being a "financial expert", as defined by Sarbanes-Oxley, on the Committee. As a result, the Committee may by a majority vote appoint a financial expert. This person will:

- a. Be in the judgment of the Committee independent of the University;
- b. Be willing to serve on a voluntary basis (with only expenses paid on the same basis as the Board of Regents) for an initial term through December 31, of the year in which such person was appointed, with a maximum of two additional terms of two years, as an ex-officio, non-voting member and participate in Committee affairs;
- c. Receive all information that goes to the Committee and have access to information and personnel similar to other members of the Committee;
- d. Once appointed, serve the full term. They may only be removed by expiration of their term, absence from more than two meetings in a calendar year, a majority vote of the Board of Regents or voluntary resignation;
- e. Offer advice and counsel to the Committee to fulfill the financial expert attributes;
- f. Sign and abide by a confidentiality, non-disclosure agreement, approved by the General Counsel regarding information received in these efforts; and
- g. Meet the five financial expert attributes designated by Sarbanes-Oxley:
 1. An understanding of GAAP, Government Auditing Standards and financial statements;
 2. The ability to assess the general application of such principles in connection with the accounting for estimates, accruals and reserves;

3. Experience preparing, auditing, analyzing or evaluating financial statements that present a breadth and level of complexity of accounting issues which are comparable to the University's financial statements;
4. An understanding of internal controls and the procedures for financial reporting; and
5. An understanding of committee functions.

Disclosure of Charter

This Charter shall be made available on the University's website.

Amendment

Any amendment or other modifications of this charter shall be made and approved by the Board of Regents.

Adopted April 24, 2009

Revised December 2, 2010

Revised March 2, 2012

Revised July 18, 2013

Revised April 10, 2015

Revised June 1, 2017

Revised March 29, 2019

TO: The Board of Regents Addendum IX-B-2
Business Affairs

MEETING DATE: March 29, 2019

SUBJECT: Construction Management at Risk project delivery method for the
Munroe-Meyer Institute for Genetics and Rehabilitation Facility
Replacement at the University of Nebraska Medical Center

RECOMMENDED ACTION: Approve the use of Construction Management at Risk project delivery
method for the Munroe-Meyer Institute for Genetics and Rehabilitation
Facility Replacement

PREVIOUS ACTION: June 28, 2018 - The Board of Regents approved the program statement
and budget for the Munroe-Meyer Institute for Genetics and
Rehabilitation Facility Replacement to be renovated in existing building
located at 6902 Pine Street.

EXPLANATION: Complex clinical and educational space requirements associated with the
renovation of an existing building is compounded by a saturated bid
market. Therefore, we recommend proceeding with the Construction
Manager at Risk delivery method to mitigate and manage budget and
schedule risks.

The Construction Manager at Risk (CMAR) is a delivery method
which entails a commitment by the Construction Manager to
deliver the project within a Guaranteed Maximum Price (GMP)
which is based on the construction documents and specifications
at the time of the GMP plus any reasonably inferred items or
tasks. The CMAR provides professional services and acts as a
consultant to the owner in the design development and
construction phases.

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

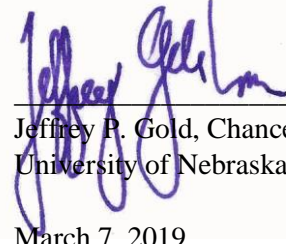
PROJECT COSTS: \$85,085,210

SOURCE OF FUNDS:	State Funds (from LB957)	\$10,000,000
	MMI Clinical Revenue	\$ 5,000,000
	UNMC Parking Fund	\$ 2,500,000
	<u>Private</u>	<u>\$67,585,210</u>
	Total	\$85,085,210

SPONSOR:

Douglas A. Ewald
Vice Chancellor for Business, Finance and Business Development

RECOMMENDED:



Jeffrey P. Gold, Chancellor
University of Nebraska Medical Center

DATE:

March 7, 2019

TO: The Board of Regents Addendum IX-B-3

Business Affairs

MEETING DATE: March 29, 2019

SUBJECT: Increase in budget for the Williams Science Hall Renovation at UNMC

RECOMMENDED ACTION: Approve increase in budget to the Williams Science Hall Renovation at UNMC to support expanded renovation for the addition of Academic Services and High School Alliance program space.

PREVIOUS ACTION: August 3, 2018 - The Board of Regents received and approved the Intermediate Design Report.

June 1, 2017 - The Board of Regents approved the Program Statement.

EXPLANATION: Increase in budget allows incorporation of the High School Alliance program and an expansion of Academic Services space, supporting a more collaborative experience for students.

Both programs were minimally included in the original scope. However, a more expansive renovation is required to make the space more efficient and effective for long term use and flexibility. This is more than the original Program Statement proposal.

<u>Project Budget</u>	<u>Original</u>	<u>Revised</u>
Total Project Budget:	\$10,000,000	\$12,673,000
Non Construction Budget:	\$1,440,000	\$2,211,000
Construction Budget:	\$8,560,000	\$10,462,000

<u>Project Schedule</u>	<u>Original</u>	<u>Revised</u>
Substantial Completion:	December 2019	Spring 2020

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

PROJECT COST:	Proposed budget as originally approved	\$ 10,000,000
	Proposed Increase – Private Funds	<u>2,673,000</u>
	Total	\$ 12,673,000

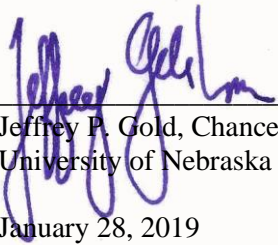
SOURCES OF FUNDS:	Private Funds	\$ 2,673,000
	State Funds (LB 957)	<u>10,000,000</u>
	Total	\$ 12,673,000

ON-GOING FISCAL IMPACT:	Operating and Maintenance	No additional impact
	Additional Programmatic Costs	No additional impact

SPONSOR:

Douglas A. Ewald
Vice Chancellor for Business, Finance and Business Development

RECOMMENDED:



Jeffrey P. Gold, Chancellor
University of Nebraska Medical Center

DATE:

January 28, 2019

TO: The Board of Regents
Academic Affairs

MEETING DATE: March 29, 2019

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: Hank M. Bounds, President
University of Nebraska

DATE: March 18, 2019

INVESTING IN NEBRASKA'S FUTURE

Strategic Planning Framework

2014-2016

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 Student Achievement Measure (SAM) program.*
 - 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: March 29, 2019

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: Hank M. Bounds, President
University of Nebraska

DATE: March 18, 2019

INVESTING IN NEBRASKA’S FUTURE

Strategic Planning Framework 2018-2020 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
FY2018-19	To be developed as part of the 2017-2019 biennial budget request planning process.	June 2019	Business
FY2019-20	To be developed as part of the 2019-2021 biennial budget request planning process.	June 2020	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
FY2018-19	To be developed as part of the 2017-2019 biennial budget request planning process.	June 2019	Business
FY2019-20	To be developed as part of the 2019-2021 biennial budget request planning process.	June 2020	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).

Reporting Period	Accountability Measure	Report Date	Reporting Committee
FY2017-18	Raise at least \$9 million in private funds (endowment and/or spendable).	Jan. 2019	Academic
FY2018-19	To be developed as part of the 2019-2021 biennial budget request planning process.	Jan. 2020	Academic

4. **Enrollment (1-b-i)**

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

Reporting Period	Accountability Measure	Report Date	Reporting Committee
Fall 2018	<ul style="list-style-type: none"> • UNL increase enrollment 2.9% • UNO increase enrollment 4.5% • UNK and UNMC increase enrollment over previous year 	Dec. 2018	Academic
Fall 2019	TBD	Dec. 2019	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
2016-17 Academic Year	<ol style="list-style-type: none"> 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. 2019	Academic
2017-18 Academic Year	<ol style="list-style-type: none"> 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. 2020	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
FY2018-19	<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 2019	Business
FY2019-20	<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 2020	Business

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 2017	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.	Jan. 2019	Academic
Fall 2018	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.	Jan. 2020	Academic

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

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

Reporting Period	Accountability Measure	Report Date	Reporting Committee
Fall 2018	Maintain enrollment of first-time freshman ranked in the top quartile of their high school graduating class to 50.0% or greater.	Dec. 2018	Academic
Fall 2019	Maintain enrollment of first-time freshman ranked in the top quartile of their high school graduating class to 50.0% or greater.	Dec. 2019	Academic

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

Increase support for merit-based scholarships.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
FY2017-18	Raise at least \$9 million in private funds (endowment and/or spendable).	Jan. 2019	Academic
FY2018-19	Raise at least \$9 million in private funds (endowment and/or spendable).	Jan. 2020	Academic

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

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

Reporting Period	Accountability Measure	Report Date	Reporting Committee
Fall 2018	Increase the number of domestic nonresident undergraduate students by 1.5% annually.	Dec. 2018	Academic
Fall 2019	Increase the number of domestic nonresident undergraduate students by 1.5% annually.	Dec. 2019	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 program 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 2018	TBD	March 2019	Academic
Fall 2019	TBD	March 2020	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
FY2017-18	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 2019	Academic
FY2018-19	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 2020	Academic

13. Entrepreneurship (5-d)

Support entrepreneurship education, training, and outreach.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
2018	Increase over previous year. Evaluate and modify annual targets as appropriate. 1) Entrepreneurship education a) Entrepreneurship student credit hours b) Number of entrepreneurship students 2) Entrepreneurship outreach a) Attendees at seminars provided b) Website visits 3) Business creation a) NU-affiliated companies formed	March 2019	Academic
2019	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 2020	Academic

14. **LB605 (6-a-ii)**
Implement the second phase of LB605 to repair, renovate, and/or replace specific University facilities.

*A capstone report on LB605 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
2018 Calendar Year	1) Short-term Cash/Investments: Exceed average of similar fund types 2) Endowments: Exceed average of similar fund types 3) Debt: Maintain Aa1 rating; exceed 1.15 coverage 4) Capital: Report on Capital Queue 5) Human Resources: Meet midpoint of peers in faculty and staff salaries	1) June 2019 2) Jan. 2019 3) Jan. 2019 4) Quarterly 5) June 2019	Business
2019 Calendar Year	1) Short-term Cash/Investments: Exceed average of similar fund types 2) Endowments: Exceed average of similar fund types 3) Debt: Maintain Aa1 rating; exceed 1.15 coverage 4) Capital: Report on Capital Queue 5) Human Resources: Meet midpoint of peers in faculty and staff salaries	1) June 2020 2) Jan. 2020 3) Jan. 2020 4) Quarterly 5) June 2020	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 2018	1) Annual or other periodic review, as available, by the Board of performance on standardized examination 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.	August 2019	Academic
Fall 2019	1) Annual or other periodic review, as available, by the Board of performance on standardized examination 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.	August 2020	Academic

17. **Global Engagement - Student 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 2017-18	By 2019-20, the number of students who have studied abroad will reach 1,780, an increase of 50% over the number in 2011-12.	August 2019	Academic

Metric was revised in January 2015 by the Academic Affairs committee with the consent of the incoming chair.

18. **Global Engagement - International Student Recruitment (3-d-ii)**

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

Reporting Period	Accountability Measure	Report Date	Reporting Committee
Fall 2018	Continue progress toward doubling by 2020-21 the enrollment of international students by achieving average annual growth of slightly more than 7%.	Dec. 2018	Academic
Fall 2019	Continue progress toward doubling by 2020-21 the enrollment of international students by achieving average annual growth of slightly more than 7%.	Dec. 2019	Academic

Base academic year in the metric was corrected from 2009-10 to 2010-11 in November 2013; the number of students was unchanged.

19. **Distance Education (1-g-i)**

The University will offer a variety of its academic programs by distance education through University of Nebraska Online 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 2017-18	Growth in unduplicated headcount of distance only students, both resident and nonresident, at or above the national average growth for public four-year institutions as reported via IPEDS.	Dec. 2018	Academic
Academic Year 2018-19	Growth in unduplicated headcount of distance only students, both resident and nonresident, at or above the national average growth for public four-year institutions as reported via IPEDS.	Dec. 2019	Academic

TO: The Board of Regents
Academic Affairs

MEETING DATE: March 29, 2019

SUBJECT: University of Nebraska calendar for establishing and reporting
accountability measures

RECOMMENDED ACTION: For Information Only

PREVIOUS ACTION: None

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

SPONSOR: Hank M. Bounds, President
University of Nebraska

DATE: March 13, 2019

Strategic Framework Accountability Measure Reporting and Update Calendar

Revised for March 29, 2019 meeting

<u>Board Meeting Date</u>	<u>Academic Affairs Committee</u>	<u>Business Affairs Committee</u>
March 29, 2019	Workforce Development [3-h-i/3-h-ii] Research [4-a-i] Entrepreneurship [5-d]	Administrative/Business Efficiencies [6-c-ii] <i>(Capital Queue)</i>
June 28, 2019	None	State Funding [1-a-i] Tuition [1-a-ii] Faculty Merit Compensation [2-a-ii] Administrative/Business Efficiencies [6-c-ii] <i>(Short-term Cash/Investments, Human Resources)</i>
August 16, 2019	Student Learning Assessment [6-g] Study Abroad [3-d-i]	Administrative/Business Efficiencies [6-c-ii] <i>(Capital Queue)</i>
October 25, 2019	None	None
December 6, 2019	Enrollment [1-b-i] Nebraska Top 25% [3-b-i] Nonresident Student Enrollment [3-c-i] International Student Enrollment [3-d-ii] Distance Education [1-g-i]	Administrative/Business Efficiencies [6-c-ii] <i>(Capital Queue)</i>

TO: The Board of Regents
Academic Affairs

MEETING DATE: March 29, 2019

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: Hank M. Bounds, President
University of Nebraska

DATE: March 18, 2019

University of Nebraska Strategic Dashboard Indicators (Updated as of January 25, 2019)

State Funding Change (1.a.i) FY2018-19		Tuition Change (1.a.ii) FY 2018-19		Enrollment Change (1.b.i) Fall 2018		Retention (1.b.i) Fall 2018		Need-Based Aid (1.a.iii) FY2017-18				
Target	Outcome	Target	Outcome	Target	Outcome	Target	Outcome	Target	Outcome			
	State funding and cost mgmt.= +0.7% <6% tuition increase		State funding and cost mgmt.= 3.2% <6% tuition increase 2018-19		UNL= 2.9% increase		UNO= 4.5% increase		80% retention rate		Raise at least \$9 million in private funds	Raised \$14.3 million
Women Faculty (2.a.iii) Fall 2017		Minority Faculty (2.a.iii) Fall 2017		Top 25% Enrollment (3.b.i) Fall 2017		Nonresident Students (3.c.i) Fall 2018		Merit-Based Aid (3.b.ii) FY2017-18				
Target	Outcome	Target	Outcome	Target	Outcome	Target	Outcome	Target	Outcome			
	Increase over 2016 2017=37.61% 2016=37.14%		Increase over 2016 2017=22.55% 2016=20.75%		Increase to 50%		Increase 1.5% over 2017		Raise at least \$9 million in private funds	Raised \$40.0 million		
Study Abroad (3.d.i) AY2016-17		International Students (3.d.ii) Fall 2018		Distance Education (3.g.i) Fall 2017		Six-Year Graduation Rate (1.b.iii) AY2016-17						
Target	Outcome	Target	Outcome	Target	Outcome	Campus	Target	Outcome				
	50% increase over 2011-12 number by 2019-20 26% increase since 2011-12		Double base of 3,018 students by 2019-20 -5.4% decrease from prior year (4,246)		Resident and nonresident growth above public four-year national average Resident = 5.0% Nonresident = 5.6%		UNL	Maintain or show progress toward reaching the average six-year graduation rate of peers	2017= -6.3% 2016= -6.3%			
							UNO		2017= -0.4% 2016= -1.5%			
							UNK		2017= 9.6% 2016= 5.3%			
							UNMC	Not applicable	Not Applicable			

LEGEND:



Target Met or Exceeded










Progress Toward Target



Target Not Met

University of Nebraska Strategic Dashboard Indicators (Updated as of January 25, 2019)

Federal Research Funding Growth (4.a.i) UNL and UNMC FY2016-17						Faculty Salaries (2.a.i) FY2017-18					
	<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	1.14%	4.29%		UNMC	-0.71%	3.84%		UNL		2018= -5.2% 2017= -5.2%
									UNMC	Significant progress toward exceeding midpoint of peers	2018= -5.0% 2017= -5.7%
									UNO		*
									UNK		*

	<u>Indicator</u>	<u>Target</u>	<u>Outcome</u>
	Four-Year Graduation Guarantee (1.b.iii) AY2014-15	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 2017	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) 2017	Increase over FY 2014 baseline data for: 1) Entrepreneurship coursework hours 2) Entrepreneurship number of students 3) Entrepreneurship seminar attendees 4) Entrepreneurship website visits 5) NU-affiliated companies formed 6) NU Licensing activity 7) Business support-clients served 8) Business support-client investments 9) Business support-sales increases 10) Business support-jobs created 11) Business support-jobs saved	1) 2016=10,943; 2017=10,319 2) 2016=3,692; 2017=3,451 3) 2016=11,642; 2017=13,242 4) 2016=189,723; 2017=111,098 5) 2016=31; 2017=63 6) 2016=178; 2017=211 (patents filed), 2016=60; 2017=95 (patents awarded) 7) 2016=8,756; 2017=9,952 8) 2016=\$343,578; 2017=\$222,895 9) 2016=\$458,142; 2017=\$275,947 10) 2016=994; 2017=714 11) 2016=644; 2017=548

LEGEND:



Target Met or Exceeded









Progress Toward Target



Target Not Met

University of Nebraska Strategic Dashboard Indicators (Updated as of January 25, 2019)

	<u>Indicator</u>	<u>Target</u>	<u>Outcome</u>
	Workforce Development (3.h.i and 3.h.iii) Fall 2017	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 2017	<ol style="list-style-type: none"> 1. Review performance on standardized examinations and surveys, including the National Survey of Student Engagement and professional licensure examinations. 2. Report on participation in pilot programs to measure student learning outcomes, such as the Collegiate Learning Assessment. 	<p>UNK, UNL and UNO currently participate in the National Survey of Student Engagement (NSSE). Performance on professional licensure examinations is generally above average for all campuses.</p> <p>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 past participation in the administration of the College Assessment of Academic Proficiency (CAAP).</p>
	Business Process Efficiencies (6.c.ii)		
	Short Term Cash Investments January 2017	Exceed average of similar fund types.	The 2015 return on the State's Operating Investment Pool (1.5%) exceeded the benchmark value of 1.3%.
	Endowments December 2017	Exceed average of similar fund types.	Fund N endowments gained 13.9% for the year ending June 30, 2017, while similar funds gained an average of 13.2% over the same period.
	Debt December 2017	Maintain Aa2 rating and exceed 1.15 coverage.	Bond rating maintained at Aa1 and exceeded 1.15 coverage.
	Human Resources August 2018	Meet midpoint of peers in faculty and staff salaries.	Faculty salaries at UNL and UNMC are below the midpoint of peers for 2018*.

Notes:

*UNO and UNK salaries are governed by collective bargaining.

LEGEND:



TO: The Board of Regents
Academic Affairs

MEETING DATE: March 29, 2019

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: Hank M. Bounds, President
University of Nebraska

DATE: March 13, 2019

Alignment of University's Strategic Goals with Board of Regents Agenda Items
March 29, 2019

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.

- Academic Affairs committee presentation on Technology and Nebraska Workforce Development.
- Approve request to discontinue the Hitchcock Center for Graduate Study and Professional Journalism Development in the College of Journalism and Mass Communications at UNL.
- Approve request to create the Rural Economic and Community Vitality Graduate Certificate in the Department of Agricultural Economics in the College of Agricultural Sciences and Natural Resources at UNL.
- Approve request to discontinue the Master of Arts in Theatre degree in the School of the Arts in the College of Communication, Fine Arts, and Media at UNO.
- Approve request to create the Bachelor of Arts and Bachelor of Science degrees in Medical Humanities in the College of Arts and Sciences in collaboration with the College of Communication, Fine Arts, and Media at UNO.
- Report on memorandum of understanding between UNK and Central Community College to offer a co-enrollment partnership to help students succeed and earn college credit on a path to a university degree.

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

- Approve request to create the Rural Economic and Community Vitality Graduate Certificate in the Department of Agricultural Economics in the College of Agricultural Sciences and Natural Resources at UNL.
- Approve request to create the Bachelor of Arts and Bachelor of Science degrees in Medical Humanities in the College of Arts and Sciences in collaboration with the College of Communication, Fine Arts, and Media at UNO.
- Approve request to create the Center for Professional Sales in the Department of Marketing and Entrepreneurship in the College of Business Administration at UNO.
- Approve request to create the STEM TRAIL Center administered by the Colleges of Arts and Sciences; Education; and Information Science and Technology at UNO.
- Report on expedited approval of graduate certificates in:
 - Human Resource Management in the Department of Management in the College of Business at UNL.
 - Communication in the School of Communication at UNO.
 - History in the Department of History in the College of Arts and Sciences at UNO.
 - Supply Chain Management in the College of Business Administration at UNO.
- Report on renaming the Bachelor of Science in Secondary Education (BSED) in Physical Education to the BSED in Kinesiology; and renaming the Master of Arts (MA) and Master of Science (MS) in Health, Physical Education, and Recreation (HPER) to the MA and MS in Health and Kinesiology in the School of Health and Kinesiology at UNO.

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.

- Academic Affairs committee presentation on Technology and Nebraska Workforce Development.
- Business Affairs committee presentation on the University's Economic Impact on Nebraska.

- Approve increase in budget to the Williams Science Hall renovation to support expanded renovation for the addition of the Academic Services and High School Alliance program space.
 - Strategic Framework report on Workforce Opportunities and Academic Program Alignment.
- 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.**
- Approve request to create the STEM TRAIL Center administered by the Colleges of Arts and Sciences; Education; and Information Science and Technology at UNO.
- 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.**
- Academic Affairs committee presentation on Technology and Nebraska Workforce Development.
 - Business Affairs committee presentation on the University's Economic Impact on Nebraska.
 - Approve increase in budget to the Williams Science Hall renovation to support expanded renovation for the addition of the Academic Services and High School Alliance program space.
 - Strategic Framework report on Entrepreneurship
 - Report on memorandum of understanding between UNK and Central Community College to offer a co-enrollment partnership to help students succeed and earn college credit on a path to a university degree.
- 6. The University of Nebraska will be cost effective and accountable to the citizens of the state.**
- Approve amendments to RP-5.10 Student Information and the Family Educational Rights and Privacy Act of 1974 (FERPA) of the *Policies of the Board of Regents* related to directory information for students.
 - Approve request to discontinue the Hitchcock Center for Graduate Study and Professional Journalism Development in the College of Journalism and Mass Communications at UNL.
 - Approve request to discontinue the Master of Arts in Theatre degree in the School of the Arts in the College of Communication, Fine Arts, and Media at UNO.
 - Approve amendments to the Audit, Risk, and Compliance Committee Charter.
 - Approve the use of Construction Management at Risk project delivery method for the Munroe-Meyer Institute for Genetics and Rehabilitation Facility Replacement.
 - Approve increase in budget to the Williams Science Hall renovation to support expanded renovation for the addition of the Academic Services and High School Alliance program space.
 - Accept regular reports including:
 - Spring 2019 Enrollment report
 - Programs with Tuition Variances report
 - Bids and Contracts report
 - Quarterly report on Gifts, Grants, Contracts, and Bequests
 - Quarterly Status of Capital Construction Projects
 - Intermediate Design Report for Munroe-Meyer Institute for Genetics and Rehabilitation Facility Replacement at UNMC.
 - Report on Othmer-Topp Endowment Fund, secondary priority uses, for the fiscal year ended June 30, 2018.
 - Report on revisions to rules and regulations for faculty and student self-government organizations: revisions to the University of Nebraska at Omaha Student Government *Constitution* and *Bylaws*.

TO: The Board of Regents
Executive Committee

MEETING DATE: March 29, 2019

SUBJECT: Amend Section 1.3, The Board of Regents of the University of Nebraska, and Section 1.4, Meetings of the Board, of the *Bylaws of the Board of Regents of the University of Nebraska*

RECOMMENDED ACTION: None. This item is presented for information only and will be brought back to the Board for approval at its next meeting.

PREVIOUS ACTION: December 4, 2018 – The Board of Regents approved amendments to Section 1.3 of the *Bylaws*.
April 7, 2001 – The Board of Regents approved amendments to Section 1.4 of the *Bylaws*.

EXPLANATION: Section 1.3 of the *Bylaws* will amend the procedure regarding installation of the Chair and Vice Chair. Amendment to Section 1.4 of the *Bylaws* will change the requirement that the annual meeting be held during the month of January to the first calendar quarter of the year.

In addition, the Corporation Secretary, or his/her designee, is hereby authorized to remove any University of Nebraska reference to a “January” Board of Regents annual meeting, including such references in Board policies and Standing Rules, in order to harmonize such policies and rules to be consistent with this agenda item.

The following shows the proposed changes should the Board adopt these changes at its next meeting:

Chapter 1. The Board of Regents of the University of Nebraska

1.3. The Officers. The Chair and Vice Chair shall be installed at the annual meeting in accordance with the processes set forth in the *Standing Rules of the Board of Regents*.

1.3.1 The Chair of the Board. ~~The Board shall select one of its members as its Chair at the annual meeting in January.~~ Unless he or she resigns or is removed by a majority vote of the Board, the Chair shall hold office for one year or until a successor is selected and qualified. The Chair shall preside at all meetings of the Board at which he or she is present. The Chair's signature shall appear on diplomas and like documents issued by the authority of the Board. Unless it is otherwise ordered by the Board, or otherwise provided in these Bylaws, the Chair shall sign all contracts and other instruments requiring execution on the part of the Board and perform all other duties incident to such office. The Chair, in consultation with the Board, shall appoint all Committees of the Board.

History: Amended, 75 BRUN 71-72 (4 December 2018)

Amended, 42 BRUN 151 (10 November 1978)

1.3.1.2 **Vice Chair of the Board.** The Board shall select one of its members as its Vice Chair, whose time of selection and tenure of office shall coincide with that of the Chair. In case of the absence or incapacity of the Chair of the Board, the Vice Chair shall perform the duties of the Chair.

1.3.2.3 **Presiding Officer Pro Tempore.** In the case of the absence of both the Chair and Vice Chair at a meeting of the Board, a presiding officer pro tempore shall be selected by the Board.

1.3.3.4 **Corporation Secretary.** The Board, after consultation with the President, shall appoint a Corporation Secretary, and may also appoint an Assistant Corporation Secretary of the Board to act in event of the absence or disability of the Corporation Secretary, or to assist the Corporation Secretary as may be determined by the Board. The Corporation Secretary, or, in the event of absence or disability, the Assistant Corporation Secretary, shall:

(a) Attend all meetings and keep an accurate record of proceedings of the Board and make such record available for public inspection pursuant to the laws of the State of Nebraska;

(b) Promptly prepare the minutes of every meeting of the Board and promptly distribute copies thereof as instructed by the Board;

(c) Be responsible for keeping the Board, and such persons as the Board may order, supplied with copies of any changes or amendments adopted from time to time to its Bylaws and policies, and shall comply with the provisions of applicable law;

(d) Be custodian of the records of the Board and all documentary files thereof. The Corporation Secretary shall be responsible for maintaining a current codification of policies and procedures of the Board, and shall also provide for preservation of the records of the Board in accordance with applicable law;

(e) Be custodian of the corporate seal of the Board, and sign and attest documents in accordance with the provisions of these Bylaws and applicable laws of the State of Nebraska;

(f) Certify as to the authority of all administrative or executive officers of the University of Nebraska when necessary;

(g) Perform such other duties as the Board may direct;

(h) Be a staff officer of the President; and

(i) Provide for maintaining the University archives.

History: Amended, 75 BRUN 72 (4 December 2018)

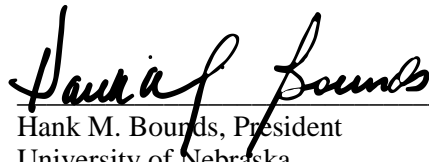
1.4 **Meetings of the Board.** All meetings of the Board shall be held in compliance with the provisions of applicable law. An annual meeting will be held during the ~~month of January~~ first calendar quarter of the year. The Board shall establish the time and place for meetings during the balance of the calendar year at the annual meeting, and shall also establish the time and place of the next annual meeting. Additional meetings of the Board may be held upon the call of the Chair, or the call of two members thereof.

History: Amended, 63 BRUN 134 (7 April 2001)
Amended, 42 BRUN 49 (29 July 1978)

SPONSOR:

Executive Committee of the Board of Regents

RECOMMENDED:



Hank M. Bourds, President
University of Nebraska

DATE:

February 13, 2019

TO: The Board of Regents
Academic Affairs

Addendum IX-D-1

MEETING DATE: March 29, 2019

SUBJECT: Spring 2019 Enrollment Report

RECOMMENDED ACTION: Report

PREVIOUS ACTION: March 29, 2018– The Board accepted the spring 2018 enrollment report

EXPLANATION: Attached is the spring 2019 enrollment report including comparisons to spring 2018. NU-wide highlights are reported below and individual campus data can be obtained in the full report.

Total headcount enrollment of 48,154 represented a decrease of -1.7% over spring 2018. Undergraduate headcount enrollment (35,521) decreased by -1.8% from the previous year and graduate enrollment (9,275) by -3.0%. Professional enrollment (3,072) increased by 2.9%.

Total nonresident enrollment decreased by -0.7% from spring 2018 to spring 2019, while total resident enrollment decreased by -2.1%. Spring 2019 total nonresident enrollment was 11,838, while resident enrollment was 36,030. Increases in enrollment were reported in the area of resident professional enrollment (3.6%) and nonresident undergraduate enrollment (1.1%) while resident undergraduate enrollment decreased (-2.5%). Resident graduate (-2.2%) and nonresident graduate (-4.2%) enrollment also decreased.

Full-time equivalent (FTE) enrollment for the spring 2018 to spring 2019 reporting period decreased by -1.4% overall, falling from 41,139 in 2018 to 40,565 in 2019. Undergraduate FTE decreased by -1.5%. Graduate student FTE decreased by -3.0%. Undergraduate FTE for spring 2019 was 32,249; graduate FTE 5,455; and professional FTE 2,861. Total Semester Credit Hours (SCH) changed at a rate similar to headcount. The total SCH change from spring 2018 to 2019 was -1.5% (or a decrease from 578,505 to 570,065 SCH).

SPONSOR: Kristin E. Yates
Associate Vice President for Institutional Research and
Chief Data Officer

APPROVED: 
Susan M. Fritz
Executive Vice President and Provost

DATE: February 27, 2019

UNIVERSITY OF NEBRASKA
SUMMARY - HEADCOUNT ENROLLMENT REPORT
SPRING SEMESTER 2019

	Administrative Site			
	Spring 2019	Spring 2018	Difference	% Change
UNIVERSITY OF NEBRASKA - LINCOLN				
Undergraduate				
Agricultural Sciences & Natural Resources	2,236	2,171	65	3.0%
Architecture	375	383	(8)	-2.1%
Arts & Sciences	4,233	4,247	(14)	-0.3%
Business Administration	3,625	3,726	(101)	-2.7%
Education and Human Sciences	2,616	2,707	(91)	-3.4%
Engineering	2,747	2,854	(107)	-3.7%
Fine & Performing Arts	657	658	(1)	-0.2%
Journalism & Mass Communications	1,056	1,038	18	1.7%
Explore Center Undergraduates	1,408	1,396	12	0.9%
Visiting	234	226	8	3.5%
First-Time Freshmen	119	99	20	20.2%
Undergraduate Subtotal	19,187	19,406	(219)	-1.1%
Graduate	4,283	4,396	(113)	-2.6%
Professional				
Architecture	82	77	5	6.5%
Education and Human Sciences	40	15	25	166.7%
Law	384	362	22	6.1%
Plant Health	0	14	(14)	-100.0%
Veterinary Medicine	51	47	4	8.5%
Professional Subtotal	557	515	42	8.2%
UNL TOTAL	24,027	24,317	(290)	-1.2%
UNIVERSITY OF NEBRASKA MEDICAL CENTER				
Undergraduate				
Dentistry (Dental Hygiene)	48	47	1	2.1%
Allied Health	114	103	11	10.7%
Nursing	693	704	(11)	-1.6%
Unclassified	21	22	(1)	-4.5%
Undergraduate Subtotal	876	876	0	0.0%
Graduate	470	454	16	3.5%
Professional				
Allied Health	427	414	13	3.1%
Post MSN Cert	20	21		
Nursing Practice (DNP)	152	135	17	12.6%
Nursing MSN	191	216	(25)	-11.6%
Radiology Oncology Physics	0	2	(2)	-100.0%
Med Family Therapy	1	1	0	100.0%
Public Health	183	168	15	8.9%
Pharmacy	242	237	5	2.1%
Dentistry	221	218	3	1.4%
Medicine (M.D.)	520	508	12	2.4%
Medicine (Post M.D.)	558	549	9	1.6%
Professional Subtotal	2,515	2,469	46	1.9%
UNMC TOTAL	3,861	3,799	62	1.6%
UNIVERSITY OF NEBRASKA AT OMAHA				
Undergraduate				
Arts & Sciences	3,072	3,165	(93)	-2.9%
Business Administration	1,671	1,810	(139)	-7.7%
Communication, Fine Arts and Media	888	909	(21)	-2.3%
Education	1,423	1,386	37	2.7%
Information Science & Technology	945	942	3	0.3%
CPACS	1,312	1,308	4	0.3%
Continuing Studies	1,022	983	39	4.0%
Non-Degree	222	258	(36)	-14.0%
University Division	844	779	65	8.3%
First-Time Freshmen	67	71	(4)	-5.6%
Undergraduate Subtotal	11,399	11,540	(141)	-1.2%
Graduate	2,786	2,960	(174)	-5.9%
UNO TOTAL	14,185	14,500	(315)	-2.2%
UNIVERSITY OF NEBRASKA AT KEARNEY				
Undergraduate				
Business & Technology	1,057	1,047	10	1.0%
Education	1,004	1,021	(17)	-1.7%
Arts & Sciences (a)	1,478	1,510	(32)	-2.1%
University College	433	657	(224)	-34.1%
Non-Degree	87	117	(30)	-25.6%
First-Time Freshmen	31	29	2	6.9%
Undergraduate Subtotal	4,059	4,352	(293)	-6.7%
Graduate	1,736	1,756	(20)	-1.1%
UNK TOTAL	5,795	6,108	(313)	-5.1%
UNIVERSITY OF NEBRASKA UNDERGRADUATE	35,521	36,174	(653)	-1.8%
FIRST-TIME FRESHMEN TOTAL	217	199	18	9.0%
UNIVERSITY OF NEBRASKA GRADUATE	9,275	9,566	(291)	-3.0%
UNIVERSITY OF NEBRASKA PROFESSIONAL	3,072	2,984	88	2.9%
UNIVERSITY OF NEBRASKA TOTAL	47,868	48,724	(856)	-1.8%
Nebraska College of Technical Agriculture (NCTA)	286	285	1	0.4%
UNIVERSITY OF NEBRASKA TOTAL (with NCTA)	48,154	49,009	(855)	-1.7%

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

(a) Effective Fall 2018, Fine Arts & Humanities and Natural & Social Sciences merged into Arts & Sciences.

(b) Effective Fall 2018, Dual Enrollment is no longer included in headcount and student credit hours.

**UNIVERSITY OF NEBRASKA
FULL-TIME & PART-TIME ENROLLMENT BY LEVEL
SPRING SEMESTER 2019**

	Spring 2019		Spring 2018		Percent Change	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
UNL						
Undergraduate	17,572	1,615	17,826	1,580	-1.4%	2.2%
Graduate	2,066	2,217	2,142	2,254	-3.5%	-1.6%
Professional	494	63	451	64	9.5%	-1.6%
Total	20,132	3,895	20,419	3,898	-1.4%	-0.1%
	Spring 2019		Spring 2018		Percent Change	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
UNMC						
Undergraduate	697	179	703	173	-0.9%	3.5%
Graduate	378	92	368	86	2.7%	7.0%
Professional	2,261	254	2,228	241	1.5%	5.4%
Total	3,336	525	3,299	500	1.1%	5.0%
	Spring 2019		Spring 2018		Percent Change	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
UNO						
Undergraduate	8,833	2,566	8,853	2,687	-0.2%	-4.5%
Graduate	852	1,934	891	2,069	-4.4%	-6.5%
Professional						
Total	9,685	4,500	9,744	4,756	-0.6%	-5.4%
	Spring 2019		Spring 2018		Percent Change	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
UNK						
Undergraduate	3,512	547	3,632	720	-3.3%	-24.0%
Graduate	248	1,488	251	1,505	-1.2%	-1.1%
Professional						
Total	3,760	2,035	3,883	2,225	-3.2%	-8.5%
	Spring 2019		Spring 2018		Percent Change	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
University of Nebraska Total						
Undergraduate	30,614	4,907	31,014	5,160	-1.3%	-4.9%
Graduate	3,544	5,731	3,652	5,914	-3.0%	-3.1%
Professional	2,755	317	2,679	305	2.8%	3.9%
Total	36,913	10,955	37,345	11,379	-1.2%	-3.7%

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

**UNIVERSITY OF NEBRASKA
SUMMARY - FULL-TIME EQUIVALENT ENROLLMENT REPORT
SPRING SEMESTER 2019**

UNL				
	Spring 2019	Spring 2018	Difference	% Change
Undergraduate	18,110	18,353	(243)	-1.3%
Graduate	2,805	2,893	(88)	-3.0%
Professional	515	472	43	9.1%
Total	21,430	21,718	(288)	-1.3%
UNMC				
	Spring 2019	Spring 2018	Difference	% Change
Undergraduate	757	761	(4)	-0.5%
Graduate	409	397	12	3.0%
Professional	2,346	2,308	38	1.6%
Total	3,512	3,466	46	1.3%
UNO				
	Spring 2019	Spring 2018	Difference	% Change
Undergraduate	9,688	9,749	(61)	-0.6%
Graduate	1,497	1,581	(84)	-5.3%
Professional				
Total	11,185	11,330	(145)	-1.3%
UNK				
	Spring 2019	Spring 2018	Difference	% Change
Undergraduate	3,694	3,872	(178)	-4.6%
Graduate	744	753	(9)	-1.2%
Professional				
Total	4,438	4,625	(187)	-4.0%
University of Nebraska Total				
	Spring 2019	Spring 2018	Difference	% Change
Undergraduate	32,249	32,735	(486)	-1.5%
Graduate	5,455	5,624	(169)	-3.0%
Professional	2,861	2,780	81	2.9%
Total	40,565	41,139	(574)	-1.4%

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

* Does not include NCTA

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

**UNIVERSITY OF NEBRASKA
HEADCOUNT ENROLLMENT BY RESIDENCY STATUS BY LEVEL
SPRING SEMESTER 2019**

	Resident Enrollment (a)			Nonresident Enrollment (a)			Total		
	2019	2018	% Change	2019	2018	% Change	2019	2018	% Change
UNIVERSITY OF NEBRASKA - LINCOLN									
Undergraduate	13,886	14,178	-2.1%	5,301	5,228	1.4%	19,187	19,406	-1.1%
First-Time Freshmen	48	32	50.0%	71	67	6.0%	119	99	20.2%
Graduate	1,763	1,812	-2.7%	2,520	2,584	-2.5%	4,283	4,396	-2.6%
Professional	364	345	5.5%	193	170	13.5%	557	515	8.2%
UNL TOTAL	16,013	16,335	-2.0%	8,014	7,982	0.4%	24,027	24,317	-1.2%
UNIVERSITY OF NEBRASKA MEDICAL CENTER									
Undergraduate	760	768	-1.0%	116	108	7.4%	876	876	0.0%
Graduate	180	174	3.4%	290	280	3.6%	470	454	3.5%
Professional	2,045	1,980	3.3%	470	489	-3.9%	2,515	2,469	1.9%
UNMC TOTAL	2,985	2,922	2.2%	876	877	-0.1%	3,861	3,799	1.6%
UNIVERSITY OF NEBRASKA AT OMAHA									
Undergraduate	10,012	10,207	-1.9%	1,387	1,333	4.1%	11,399	11,540	-1.2%
First-Time Freshmen	40	42	-4.8%	27	29	-6.9%	67	71	-5.6%
Graduate	2,226	2,294	-3.0%	560	666	-15.9%	2,786	2,960	-5.9%
UNO TOTAL	12,238	12,501	-2.1%	1,947	1,999	-2.6%	14,185	14,500	-2.2%
UNIVERSITY OF NEBRASKA AT KEARNEY									
Undergraduate	3,536	3,771	-6.2%	523	581	-10.0%	4,059	4,352	-6.7%
First-Time Freshmen	12	10	20.0%	19	19	0.0%	31	29	6.9%
Graduate	1,258	1,271	-1.0%	478	485	-1.4%	1,736	1,756	-1.1%
UNK TOTAL	4,794	5,042	-4.9%	1,001	1,066	-6.1%	5,795	6,108	-5.1%
UNIVERSITY OF NEBRASKA UNDERGRADUATE	28,194	28,924	-2.5%	7,327	7,250	1.1%	35,521	36,174	-1.8%
FIRST-TIME FRESHMEN TOTAL	100	84	19.0%	117	115	1.7%	217	199	9.0%
UNIVERSITY OF NEBRASKA GRADUATE	5,427	5,551	-2.2%	3,848	4,015	-4.2%	9,275	9,566	-3.0%
UNIVERSITY OF NEBRASKA PROFESSIONAL	2,409	2,325	3.6%	663	659	0.6%	3,072	2,984	2.9%
UNIVERSITY OF NEBRASKA TOTAL	36,030	36,800	-2.1%	11,838	11,924	-0.7%	47,868	48,724	-1.8%

Source: UNL, UNO, UNK, UNMC Offices 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 eleven categories. See The University of Nebraska Policy Manual, section RP-5.7.1, Residency Determination for Tuition Purposes.

UNIVERSITY OF NEBRASKA
SUMMARY OF STUDENT CREDIT HOURS

Student credit hours are assigned to the campus which grants the credit to the student.
Spring Semester, 2019

	Spring 2019	Spring 2018*	Difference	% Change
UNL	296,008	299,460	(3,452)	-1.2%
UNMC	52,332	52,090	242	0.5%
UNO	159,040	161,893	(2,853)	-1.8%
UNK	62,685	65,062	(2,377)	-3.7%
University of Nebraska Total	570,065	578,505	(8,440)	-1.5%

Source: UNL, UNO, UNK Offices of Institutional Research; UNMC Office of Academic Records

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

*Spring 2018 data reflects revised totals by campus.

**UNIVERSITY OF NEBRASKA-LINCOLN
STUDENT CREDIT HOUR REPORT**

Student credit hours are assigned to the campus which grants the credit to the student.
Spring Semester, 2019

COLLEGE OF FACULTY															
COLLEGE OF STUDENT	CASNR	Arch.	Arts & Sciences	Business Admin.	Educ. & Human Sciences	Engineering	Fine & Perf. Arts	Graduate Studies	Journalism & Mass Comm.	Law	ROTC	Other Units	Spring 2019 Total	Spring 2018 Total	Change From Spring 2018
Ag. Sci. & Nat. Res.	20,566	36	7,443	2,002	906	21	585	0	303	0	34	115	32,011	30,928	1,083
Architecture	99	4,761	769	141	134	117	109	0	34	0	0	9	6,173	6,132	41
Arts & Sciences	4,082	68	44,529	2,460	2,086	75	1,995	0	836	0	112	1,483	57,726	58,269	(543)
Business Administration	1,466	24	9,781	34,188	1,433	31	1,812	0	554	0	47	695	50,031	51,302	(1,271)
Education and Human Sciences	2,574	6	11,286	852	19,057	9	1,093	0	386	0	22	144	35,429	36,883	(1,454)
Engineering	2,341	234	10,989	953	115	17,849	560	0	615	0	95	607	34,358	35,220	(862)
Fine & Performing Arts	150	9	1,695	123	219	6	6,700	0	148	0	0	31	9,081	9,027	54
Journalism & Mass Communications	550	9	5,272	645	713	12	916	0	6,461	0	2	168	14,748	14,540	208
Explore Center Undergraduates	1,494	40	12,074	802	1,784	210	1,338	0	469	0	33	39	18,283	18,361	(78)
Visiting	97	10	522	6	110	24	23	0	0	0	14	0	806	804	2
Law	3	0	9	27	6	0	0	0	6	5,422	0	12	5,485	5,158	327
Graduate College	5,521	238	7,570	3,430	7,414	3,151	1,193	0	492	66	0	0	29,075	29,840	(765)
Dentistry													0	0	0
CPACS - UNO	113	0	1,817	87	248	0	115	0	43	0	39	3	2,465	2,282	183
Nursing - UNMC													0	0	0
Dental Graduates	9	0	3	0	12	0	0	0	6	0	0	0	30	12	18
Undergraduate - UNO	0	0	0	0	0	241	0	0	0	0	0	0	241	668	(427)
Graduate - UNO	0	0	0	0	0	66	0	0	0	0	0	0	66	34	32
TOTAL Spring 2019	39,065	5,435	113,759	45,716	34,237	21,812	16,439	0	10,353	5,488	398	3,306	296,008		
TOTAL Spring 2018	37,454	5,621	117,086	47,002	35,557	22,033	16,318	0	9,413	5,140	339	3,497		299,460	
CHANGE FROM Spring 2018	1,611	(186)	(3,327)	(1,286)	(1,320)	(221)	121	0	940	348	59	(191)			(3,452)
% CHANGE	4.3%	-3.3%	-2.8%	-2.7%	-3.7%	-1.0%	0.7%	0.0%	10.0%	6.8%	17.4%	-5.5%			-1.2%

Source: UNL Office of Institutional Research

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

Student credit hours are assigned to the campus which grants the credit to the student.
Spring Semester, 2019

COLLEGE OF FACULTY												
COLLEGE OF STUDENT	Arts & Sciences	Business Admin	Comm., Fine Arts and Media	CPACS	Education	ISTE	University Division	ROTC	Other Units (a)	Spring 2019 Total	Spring 2018 Total	Change From Spring 2018
Arts and Sciences	30,975	1,026	2,248	1,455	1,634	550	1	45	156	38,090	38,819	(729)
Business Administration	4,526	13,143	1,575	486	196	122	2	13	30	20,093	21,816	(1,723)
Communication, Fine Arts and Media	2,689	201	7,426	186	385	54	2	0	18	10,961	11,184	(223)
Education	5,726	111	1,017	414	10,843	66	0	7	27	18,211	17,574	637
Information Science & Technology	2,894	413	428	165	104	7,306	0	19	39	11,368	11,486	(118)
Non-Degree	795	135	108	102	112	45	0	4	0	1,301	1,426	(125)
CPACS	4,094	420	658	6,639	374	88	3	46	21	12,343	14,464	(2,121)
Division of Continuing Studies	4,783	804	1,163	1,483	872	554	0	8	0	9,667	9,381	286
University Division	7,154	465	1,483	651	585	389	20	6	0	10,753	9,876	877
Graduate College	2,547	2,249	650	3,930	5,305	1,595	0	0	0	16,276	17,334	(1,058)
Agriculture - UNL	21	0	16	0	3	0	0	0	0	40	32	8
Architecture - UNL	0	0	0	0	0	0	0	0	0	0	3	(3)
Engineering - UNL	3,150	276	398	62	102	378	0	9	3	4,378	4,852	(474)
Education and Human Sciences - UNL	0	0	0	0	0	0	0	0	0	0	0	0
Undergraduate - UNL CPACS *	0	0	0	5,559	0	0	0	0	0	5,559	3,646	1,913
TOTAL Spring 2019	69,354	19,243	17,170	21,132	20,515	11,147	28	157	294	159,040		
TOTAL Spring 2018	70,765	19,671	17,738	21,288	20,355	11,472	82	163	359		161,893	
CHANGE FROM Spring 2018	(1,411)	(428)	(568)	(156)	160	(325)	(54)	(6)	(65)			(2,853)
% CHANGE	-2.0%	-2.2%	-3.2%	-0.7%	0.8%	-2.8%	-65.9%	-3.7%	-18.1%			-1.8%

Source: UNO Office of Institutional Research

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

*CPACS SCH from UNL campus includes cross-listed SCH.

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

Student credit hours are assigned to the campus which grants the credit to the student.
Spring Semester, 2019

COLLEGE OF FACULTY						
COLLEGE OF STUDENT	Business & Tech	Education	Arts & Sciences	Spring 2019 Total	Spring 2018 Total	Change From Spring 2018
Business & Technology	9,155	508	4,362	14,025	14,047	(22)
Education	990	7,698	5,081	13,769	13,948	(179)
Arts & Sciences(a)	1,651	1,576	16,607	19,834	20,063	(229)
University College	673	509	4,027	5,209	7,002	(1,793)
Non-degree	119	87	469	675	912	(237)
Graduate	370	5,941	2,862	9,173	9,090	83
TOTAL Spring 2019	12,958	16,319	33,408	62,685		
TOTAL Spring 2018	13,254	16,790	35,018		65,062	
CHANGE FROM Spring 2018	(296)	(471)	(1,610)			(2,377)
% CHANGE	-2.2%	-2.8%	-4.6%			-3.7%

Source: UNK Office of Institutional Research

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

Student credit hours are assigned to the campus which grants the credit to the student.
Spring Semester, 2019

COLLEGE OF STUDENT	Allied Health	Medicine	Nursing	Pharmacy	Dentistry	Public Health	Spring 2019 Total	Spring 2018 Total	Change From Spring 2018
Allied Health	7,784	390	258			42	8,474	8,110	364
Allied Health non-degree	87					3	90	67	23
Visiting Non-degree IC	26						26	11	15
Nursing - Omaha			3,292				3,292	3,424	-132
Nursing - Lincoln			2,525				2,525	2,289	236
Nursing - Kearney			1,801				1,801	1,801	0
Nursing - Scottsbluff			1,134				1,134	1,352	-218
Nursing - Norfolk			1,187				1,187	1,218	-31
Nursing - Certificate			102				102	107	-5
Nursing - MSN			1,097			12	1,109	1,271	-162
Nursing - DNP			921			111	1,032	1,142	-110
Dentistry - DDS					3,133		3,133	3,010	123
Dental Hygiene					724		724	706	18
Dental Certification Program					529		529	549	-20
Medicine (M.D.)		9,836					9,836	10,202	-366
Post M.D.		8,948					8,948	8,864	84
Medical Family Therapy		21					21	33	-12
Radiology Oncology Physics		0					0	32	-32
Pharmacy		611		3,312			3,923	3,672	251
Public Health MPH						1,082	1,082	1,040	42
Certificate PH						150	150	126	24
Graduate	39	1,953	136	370	49	668	3,215	3,064	151
TOTAL Spring 2019	7,936	21,759	12,453	3,682	4,435	2,068	52,333		
TOTAL Spring 2018	7,566	21,914	12,830	3,528	4,280	1,972		52,090	
CHANGE FROM Spring 2018	370	-155	-377	154	155	96			243
% CHANGE	4.9%	-0.7%	-2.9%	4.4%	3.6%	4.9%			0.5%

Source: UNMC Office of Institutional Research

TO: The Board of Regents Addendum IX-D-2

Academic Affairs

MEETING DATE: March 29, 2019

SUBJECT: Programs with Tuition Variances

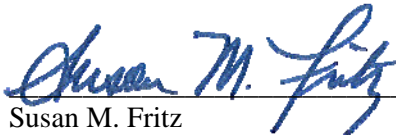
RECOMMENDED ACTION: Report

PREVIOUS ACTION: August 3, 2018 – The Board approved the report on programs with differential tuition rates for AY 2016-17

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.

The attached report provides information about the variances granted on the Board-approved tuition rates for AY 2017-18 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.

APPROVED:



Susan M. Fritz
Executive Vice President and Provost

DATE: January 15, 2019

**Regents Policy 5.7.4 Programs with Tuition Variances
Academic Year 2017-18**

Campus: University of Nebraska at Omaha
 Program: **David USA Education - China**
 Approved: February, 2015

Differential: The approved tuition variance for this program is 150% of the published tuition rate of resident undergraduate enrollment.

Variance: 2017-18 Nonresident undergraduate \$677.25/SCH
 2017-18 David USA Education - China \$324.37/SCH

Description: The primary purpose of this program is to attract outstanding qualified undergraduate students from selected Chinese high schools to pursue a four-year baccalaureate education at the University of Nebraska at Omaha, as well as qualified students for one-year study abroad programs.

Explanation:

Semester	Headcount	Undergraduate	
		SCH	Tuition Variance (Net)*
Spring 2018	15	162	\$ 53,265
Fall 2017	15	177	\$ 56,918
Spring 2017	11	157	\$ 47,996
Fall 2016	10	142	\$ 47,517
Spring 2016	6	77	\$ 26,488
Fall 2015	2	27	\$ 8,812

*Difference between the published tuition rate and the tuition discount.

**Regents Policy 5.7.4 Programs with Tuition Variances
Academic Year 2017-18**

Campus: Nebraska College of Technical Agriculture
Program: Dual Credit
Approved: May, 2015

Differential: For FY 2017-18, Tuition Rates were \$127.50 and Dual Credit rates were \$63.75

Description: Dual Credit classes at NCTA offer high school juniors and seniors an opportunity to take selected NCTA courses to enhance their high school curriculum. With dual credit classes:

- Students have an opportunity to experience the rigors of college coursework prior to attending the University
- Program keeps students academically challenged through the senior year
- Provides students with a head start on college studies which offer greater flexibility with their academic programs

Dual credit classes also provide an important recruiting tool. Since 2006, NCTA has had students participate in the program from 132 high schools across Nebraska.

Explanation:

Year	Headcount	Student Credit Hours	Tuition Variance (Net)*
Fall 2017	52	153	\$9,753.75
Spring 2018	41	115	\$7,331.25

*Difference between the published tuition rate and the tuition discount.

Differential Tuition Reports

Differential Tuition Report for FY2017-18

Campus: University of Nebraska-Lincoln

College or Program: College of Architecture

Approved: June 8, 2012

Cost Center: 21-0202-5801

Differential: Differential tuition was initially implemented as a 25% premium over then-existing applicable tuition rates. This resulted in additional per credit hour charges of:

- \$52 for undergraduate residents,
- \$154 for undergraduate nonresidents,
- \$69 for graduate residents, and
- \$185 for graduate nonresidents.

The College also had a fee of \$24 per credit hour that was incorporated into its tuition rate structure. The premiums over base tuition rates grow with approved tuition rate increases, as like increase percentages are applied to the differentiated rates.

Description: Differential tuition was approved in recognition of the increased costs associated with architectural education and the need to invest additional resources in the College in order to provide students with a competitive, quality education. With the only accredited professional programs in Architecture and Planning in the State, the College is a primary source of new professionals for the great many architectural firms in Nebraska.

Revenue:

Year	Headcount	Student Credit Hours	Differential Tuition Generated (Net)*
2017-18	886	12,275	\$1,463,691
2016-17	924	12,475	\$1,460,674
2015-16	971	12,126	\$1,265,170
2014-15	928	10,858	\$1,162,394
2013-14	900	10,410	\$1,094,909

*Difference between the differential tuition and the published tuition rate.

Note: This figure does not represent the funding available to the College. The distribution to the College is reduced by the costs against this source of funds, namely remissions, scholarships/fellowships, academic services fee, and uncollectible accounts.

Description of Reinvestment of Differential Tuition for the *past/reporting* year:

The major categories of investment originally proposed for differential tuition funding were teaching and technology capacity and advising and student services. The College’s investments are aligned with those priorities:

- The College funded or partially funded several positions, including: Tenured/Tenure-Track faculty summer research, Lecturers and Lecturer/Ts, Graduate Admissions Coordinator, Communications Associate, Advisor, Assistant to the Dean, Peer Mentors, Ambassadors, and Shop Student Workers.
- Differential tuition funding continued to be used for student recruitment and retention efforts including website improvement, development of recruitment/marketing materials, recruitment events, and advising/recruiting related travel.
- In support of student learning, the college brought in guest critics so students would experience input from professional in the field; the college also offered support for studio trips and education abroad.
- Differential tuition was also used to support academic programs through faculty recruiting, faculty travel, and the purchase of hardware, software, and supplies for faculty.

Intentions for Reinvestment of Differential Tuition in the *current* year:

Differential tuition will fund targeted, strategic investments that support the operation of the College to fulfill its mission. All expenditures are intended for the purposes of directly and indirectly improving the education and services provided to the students of the College of Architecture.

Expenses:	Total Differential Tuition Budget 2017-18	\$893,811
	Prior Year Carry Forward	\$ 82,693
	Differential Tuition Expenditures 2017-18	
	Operating:	
	Student Recruitment/Retention	(\$ 9,053)
	Support for Student Learning	(\$ 40,492)
	Academic Program Support	(\$195,017)
	Salary & Benefits:	
	Staff ¹	(\$ 255,737)
	Students ²	(\$ 65,907)
	Faculty ³	(\$ 396,511)
	Carry Forward	\$ 13,787

¹Graduate Admissions Coordinator, Communications Associate, Shop Manager, Advisor, Assistant to the Dean

²Graduate Students, Peer Mentors, Shop Workers, Ambassadors (42 students)

³14 full-time T/TT summer research, 29 Lecturers and Lecturer/Ts

Differential Tuition Report for FY2017-18

Campus: University of Nebraska-Lincoln

College or Program: College of Business

Approved: June 17, 2011

Cost Center: Multiple

Differential: Differential tuition was initially implemented as a 25% premium over then-existing applicable tuition rates. This resulted in additional per credit hour charges of:

- \$50 for undergraduate residents,
- \$147 for undergraduate nonresidents,
- \$65 for graduate residents, and
- \$175 for graduate nonresidents.

The premiums over base tuition rates grow with approved tuition rate increases, as like increase percentages are applied to the differentiated rates.

Description: Differential tuition was approved in recognition of the increased costs associated with business education and the need to invest additional resources in the College in order to provide students with a competitive, quality education. Specifically noted was the College's growing enrollments and shrinking T/TT faculty.

Revenue:

Year	Headcount	Student Credit Hours	Differential Tuition Generated (Net)*
2017-18	8,418	102,601	\$10,287,053
2016-17	8,421	99,603	\$10,002,714
2015-16	8,041	89,033	\$ 8,367,108
2014-15	7,594	84,471	\$ 7,723,974
2013-14	7,216	79,220	\$ 6,520,798

*Difference between the differential tuition and the published tuition rate.

Note: This figure does not represent the funding available to the College. The distribution to the College is reduced by the costs against this source of funds, namely remissions, scholarships/fellowships, academic services fee, and uncollectible accounts.

Description of Reinvestment of Differential Tuition for the *past/reporting* year:

The major categories of investment originally proposed for differential tuition funding were teaching capacity and advising and student services. Consonant with that intent, all investments of differential tuition funds have been focused on enhancing the quality of students' education and experiences:

- With 6.34% enrollment growth over the prior year, the College invested heavily in T/TT faculty, Professors of Practice, Lecturers, and graduate assistants in order to meet expanding academic needs created by continued enrollment growth.
- Differential tuition funds were used to provide continued improvement of student services programs and support through the expansion of undergraduate, graduate and Business Career Center programs and the Honors Academy. The College was able to continue to put a greater emphasis on recruitment and retention efforts through increased publicity, community outreach, and special events. Differential funding continues to support the growth of the Business Minor, an 18-hour program designed for non-business students and which currently enrolls over 1,200 students. The College continued to improve the student services offices throughout the college to better serve students including the addition of the Teaching and Learning Center (TLC) in the new Howard L. Hawks Hall. This Center provides support to both faculty and students consistent with UNL's teaching mission. One program managed by the TLC is UNL's peer mentoring program in which undergraduate students assist faculty with large lecture classes. A small portion of differential tuition was used for equipment/software upgrades for faculty and professional staff across programs.

Intentions for Reinvestment of Differential Tuition in the *current* year:

Differential tuition funding will continue to be used as originally intended, as it is designated primarily for further new faculty hires in all departments (including related start-up costs) and continued growth in student services and programs, including the Honors Academy, Business Career Center and the Teaching and Learning Center.

Expenses:	Total Differential Tuition Generated 2017-18	\$6,959,073
	Prior Year Carry Forward	(\$ 85,909)
Differential Tuition Expenditures 2017-18		
	Operating:	
	Student Services and Programs	(\$163,648)
	Faculty Support ¹	(\$193,827)
	Equipment Upgrades	(\$ 80,433)
	Salary & Benefits:	
	Faculty ²	(\$3,907,545)
	Staff ³	(\$1,826,554)
	Students ⁴	(\$ 253,502)
	Carry Forward	\$447,655

¹Start-up, Faculty and Staff professional development

² 27 full-time T/TT, PoPs, and Lecturers; 16 part-time lecturers

³ 29 full- and part-time staff in Career Services, Graduate Programs, Honors Academy, Undergraduate Programs and IT Services

⁴ 3 graduate assistants and 54 undergraduate student hourly workers

Differential Tuition Report for FY2017-18

Campus: University of Nebraska-Lincoln

College or Program: College of Engineering

Approved: June 17, 2011

Cost Center: Multiple

Differential: Differential tuition was initially implemented as a 25% premium over then-existing applicable tuition rates. This resulted in additional per credit hour charges of:

- \$50 for undergraduate residents,
- \$147 for undergraduate nonresidents,
- \$65 for graduate residents, and
- \$175 for graduate nonresidents.

The College also had a fee of \$40 per credit hour that was incorporated into its tuition rate structure. The premiums over base tuition rates grow with approved tuition rate increases, as like increase percentages are applied to the differentiated rates.

Description: Differential tuition was approved in recognition of the increased costs associated with engineering education and the need to invest additional resources in the College in order to provide students with a competitive, quality education. Differential tuition was also identified as an essential component of enacting the College’s strategic plans for growing its relevance and impact on workforce and economic development.

Revenue:

Year	Headcount	Student Credit Hours	Differential Tuition Generated (Net)*
2017-18	5,886	67,596	\$9,923,357
2016-17	5,923	64,821	\$9,529,604
2015-16	5,719	62,788	\$8,638,331
2014-15	5,611	60,357	\$8,176,906
2013-14	5,205	57,693	\$7,255,795

*Difference between the differential tuition and the published tuition rate.

Note: These figures do not represent the funding available to the College. The distribution to the College is reduced by the costs against this source of funds, namely tuition remissions, scholarships/fellowships, academic services fees, and uncollectible accounts.

Description of Reinvestment of Differential Tuition for the *past* reporting year:

The major investments made with differential tuition funding were designed to increase undergraduate enrollment capacity, to enhance educational and research quality, to increase support for laboratory research that addresses both fundamental engineering problems and applied solutions, particularly in nanoscale, biological, and energy related disciplines, and to prepare the College to become a partner with Nebraska Innovation Campus (NIC) and other economic development initiatives in the state. The following are ongoing priorities:

- **Laboratory Equipment:** Differential tuition continues to be used to upgrade and maintain instructional and education software, instrumentation and instructional laboratory equipment, across the College, including Biological Systems Engineering (BSE), the Durham School of Architectural Engineering and Construction (DSAEC), Electrical and Computer Engineering (ECE), Civil Engineering (CE), Computer Science and Engineering (CSCE), Chemical and Biomolecular Engineering (CHBE), and Mechanical and Materials Engineering (MME). For example, a new large displacement system was added to a suite of instruments in MME, and the hardware and software on their existing equipment was upgraded. Most of the software systems and computers were more than 10 years old. In CE, a warmer hammer was added to the undergraduate fluids lab in response to concerns raised by ABET during the recent accreditation visit environmental laboratory spaces were remodeled and updated. In ECE, new oscilloscopes and digital signal analyzers were purchased for use in 5 laboratory courses on the Scott Campus in Omaha. Electrical and Computer Engineering also provides each student in its first semester Fundamentals class an educational robotic platform that helps students gain hands-on engineering experience early in their college studies. The College has also upgraded distance learning equipment for classes taught between City and Scott Campuses and upgraded video conferencing systems. The College continues to renovate existing space to create new student lab space and classrooms.
- **Engineering Student Services:** Differential tuition is used to fund all of the staff in the College's Engineering Student Services (ESS) office. ESS staff play a critical role in the recruitment, advising, and retention of undergraduate and graduate engineering students. It is a team of dedicated professional staff and graduate assistants who provide direct student support services to recruit and retain engineering students on City, East and Scott campuses. They provide professional advising to students in all of the College's academic units on all three campuses. ESS delivers a variety of programs and services to UNL's students including new student orientations, seminar courses, career coaching, academic recovery coaching, academic advising, tutoring in math/chemistry/physics, math preparation for incoming students, and professional development workshops for learning community and student organization leaders. ESS staff and their programming are directly responsible for increases in the College's retention and graduation rates.

- **The Complete Engineer Initiative:** The Complete Engineer Initiative is an extra and co-curricular program that develops non-technical skills, such as leadership and communication in the College's undergraduate students. This is a distinctive feature of the College's undergraduate experience for which the College is garnering national attention.
- **Student Activities and Recognized Student Organizations (RSOs):** All academic units in the College used differential to support student design teams and undergraduate and graduate student travel to present at national and international conferences. The Durham School of Architectural Engineering and Construction uses differential tuition to fund student industry visits. Differential tuition is also used to support the over 40 RSOs active in the College. For example, support given to the SAE Baja and Formula teams allowed them to build vehicles and compete in multiple competitions such as the BAJA SAE Oregon. The Baja team had an outstanding season, finishing 2nd at the Louisville event, 8th at both the Maryland and Kansas competitions, and 12th at the Oregon competition where 100 teams compete. These results combined for the teams' first-ever top-ten overall finish.
- **Professors of Practice:** These faculty members generally come to the college following successful careers in engineering industry where they have demonstrated excellence in engineering practice. These faculty infuse this experience into the undergraduate curriculum through their teaching.
- **Teaching Capacity:** Differential tuition is used to provide by long and short-term teaching and tutoring capacity. Biological Systems Engineering funds some faculty salary and benefits and student workers who work as tutors and graders. Computer Science and Engineering, Chemical and Biomolecular Engineering, Mechanical and Materials Engineering, and Electrical and Computer Engineering provide salary support for Lecturers. Computer Science and Engineering also funds undergraduate teaching assistants to provide tutoring and grading. Computer Science and Engineering and Chemical and Biomolecular Engineering hire student workers to staff and operate their "Student Resource Center," a shared workspace in which students can do homework, work on projects with other students, and seek help from Center staff.
- **Formal and Informal Learning Space:** Differential tuition is used to renovate, improve and create both formal and informal learning space. For example, renovations were completed in Chase Hall to provide student study space and a classroom in the Peter Kiewit Institute (PKI) was renovated to create a collaboration space for architectural engineering students in the Durham School. Differential tuition was also used to complete the renovation of the space the College leases in the Scott Technology Center.
- **Shuttle Service:** The College continues to use differential tuition to operate a shuttle service that runs between UNL, UNO, and UNMC. The shuttle is very popular with students, staff and faculty and continues to see increased year over year demand.

Intentions for Reinvestment of Differential Tuition in the *current* reporting year:

- The College will continue to invest differential tuition in line with the priorities above. This includes the continued support of the salaries and benefits of faculty who advance the teaching mission of the College and in the Engineering Student Services staff. Differential tuition will continue to be used to create new and renovate existing formal and informal learning spaces and to update the technology in classrooms, particularly distance classrooms. The College will continue upgrading instructional labs including computer equipment and software, advanced laboratory equipment, and paying for staff who support the senior capstone design courses. The College will continue to use differential tuition to provide support for student tutoring, extra- and co-curricular activities and industry visits. The College will continue to operate a shuttle service that runs between UNL, UNO, and UNMC.

Revenue:	Total Differential Tuition Generated 2017-18		\$ 6,268,083
	Prior Year Carry Forward		\$ 400,879
Expenses:	Differential Tuition Expenditures 2017-18		
	Operating:	\$ (1,315,714)	
	Student Services and Programs	\$ (227,463)	
	Infrastructure	\$ (72,997)	
	College		
	Capital Equipment, Renovation, Computer Hardware and Software	\$ (305,845)	
	Salary & Benefits:		
	Faculty ¹	\$ (595,709)	
	Student Services Staff ²	\$ (1,308,557)	
	Students ³	\$ (754,450)	
	Other Staff ⁴	\$ (609,090)	
	Commitments	\$ (622,238)	
	Carry Forward		\$ 856,899
	¹ 8 full-time and 6 part-time PoPs and Lecturers		
	² 21 full-time and 2 temp staff in Student Services		
	³ 17 GAs and 297 undergraduate hourly		
	⁴ Full-time staff in IT Services and Communications		

Differential Tuition Report for FY2017-18

Campus: University of Nebraska at Omaha

College or Program: College of Business Administration

Approved: November 2014

Cost Center: Cost center number 4106020600
 Cost center name CBA Differential – Personnel

Cost center number 4106020700
 Cost center name CBA Differential – Support

Differential: Differential tuition resulted in additional per credit hour charges of:

- \$50 for resident undergraduate business courses
- \$75 for resident graduate business courses
- \$75 for Metropolitan Advantage Program (MAP) and nonresident undergraduate business courses
- \$112.50 for Metropolitan Advantage Program (MAP) and nonresident graduate business courses

Description: Approval to charge differential tuition was granted in recognition of the higher and increasing costs associated with business education. The additional financial resources generated by differential tuition enabled the college to improve the quality of the educational experience realized by enhancing student services and employing additional fulltime faculty.

Revenue:

Year	Headcount*	Student Credit Hours	Differential Tuition Generated (Net)**
2017-18	2,741	35,333	\$2,177,749
2016-17	2,842	36,432	\$2,131,148
2015-16	2,690	35,132	\$2,008,276

* Non-duplicate enrollment headcount

**Difference between the differential tuition and the published tuition rate. Note: This figure does not represent the funding available to the College. The distribution to the College is reduced by the costs against this source of funds, namely remissions, scholarships/fellowships, academic services fee, and uncollectible accounts.

Description of Reinvestment of Differential Tuition for the *past/reporting* year:

Enrollment growth, along with a more than 30 percent increase in the annual number of degrees conferred between 2010 and 2014, a shift in student composition (e.g., the rapid increase of in-resident students), and the rising salaries of business school faculty were responsible for the need for additional financial resources. The dollars generated by differential tuition were invested in hiring additional full time faculty, providing enhanced student support, and otherwise improving student learning experiences. These uses are consistent with the original

intentions. Specifically, differential tuition revenue was used to:

- Continued support for the position commitments made during the initial year and the second year
- Continued support for student financial literacy program
- Provided support for CBA student international projects
- Provided start-up support for new faculty and staff
- Provided support for faculty teaching
- Provided support for student research and learning

The increase in faculty and staff numbers have allowed this college to both strengthen and grow programs as well as increase the support needed for a changing and growing population. The quality of faculty and staff hired has been excellent and their impact on the college's culture is significant. CBA has been able to partner with Wells Fargo Bank to deliver an even better financial literacy program than originally envisioned. The college continues to work at leveraging differential tuition resources to obtain additional new resources (e.g., grants and scholarship donations) to further strengthen student support and programs. Overall, CBA students are realizing excellent value for their increased tuition level.

Intentions for Reinvestment of Differential Tuition in the *current* year:

UNO's intentions for the current year are to:

- Continue support for the commitments made during the past three years
- Continue support for the student financial literacy program
- Continue support for CBA student international projects

Expenses:	Total Differential Tuition Generated 2017-18	\$1,722,209
	Prior Year Carry Forward	\$604,842

Operating:

¹ Student, Staff, & Faculty support	(\$66,417)
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Salary & Benefits:

² Faculty	(\$948,954)
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³ Staff	(\$325,108)
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⁴ Students	(\$34,436)
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Benefits	(\$321,373)
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Carry Forward	\$630,763
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¹ Support for international student projects, faculty & staff start up, student programs & activities, and faculty teaching

² 13 full-time T/TT and Lecturers and faculty stipend for financial literacy program

³ 7 full-time staff in Career Services, Advising, Undergraduate Programs and IT services

⁴ 1 graduate assistant, 1 peer advisor, and 2 student workers

The carry forward will be used to:

- Invest in the growth of student programs and activities
- Fund faculty and staff start-up costs as needed
- Support student learning and faculty teaching

Differential Tuition Report for FY2017-18

Campus: UNMC

College or Program: College of Medicine

Approved: September 2016

Cost Center(s): Multiple department cost centers

Differential: UNMC College of Medicine increased their resident tuition rate by 5%.

Description: Differential tuition was approved in recognition of the need to invest additional resources in the College in order to provide students with a competitive, quality education to allow us to remain competitive with UNMC's peer Institutions. Increasing the tuition rate was also needed to help manage the increasing costs associated with education as well as managing ongoing budget reductions.

Revenue:

Year	Headcount	Student Credit Hours	Differential Tuition Generated (Net)*
2018-19	257	Flat increase per student \$1,740	\$440,420
2017-18	130	Flat Increase per student \$1,688	\$219,440

*Difference between the differential tuition and the published tuition rate.

** Note: This figure does not represent the actual funding available to the College. The distribution to the College is reduced by the costs against this source of funds, namely remissions, scholarships/fellowships, etc.

Description of Reinvestment of Differential Tuition for the *past/reporting* year:

The funds were invested in the salaries of faculty who were involved in the teaching of M1 thru M4 students.

A portion of the funds were also used for corresponding need-based resident tuition scholarships.

Intentions for Reinvestment of Differential Tuition in the *current* year:

The differential tuition funds will be invested in the salaries of faculty who are involved in the teaching of M1 thru M4 students.

A portion of the funds will also be used for corresponding need-based resident tuition scholarships.

Expenses:	Total Differential Tuition Generated 2017-18	\$219,440
	Differential Tuition Expenditures 2017-18	
	Salary & Benefits:	
	Faculty salary support	<u>(\$219,440)</u>
	Carry Forward	<u> \$0</u>

Differential Tuition Report for FY2017-18

Campus: UNMC

College or Program: College of Pharmacy

Approved: September 2016

Cost Center(s): Multiple department cost centers

Differential: The approved UNMC College of Pharmacy differential tuition increase for this program is \$3,500 over the prior tuition rate.

Description: Resident Tuition: UNMC's College of Pharmacy resident tuition rate was \$19,114/year. Combined with the mandatory fees, UNMC COP placed at the bottom, or 10/10 in its peer group. With the differential resident tuition increase of \$3500, COP would rise less than the maximum of a single rank increase in its peer group.

It was important to note that the \$14,000 tuition increase over the 4 years of the program is more than offset by the reduction of COP's prerequisite requirements from 90 semester hours to 64 semester hours that was implemented in the fall of 2016. This reduction saves the students one full year of tuition and fees, housing and books worth approximately \$20,000 at UNL at that time and even more at other undergraduate programs.

The additional differential tuition revenue generated by this resident tuition rate increase will be used by the COP for the following:

- To hire approximately five additional faculty required due to new accreditation requirements
- Faculty salary adjustments
- Increase need-based resident student scholarship for the professional programs

Revenue:

Year	Headcount	Student Credit Hours	Differential Tuition Generated (Net)*
2017-18	53	720	\$166,950
2018-19	101	1,296	\$318,150 (projected)

*Difference between the differential tuition and the published tuition rate.

** Note: This figure does not represent the actual funding available to the College. The distribution to the College is reduced by the costs against this source of funds, namely remissions, scholarships/fellowships, etc.

Description of Reinvestment of Differential Tuition for the *past/reporting* year:

A portion of the funds were used for corresponding need-based resident tuition scholarships.

The balance of the Differential Tuition for last year was carried forward for the new dean to recruit and hire new faculty.

Intentions for Reinvestment of Differential Tuition in the *current* year:

Dean Fletcher retired as of January 6th, 2019. He thought it best to leave the decision on how to use the funds to our incoming Dean Dr. Keith Olsen. Dean Olsen started on January 7th, 2019 and has been informed of the original intentions for the reinvestment.

Some of the possible reinvestments may include recruiting new faculty members or replacing the associate dean who is stepping down from the position but not retiring. The college may also consider salary adjustments for existing faculty.

A portion of the funds will also be used for corresponding need-based resident tuition scholarships.

Expenses:

N/A –the funds were carried forward for utilization by new Dean of the College of Pharmacy.

Differential Tuition Report for FY2017-18

Campus: UNMC

College or Program: College of Nursing

Approved: September 2016

Cost Center(s): Multiple department cost centers

Differential: The approved differential tuition rate for the undergraduate nursing program is 110% of the prior tuition rate of \$285.25.

The approved differential tuition rate for the graduate nursing program is 110% of the prior tuition rate of \$458.50.

Description: Clinical agencies are requiring a reduction in the number of students in clinical rotations due to increased patient activity. The Nebraska Board of Nursing allows 10 students per faculty member, but an increasing number of clinical facilities are permitting no more than six students per faculty member. The differential tuition allows for the hiring of faculty to cover the greater number of clinical supervisors needed due to fewer students per cohort and to ensure that we have adequate faculty to meet accreditation and Board of Nursing standards.

The differential tuition was requested to cover faculty market salary adjustments to keep pace with national standards due to the on-going nursing shortage, the gap between salaries offered to nurses practicing in clinical practice and those who work in academic faculty roles has widened.

Revenue:

	Year	# of Students	Student Credit Hours	Differential Tuition Generated
Undergraduate	2017-18	302	10,129	\$303,870
	2018-19	612	20,379	\$580,802
Graduate	2017-18	108	1,471	\$70,976
	2018-19	216	2,921	\$140,938

*Difference between the differential tuition and the published tuition rate.

** Note: This figure does not represent the actual funding available to the College. The distribution to the College is reduced by the costs against this source of funds, namely remissions, scholarships/fellowships, etc.

Description of Reinvestment of Differential Tuition for the *past/reporting* year:

Differential tuition was used to provide market equity salary adjustments to nine undergraduate and one graduate faculty member to lessen the 10.4% gap between CON faculty and national peers. Additionally, differential tuition covered the salary and benefits of new faculty hires to cover the increased need for clinical supervision.

A portion of the funds were also used for corresponding need-based resident tuition scholarships.

Intentions for Reinvestment of Differential Tuition in the *current* year:

CON will utilize the differential tuition funds to make further faculty market adjustments to lessen the gap from national standards. The funds will also be used to continue covering the salaries and benefits for those faculty hired to cover clinical supervision.

A portion of the funds will also be used for corresponding need-based resident tuition scholarships.

Expenses:

Total Differential Tuition Generated 2017-18		\$374,846
Differential Tuition Expenditures 2017-18		
Salary & Benefits:		
Market adjustments	(\$ 15,530)	
New Faculty hired	(\$359,316)	
Carry Forward Total		\$0

Differential Tuition Report for FY2017-18

Campus: UNMC

College: College of Dentistry

Approved: November 2016

Cost Centers: Multiple department cost centers

Differential: The UNMC College of Dentistry differential tuition rate is 7% higher than the prior tuition rate. The differential tuition rate is being phased in with each new admitted class, starting with the DDS Class of 2021, who started in the Fall of 2017.

Description: The differential tuition is necessary to further implement the new Clinical Education and Practice Model implemented in FY2016-17. The additional tuition will be used to make key equipment purchases and faculty hires to sustain the Clinical Education and Practice Model.

Revenue:

Year	Headcount	Differential Tuition Generated
2018-19	100	\$211,850
2017-18	50	\$104,750

*Difference between the differential tuition and the published tuition rate.

** Note: This figure does not represent the actual funding available to the College. The distribution to the College is reduced by the costs against this source of funds, namely remissions, scholarships/fellowships, etc.

Description of Reinvestment of Differential Tuition for the past reporting year:

The differential tuition was used to help purchase new digital dentistry equipment and fund part of a clinical faculty salary line.

A portion of the funds were also used for corresponding need-based resident tuition scholarships.

Intentions of Reinvestment of Differential Tuition in the current year:

Continue to make purchases of digital dentistry equipment, make technology purchases that support the new College of Dentistry iWall classroom, and fund part of a clinical faculty salary line.

A portion of the funds will also be used for corresponding need-based resident tuition scholarships.

Expenses:

Total Differential Tuition Generated 2017-18	\$104,750
Differential Tuition Expenditures 2017-18 Operating:	
Digital Dentistry Equipment	(\$ 39,950)
Salary and Benefits:	
Clinical faculty hire (0.50 FTE)	(\$ 64,800)
Total Expenditures	(\$104,750)
Carry Forward	\$0

Differential Tuition Report for FY2017-18

Campus: UNMC

College or Program: College of Allied Health Professions (CAHP)

Approved: November 2016

Cost Center(s): Multiple department cost centers

Differential: The UNMC College of Allied Health Professions increased resident tuition for five of the post graduate programs: Physician Assistant, Physical Therapy, Clinical Perfusion, Medical Nutrition and Cytotechnology. In each case, an increase of 10% was approved.

Description: CAHP compared the tuition for the UNMC programs to the tuition of its competitors and calculated an increase that would not change their relative rank. In the case of all but the Medical Nutrition program that increase was 10%. Rather than seeking a different rate for Medical Nutrition, we requested 10%, which did change the relative ranking from 7th out of 10 (with 10 being least expensive) to 6th out of 10.

Revenue:

Year	Headcount	Student Credit Hours	Differential Tuition Generated (Net)*
2018-19	571	9326	\$298,750
2017-18	292	4673	\$154,040

*Difference between the differential tuition and the published tuition rate.

** Note: This figure does not represent the actual funding available to the College. The distribution to the College is reduced by the costs against this source of funds, namely remissions, scholarships/fellowships, etc.

Description of Reinvestment of Differential Tuition for the *past/reporting* year:

CAHP requested funding to support strategic hires to advance the research mission, establish student wellness programming, fund a curriculum specialist and assessment coordinator, fund initial start-up costs for an Occupational Therapy program and for the acquisition and maintenance of teaching and distance delivery technology.

In 17-18, funding was used to support a salary line for a post-doctoral research associate with the balance reserved for funding start-up costs for the Occupational Therapy program. Plans for student wellness programming have been put on-hold as a campus wide initiative takes shape. The curriculum specialist and assessment coordinator role was developed in the fall of 18-19.

A portion of the funds were also used for corresponding need-based resident tuition scholarships.

Intentions for Reinvestment of Differential Tuition in the *current* year:

Revenue from 18-19 will continue to be used to support start-up of the Occupational Therapy program. A Program Director has been hired.

Revenue will continue to fund a post-doctoral research associate. In addition, roles are being developed for both a research administrator and a faculty position to aide in the establishment of a team performance research office. The vision for this office is to coordinate and integrate university expertise in clinical care delivery, quality improvement and patient safety to optimize the delivery of high quality, safe and effective team-based healthcare.

The curriculum specialist and assessment coordinator role was posted for hiring on January 10, 2019.

A portion of the funds will also be used for corresponding need-based resident tuition scholarships.

Expenses:

Total Differential Tuition Generated 2017-18	\$154,040
Differential Tuition Expenditures 2017-18	
Operating:	\$0
Salary & Benefits:	
1 Post-doc	(\$46,777)
Carry Forward Total	<u>\$107,263</u>

Carry forward to be used to support start-up of Occupational Therapy program.

Differential Tuition Report for FY2017-18

Campus:	UNCA
College or Program:	University of Nebraska Online
Approved:	Date Varies
Cost Center:	Multiple
Differential:	At the June 12, 2009 meeting, the BoR approved elimination of Regents Policy RP-5.7.6 Tuition Policy for Distance Education For-Credit Hours and approved the current policy that allows the University to set both in-state and out-of-state tuition for distance education courses through its regularly established procedures of either Board approval or Presidential approval for variances. Distance education tuition rates were set based on operating expenses, market comparisons and market competition beginning in FY 2010.
Description:	University of Nebraska Online is the university-wide online learning initiative that pulls together under one brand the online programs offered by the NU campuses to serve the educational needs of Nebraskans and provide access to students who may otherwise not be able to enroll in NU degree programs. Through its branding and marketing of Online, the University of Nebraska has enhanced its presence throughout the world. The financial model assumes that campuses will recover campus expenses and that the distance education tuition would be used to support the development, delivery and sustainability of online education. It is also expected that efficiencies due to consolidating some functions will reduce campus cost, thus enhancing net revenue at the campus level and providing new resources for investment in expansion of existing programs or development of new programs. NU Online will provide University-wide marketing, program development investments, a support structure to attract new enrollments, promote collaboration among the campuses, provide opportunities for faculty development, shared services and dissemination of effective practices in online education. NU Online will assure that the NU campuses are authorized and in compliance with all laws and policies related to serving students in and outside the state of Nebraska.
Revenue:	Gross distance education tuition revenue increased approximately 10% in FY18.

Student Credit Hours											
	UNK		UNL		UNO		UNMC		TOTAL		Percent Change
	AY16/17	AY17/18	AY16/17	AY17/18	AY16/17	AY17/18	AY16/17	AY17/18	AY16/17	AY17/18	
Student Level											
Undergraduate	27,109	27,328	54,890	61,795	67,205	70,431	2,167	2,027	151,371	161,581	6.7%
Graduate	21,492	22,790	19,730	21,391	7,745	7,963	16	30	48,983	52,174	6.5%
Professional	0	0	0	0	0	0	1,712	1,693	1,712	1,693	-1.1%
Total All Campuses	48,601	50,118	74,620	83,186	74,950	78,394	3,895	3,750	202,066	215,448	6.6%

Distance Education Tuition											
	UNK		UNL		UNO		UNMC*		TOTAL		Percent Change
	FY17	FY18	FY17	FY18	FY17	FY18	FY17	FY18	FY17	FY18	
Student Level											
Undergraduate	\$6,918,104	\$7,379,376	\$17,235,746	\$20,242,634	\$22,565,156	\$24,219,962	\$386,204	\$511,773	\$47,105,210	\$52,353,745	11.1%
Graduate	\$7,320,312	\$7,799,081	\$8,776,467	\$8,800,810	\$4,624,557	\$5,681,226	\$0	\$0	\$20,721,336	\$22,281,117	7.5%
Professional	\$0	\$0	\$0	\$0	\$0	\$0	\$1,450,712	\$1,468,649	\$1,450,712	\$1,468,649	1.2%
Total All Campuses	\$14,238,416	\$15,178,457	\$26,012,213	\$29,043,444	\$27,189,713	\$29,901,188	\$1,836,916	\$1,980,422	\$69,277,258	\$76,103,511	9.9%

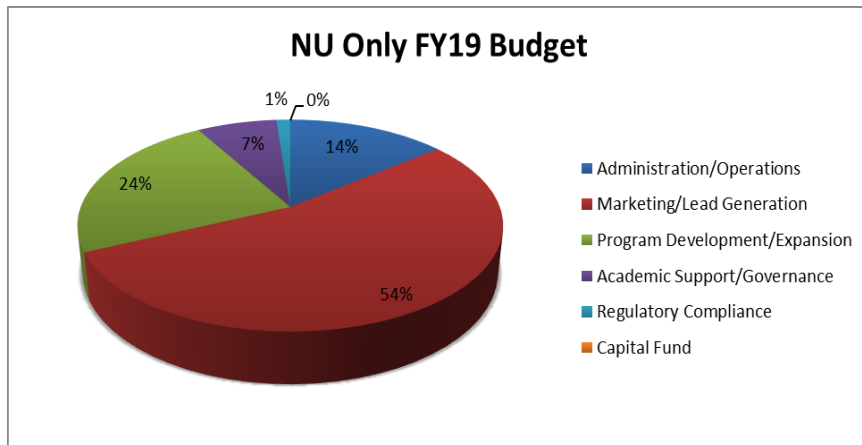
*UNMC includes all professional and graduate students as part of professional tuition revenue reporting

Intentions for Reinvestment of Differential Tuition in the current year:

In FY19, approximately 1.7% of gross distance education tuition or \$1,290,000 (approximately 5% of the distance education tuition generated from students studying exclusively online) was held centrally to support the NU Online initiative. The remaining gross revenue (prior to remissions) was returned to the campuses to support development, instruction and support systems for distance education programs, online courses and students.

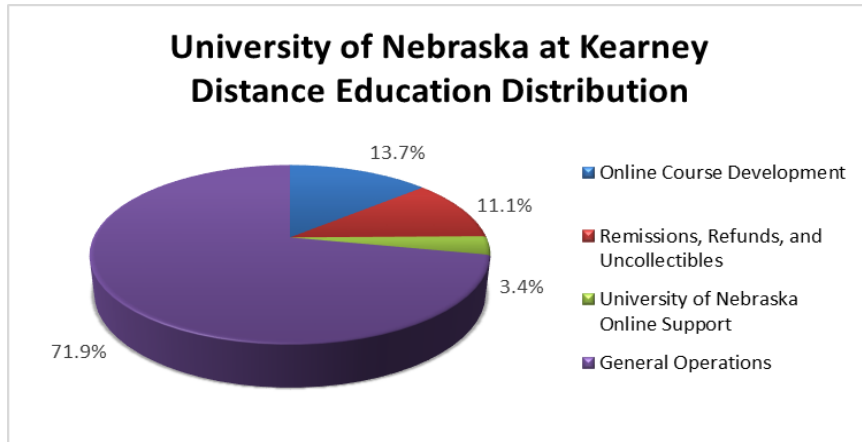
Expenses: Below is a chart reflecting the resource allocation plan for the 1.7% held to support University of Nebraska Online.

NU Online: \$1,290,000



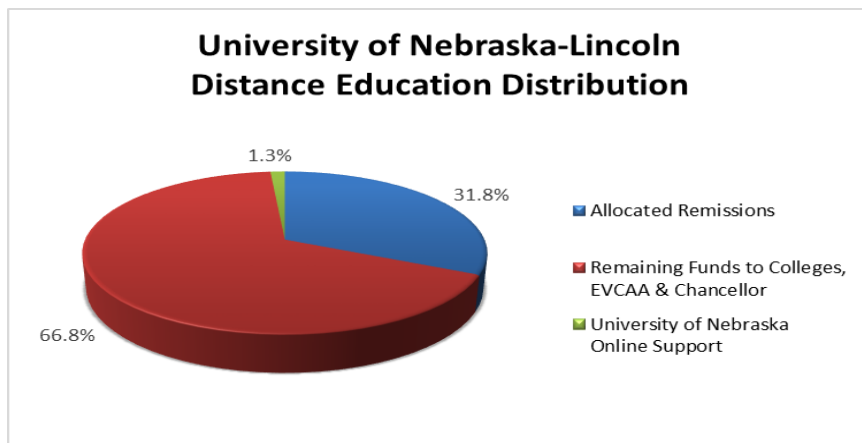
UNK: \$14,580,123

About 13.7% is allocated to online development of courses; 3.4% to NU Online support; 11.1% to Remissions/Refunds/Un-collectibles; and 71.9% to general operations, including instruction, distance education/e-campus support, etc. UNK's FY19 contribution of distance education tuition to NU Online is \$488,000.



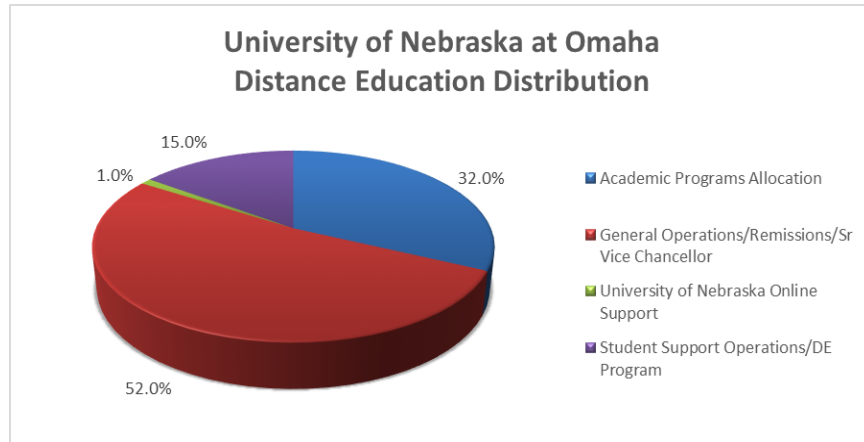
UNL: \$29,855,678

On the UNL campus, of the \$29.8 million in DE Tuition revenue for FY19, \$399,000 of the DE Tuition is contributed to NU Online and about \$9.5 million is used to fund remissions and uncollectable accounts. The remaining \$19.9 million is distributed between the academic colleges, the Office of the Executive Vice Chancellor, and the Chancellor’s office to support development, instruction and support systems for distance education programs, courses, and students.



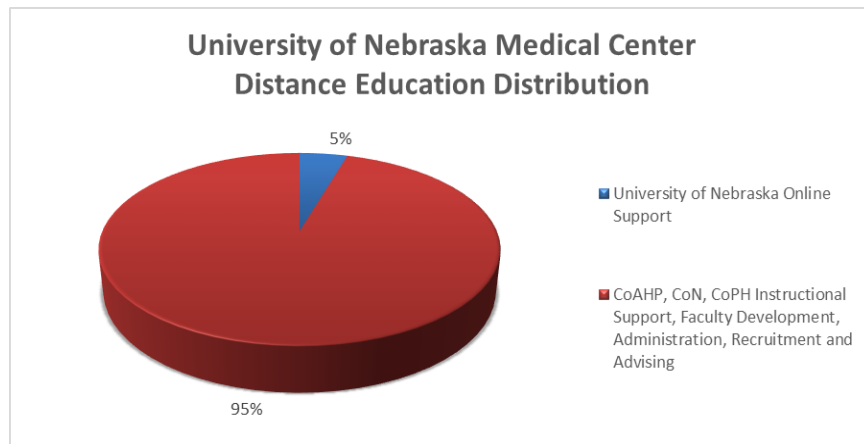
UNO: \$30,174,240

The University of Nebraska at Omaha offers online courses and degree programs across the six colleges. The revenue generated from online courses (\$30,174,240) is used to purposefully reinvest in distance education programs and support services, cover campus costs related to delivery of distance education, and support a plethora of critical programs, services and initiatives across the institution. The chart below represents the breakdown of distance education tuition revenue in 2018-2019, with a significant portion of these funds (32%) being strategically reinvested back to the colleges and academic units. UNO’s budget holds a permanent allocation of \$600,000 to support NU Online, \$291,000 of which is cash and represented as 1% of UNO’s total distance budget for the purposes of this report.



UNMC: \$2,067,225

The revenue from Distance Education tuition that is returned to the University of Nebraska Medical Center is disbursed to the three colleges that offer distance education programs on the UNMC campus. Within each college the revenue is used to support faculty who deliver the distance education courses and to support staff who provide administrative support to these programs. In addition these staff provide pre-admission, application and enrollment advising to UNMC's distance education students. UNMC's FY19 contribution of distance education tuition to NU Online is \$112,000.



TO: The Board of Regents Addendum IX-D-3

Academic Affairs

MEETING DATE: March 29, 2019

SUBJECT: Expedited Approval of the Human Resource Management Graduate Certificate in the Department of Management in the College of Business at the University of Nebraska-Lincoln (UNL)

RECOMMENDED ACTION: Report

PREVIOUS ACTIONS: July 15, 2000 – The Board delegated to the President authority to give expedited approval to certain graduate certificates that were based on existing graduate courses. Such an arrangement allows the University to respond in a timely fashion to the needs and demands of our students and Nebraska businesses.

The Master of Business Administration (MBA) at UNL was established prior to modern records of Board approvals.

EXPLANATION: The proposed 12 credit hour Human Resource Management Graduate Certificate is designed to prepare students to: understand the legal context for making human resource decisions; develop plans for acquiring talent for their organizations; develop plans for motivating and rewarding employees; and balance trade-offs between internal and external pay equity. If desired, students will be able to use course credit hours earned as part of the certificate towards an MBA.

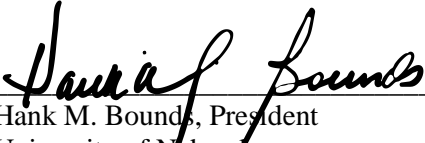
This proposal has been reviewed by the Council of Academic Officers; it also has been reported to the Academic Affairs Committee.

PROGRAM COST: \$0 (No new faculty/staff resources will be required.)

SOURCE OF FUNDS: Not applicable

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

APPROVED:



Hank M. Bounds, President
University of Nebraska

DATE: February 7, 2019

TO: The Board of Regents Addendum IX-D-4

Academic Affairs

MEETING DATE: March 29, 2019

SUBJECT: Expedited Approval of the Communication Graduate Certificate in the School of Communication at the University of Nebraska at Omaha (UNO)

RECOMMENDED ACTION: Report

PREVIOUS ACTIONS: July 15, 2000 – The Board delegated to the President authority to give expedited approval to certain graduate certificates that were based on existing graduate courses. Such an arrangement allows the University to respond in a timely fashion to the needs and demands of our students and Nebraska businesses.

The Master of Arts (MA) in Communication at UNO was established prior to modern records of Board approvals.

EXPLANATION: The UNO School of Communication receives inquiries yearly regarding specific programs for professional development (i.e., Public Relations) and academic credentials to teach dual enrollment courses that may not overtly require an MA to accomplish the student's goals.

The proposed 18 credit hour Communication Graduate Certificate will provide students who are not interested in a complete MA program the opportunity to expand their knowledge of the discipline and customize their learning towards a specific sub-area of communications; allow flexibility for teachers to obtain sufficient credit hours to meet Higher Learning Commission requirements; and allow other students to explore their own professional or personal advancement.

Coursework earned while obtaining the graduate certificate would be transferable towards an MA in Communication.

This proposal has been reviewed by the Council of Academic Officers; it also has been reported to the Academic Affairs Committee.

PROGRAM COST: \$0 (No new faculty/staff resources will be required.)

SOURCE OF FUNDS: Not applicable

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

APPROVED: 
Hank M. Bounds, President
University of Nebraska

DATE: February 7, 2019

TO: The Board of Regents Addendum IX-D-5
Academic Affairs

MEETING DATE: March 29, 2019

SUBJECT: Expedited Approval of the History Graduate Certificate in the Department of History in the College of Arts and Sciences at the University of Nebraska at Omaha (UNO)

RECOMMENDED ACTION: Report

PREVIOUS ACTIONS: July 15, 2000 – The Board delegated to the President authority to give expedited approval to certain graduate certificates that were based on existing graduate courses. Such an arrangement allows the University to respond in a timely fashion to the needs and demands of our students and Nebraska businesses.

The Master of Arts (MA) in History at UNO was established prior to modern records of Board approvals.

EXPLANATION: The proposed 18 credit hour online History Graduate Certificate is specifically designed for high school teachers seeking further professional training and/or qualification to teach dual enrollment courses. The certificate will enhance and complement UNO's existing program by offering courses specifically aimed at high school teachers and by making the program available online.

Demand for the certificate is driven by three factors: 1) there is an increase in the number of high school students taking dual enrollment courses; 2) the Higher Learning Commission is enforcing standards for those teaching high school dual enrollment courses (i.e., an MA in the discipline or an MA in any subject plus 18 graduate hours in the discipline); and 3) there is a paucity of programs available to provide those qualifications for teachers.


Students, if they wish, would be able to transfer credits earned from the proposed certificate towards an MA in History.

This proposal has been reviewed by the Council of Academic Officers; it also has been reported to the Academic Affairs Committee.

PROGRAM COST: \$0 (No new faculty/staff resources will be required.)

SOURCE OF FUNDS: Not applicable

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

APPROVED: 
Hank M. Bounds, President
University of Nebraska

DATE: February 7, 2019

TO: The Board of Regents Addendum IX-D-6
Academic Affairs

MEETING DATE: March 29, 2019

SUBJECT: Expedited Approval of the Supply Chain Management Graduate Certificate in the College of Business Administration at the University of Nebraska at Omaha (UNO)

RECOMMENDED ACTION: Report

PREVIOUS ACTIONS: July 15, 2000 – The Board delegated to the President authority to give expedited approval to certain graduate certificates that were based on existing graduate courses. Such an arrangement allows the University to respond in a timely fashion to the needs and demands of our students and Nebraska businesses.

The Master of Business Administration (MBA) program at UNO was established prior to modern records of Board approvals.

EXPLANATION: The proposed 12 credit hour Supply Chain Management Graduate Certificate curriculum provides the foundational and analytical skills necessary to manage strategic and tactical opportunities that supply chain managers routinely face. Furthermore, the elective courses allow for some degree of specialization within the certificate that will allow students from a wide range of industries to customize their educational experience and skill development.


The proposed certificate program will enhance opportunities for students to complete graduate courses without the requirement of completing the entire MBA program. If students choose to complete the MBA program at a later date, up to nine credit hours earned for this Graduate Certificate may be considered for inclusion in their field of study.

This proposal has been reviewed by the Council of Academic Officers; it also has been reported to the Academic Affairs Committee.

PROGRAM COST: \$0 (No new faculty/staff resources will be required.)

SOURCE OF FUNDS: Not applicable

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

APPROVED: 
Hank M. Bounds, President
University of Nebraska

DATE: February 7, 2019

TO: The Board of Regents Addendum IX-D-7

Academic Affairs

MEETING DATE: March 29, 2019

SUBJECT: Renaming the Bachelor of Science in Secondary Education (BSED) in Physical Education to the BSED in Kinesiology, and renaming the Master of Arts (MA) and Master of Science (MS) in Health, Physical Education, and Recreation (HPER) to the MA and MS in Health and Kinesiology in the School of Health and Kinesiology at the University of Nebraska at Omaha (UNO)

RECOMMENDED ACTION: Report

PREVIOUS ACTIONS: September 16, 2016 – President Bounds’ approval of the renaming of the School of Health, Physical Education and Recreation to the School of Health and Kinesiology in the College of Education at UNO was reported to the Board.

The Bachelor of Science degree in Secondary Education in Physical Education and the Master of Arts/Master of Science degrees in Health, Physical Education and Recreation were established prior to modern records of Board approvals.

EXPLANATION: Following national trends and the recommendation of the American Kinesiology Association, the UNO College of Education proposes these name changes to better reflect the curriculum associated with each program. The changes are especially appropriate since they also align with the name of the School of Health and Kinesiology (renamed in 2017) within the College of Education. UNO believes that these renamings will facilitate recruitment of students to these programs. The name changes will not impact the curriculum and have no resource implications.

This proposal has been reviewed by the Council of Academic Officers; it also has been reviewed by the Academic Affairs Committee.


PROGRAM COST: \$0 (No new faculty, staff, or additional expenses will be required.)

SOURCE OF FUNDS: Not applicable

SPONSOR: B.J. Reed
Senior Vice Chancellor for Academic Affairs

APPROVED: 

Jeffrey P. Gold, Chancellor
University of Nebraska at Omaha



Hank M. Bounds, President
University of Nebraska

DATE: February 7, 2019

TO: The Board of Regents Addendum IX-D-8

Academic Affairs

MEETING DATE: March 29, 2019

SUBJECT: Revisions to rules and regulations for faculty and student self-government organizations: Revisions to the University of Nebraska at Omaha Student Government *Constitution* and *Bylaws*

RECOMMENDED ACTION: Report

PREVIOUS ACTION: January 10, 2010 – The Board approved an amendment of Section 1.2 paragraph three of the *Bylaws of the Board of Regents of the University of Nebraska* to revise the process for approval of rules and regulations for faculty and student self-government organizations.

EXPLANATION: The *Bylaws of the Board of Regents* Section 1.2 as amended on January 10, 2010 state, “In any case where any officer, group or agency has been authorized by these *Bylaws* to adopt rules or regulations, such rules or regulations, before they may be effective, shall be:


- (1) considered by the officer, group or agency at a public hearing held after giving reasonable advance public notice thereof;
- (2) reviewed and approved by the General Counsel for consistency with these *Bylaws* and applicable policies, laws and regulations; and
- (3) filed with the Corporation Secretary for report to the Board. The President and cognizant Chancellor are to be timely provided with a courtesy copy of any public hearing notice.”

Consistent with these *Bylaws* and operating procedures, the following changes have been filed with the Corporation Secretary since the last meeting of the Board:

- Revisions to the Student Government of the University of Nebraska at Omaha *Constitution* and *Bylaws*

These changes are available for inspection in the Office of the Corporation Secretary.

REPORTED BY:


Carmen K. Maurer
Corporation Secretary

DATE: February 25, 2019

**Student Government
of the
University of Nebraska at Omaha**

CONSTITUTION

Approved by the Student Senate on: February 07, 2019
Approved by the UNO Chancellor on: TBD
Effective Date: TBD

PREAMBLE

We, the students of the University of Nebraska at Omaha (UNO), wishing to have one (1) sole student governing body and to be represented in dealings involving university faculty, staff, and administration, as well as the community and governmental authorities, do hereby establish and ordain this Constitution for the Student Government of the University of Nebraska at Omaha.

Article I - DEFINITIONS

Section I - Name

The name of this governing body shall be the "Student Government of the University of Nebraska at Omaha" and henceforth referred to as "SG-UNO."

Section II - Electorate

A. Membership Eligibility -

All currently enrolled students of the University of Nebraska at Omaha and University of Nebraska students who pay University Program and Facilities Fees at UNO are members of the Electorate of SG-UNO.

B. Anti-Discrimination Clause -

No registered student at UNO or student paying the University Program and Facilities Fees at UNO may be denied membership to the Electorate on the basis of race or ethnicity, color, age, disability, religion, sex (including sexual harassment and pregnancy), political affiliation, national origin, marital status, genetic information, Vietnam-era veteran status, sexual orientation or any unlawful reason.

Section III – Vote of The Student Senate

The phrase "Vote of the Student Senate" shall be defined as the vote of those Student Senators present and casting a vote or abstaining at a convened Student Senate session.

Section IV – Quorum

A quorum for a regular or special session of the Student Senate shall be a simple majority (more than fifty (50) percent) of those Student Senators holding office. No business shall be transacted without quorum.

Article II - EXECUTIVE BRANCH

All members of the Executive Branch must be members of the Electorate.

Section I – President/Regent

A. Election -

The President/Regent shall be elected annually in accordance with the SG-UNO ByLaws and the SG-UNO Election Rules.

B. Term of Office -

The President/Regent shall serve until the end of the term as prescribed by the SGUNO By-Laws or until death, resignation, or removal from office under the procedures established in this Constitution and the SG-UNO By-Laws. In the case of a vacancy, the Vice President shall serve as President/Regent. In case of the vacancy of both offices, a special election shall be held.

C. Constitutional Duties -

1. Represent the Electorate on the University of Nebraska Board of Regents;
2. Deliver a report at each Student Senate session on all relevant activities of the office of the President/Regent;
3. Appoint the External Relations Liaison subject to confirmation by a two-thirds (2/3) majority vote of the Student Senate;
4. Appoint the Public Relations Officer subject to confirmation by a two-thirds (2/3) majority vote of the Student Senate;
5. Appoint the Executive Treasurer subject to confirmation by a two-thirds (2/3) majority vote of the Student Senate;

6. Appoint the Programming Officer subject to confirmation by a two-thirds (2/3) majority vote of the Student Senate;
7. Perform additional duties or functions assigned by this Constitution and the SG-UNO By-Laws.

D. Removal from Office -

The President/Regent may be impeached or removed in accordance with Article V of this Constitution.

Section II – Vice President

A. Election -

The Vice President shall be elected on the same ticket as the President/Regent.

B. Term of Office -

The Vice President shall serve until the end of the term as prescribed by the SG-UNO By-Laws or until death, resignation, or removal from office under the procedures established in this Constitution and the SG-UNO By-Laws. In the case of a vacancy, the President/Regent shall appoint a new Vice President in accordance with the SGUNO By-Laws.

C. Constitutional Duties -

1. Appoint eligible students to the Freshmen Leadership Council subject to confirmation by a simple majority vote of the Executive Board;
2. Oversee the activities of the Freshmen Leadership Council;
3. Appoint eligible students to the Student Court subject to confirmation by a two-thirds (2/3) majority vote of the Student Senate;
4. Appoint eligible students to the Traffic Appeals Commission subject to confirmation by a two-thirds (2/3) majority vote of the Student Senate;
5. Deliver a report at each Student Senate session on all relevant activities of the office of the Vice President;
6. Perform additional duties or functions assigned by this Constitution and the SGUNO By-Laws.

D. Removal from Office -

The Vice President may be impeached or removed in accordance with Article V of this Constitution.

Section III – External Relations Liaison

A. Appointment -

The External Relations Liaison shall be appointed from the Electorate, by the President/Regent, subject to confirmation by a two-thirds (2/3) majority vote of the Student Senate.

B. Term of Office -

The External Relations Liaison shall serve until the end of the term as prescribed by the SG-UNO By-Laws or until death, resignation, or removal from office under the procedures established in this Constitution and the SG-UNO By-Laws.

C. Constitutional Duties -

1. ~~Appoint eligible students to the External Relations Cabinet subject to confirmation by a simple majority vote of the Student Senate;~~
2. ~~Annually review External Relations Cabinet student populations and adjust student population representation accordingly for the following term;~~
3. ~~Oversee all SG-UNO External Relations Cabinet members;~~
4. Deliver a report at each Student Senate session on all relevant activities of the office of the External Relations Liaison;
5. Perform additional duties or functions assigned by this Constitution and the SG-UNO By-Laws.

D. Removal from Office -

The External Relations Liaison may be removed in accordance with Article V of this Constitution.

Section IV – Executive Treasurer

A. Appointment -

The Executive Treasurer shall be appointed from the Electorate, by the

President/Regent, subject to confirmation by a two-thirds (2/3) majority vote of the Student Senate.

B. Term of Office -

The Executive Treasurer shall serve until the end of the term as prescribed by the SGUNO By-Laws or until death, resignation, or removal from office under the procedures established in this Constitution and the SG-UNO By-Laws.

C. Constitutional Duties -

1. Oversee all SG-UNO and SG-UNO Agency budgets and approve all expenditures;
2. Serve as chairperson of the Student Activities Budget Commission;
3. Appoint eligible students to serve as the SG-UNO Existing Programs Coordinators subject to confirmation by a two-thirds (2/3) majority vote of the Student Senate;
4. Oversee the SG-UNO Existing Programs Coordinators;
5. Deliver a report at each Student Senate session on all relevant activities of the office of the Executive Treasurer;
6. Perform additional duties or functions assigned by this Constitution and the SG-UNO By-Laws.

D. Removal from Office -

The Executive Treasurer may be removed in accordance with Article V of this Constitution.

Section V – Public Relations Officer

A. Appointment -

The Public Relations Officer shall be appointed from the Electorate, by the President/Regent, subject to confirmation by a two-thirds (2/3) majority vote of the Student Senate.

B. Term of Office -

The Public Relations Officer shall serve until the end of the term as prescribed by the SG-UNO By-Laws or until death, resignation, or removal from office under the procedures established in this Constitution and the SG-UNO By-Laws.

C. Constitutional Duties -

1. Promote all SG-UNO events or updates and advocate on behalf of SG-UNO;

2. Act as a liaison between SG-UNO and the local, state, and national governments and media;
3. Appoint eligible students to the Election Commission subject to confirmation by a two-thirds (2/3) majority vote of the Student Senate;
4. Deliver a report at each Student Senate session on all relevant activities of the office of the Public Relations Officer;
5. Perform additional duties or functions assigned by this Constitution and the SG-UNO By-Laws.

D. Removal from Office -

The Public Relations Officer may be removed in accordance with Article V of this Constitution.

Section VI – Programming Officer

A. Appointment -

The Programming Officer shall be appointed from the Electorate, by the President/Regent, subject to confirmation by a two-thirds (2/3) majority vote of the Student Senate.

B. Term of Office -

The Programming Officer shall serve until the end of the term as prescribed by the SG-UNO By-Laws or until death, resignation, or removal from office under the procedures established in this Constitution and the SG-UNO By-Laws.

C. Constitutional Duties -

1. Plan and execute programs and events sponsored by SG- UNO;
2. Plan and execute internal programs and events held for SG-UNO;
3. Deliver a report at each Student Senate session on all relevant activities of the office of the Programming Officer;
4. Perform additional duties or functions assigned by this Constitution and the SG-UNO By-Laws.

D. Removal from Office -

The Programming Officer may be removed in accordance with Article V of this Constitution.

Article III - LEGISLATIVE BRANCH

All members of the Legislative Branch must be members of the Electorate.

Section I – Student Senate

A. Composition/Election -

1. The Student Senate shall consist of twenty-eight (28) elected Student Senators and two (2) ~~Freshmen Senators~~ First Year Ambassadors elected by the Freshman Leadership Council. ~~Twenty-four (24)~~ eight (28) Student Senators shall represent the Colleges and the University Division of UNO, which shall be apportioned according to enrollment in each College and the University Division, respectively. ~~Four (4) Student Senators shall represent the Housing Communities at UNO.~~ The SG-UNO Election Commission shall apportion these ~~twenty-four (24)~~ eight (28) College and University Division Senate seats ~~and four (4) Housing seats~~ annually, prior to the general election, using the most current enrollment information;
2. The First Year Ambassador is meant to advocate for the first-year students. They shall have all powers and privileges of a Student Senator, with the exception of voting rights. Furthermore, First Year Ambassadors shall be subject to subsections B, C, D and E.
3. To represent a College, a student must be enrolled in that college at the beginning of the academic semester following elections and for the entire term of office. Failure to do so will result in immediate forfeiture of the respective Senate seat;
4. To represent the University Division, a student must be enrolled in the University Division upon their election to office. Once elected, University Division Senators are permitted to enroll in a college of their choice to pursue a degree path and still maintain their University Division Senate seat;
5. To serve as a First Year Ambassador, a student must adhere to the requirements prescribed by the SG-UNO By-Laws;
6. The election of Student Senators shall be held in accordance with the SG- UNO By-Laws and the SG-UNO Election Rules.

B. Term of Office -

A Student Senator shall serve until the end of the term as prescribed by the SG-UNO By-Laws or until death, resignation, or removal from office under the procedures established in this Constitution and the SG-UNO By-Laws.

C. Constitutional Duties -

1. Represent the Electorate in all dealings directly related to Student Government business or in which representation is requested;
2. Act as the students' final approving authority for the redistribution of the portion of the University Program and Facilities Fees which has been delegated to SG-UNO in accordance with the policies of the University of Nebraska Board of Regents;
3. Initiate impeachment proceedings as prescribed in Article V of this Constitution;
4. Adopt, amend, and revise policies and rules of procedure, consistent with this Constitution and subject to approval by the UNO Chancellor, that the Student Senate determines to be necessary for the proper and efficient operation and administration of the SG-UNO or for the purpose of executing any power of the Student Senate provided in this Constitution;
5. Fulfill such other powers and responsibilities vested in the Student Senate through the provisions in this Constitution and the SG-UNO By-Laws.

D. Removal from Office -

Student Senators may be impeached or removed in accordance with Article V of this Constitution.

Section II – Speaker of the Student Senate

A. Election -

The Speaker of the Student Senate shall be elected from among Student Senators holding office by a simple majority vote of the Student Senate. Election of the Speaker of the Student Senate shall be the first item of business with the session chaired by the President/Regent. When the position is vacant, the election of a new Speaker of the Student Senate must be the first order of business at the next regularly scheduled Student Senate session.

B. Term of Office -

The Speaker of the Student Senate shall serve until the end of the term as prescribed by the SG-UNO By-Laws or until death, resignation, or removal from office under the procedures established in this Constitution and the SG-UNO By-Laws.

C. Constitutional Duties -

1. Serve as the official representative of the SG-UNO Student Senate where such representation is necessary;

2. Preside over regular and special sessions of the Student Senate using *Robert's Rules of Order*;
3. Deliver a report at each Student Senate session on all relevant activities of the office of the Speaker of the Student Senate;
4. Perform additional duties or functions assigned by this Constitution and the SG-UNO By-Laws.

D. Removal from Office -

The Speaker of the Student Senate may be removed in accordance with Article V of this Constitution.

Section III – Student Senate Sessions

The Student Senate shall convene to conduct business at least once (1) each month from September through April. More frequent sessions of the Student Senate may be proposed through a Student Senate Resolution. The times and dates of regular Student Senate sessions shall be determined by the Speaker of the Student Senate and subject to approval by a simple majority vote of the Student Senate.

Article IV - JUDICIAL BRANCH

All members of the Judicial Branch must be members of the Electorate.

Section I – Student Court

A. Composition -

The Student Court shall consist of five (5) Student Court Justices, including the Chief Justice. Student Court Justices shall be appointed from the Electorate, by the Vice President, subject to confirmation by a two-thirds (2/3) majority vote of the Student Senate.

B. Term of Office -

A Student Court Justice shall serve until the end of the term as prescribed by the SGUNO By-Laws or until death, resignation, or removal from office under the procedures established in this Constitution and the SG-UNO By-Laws.

C. Constitutional Duties -

1. Rule on all grievances and appeals brought before the Student Court;
2. Serve as the final authority for all lower courts that have been created through Student Senate Resolutions.

3. Perform additional duties or functions assigned by this Constitution, the SG-UNO By-Laws, the Student Court Internal Operating Procedures, and the Student Court By-Laws.

D. Removal from Office -

Student Court Justices may be impeached or removed in accordance with Article V of this Constitution.

E. Jurisdiction -

The Student Court shall have final jurisdiction over conflicts arising under this Constitution, the SG-UNO By-Laws, Student Senate Resolutions, between and within SG-UNO agencies, traffic appeals, and regarding student elections as provided in the SG-UNO By-Laws.

Section III – Election Commission

A. Composition -

The Election Commission shall consist of nine (9) student members, including the Election Commissioner. Election Commission members shall be appointed from the Electorate, by the Public Relations Officer, subject to confirmation by a two-thirds (2/3) majority vote of the Student Senate.

B. Term of Office -

An Election Commission member shall serve until the end of the term as prescribed by the SG-UNO By-Laws or until death, resignation, or removal from office under the procedures established in this Constitution and the SG-UNO By-Laws.

C. Constitutional Duties -

1. Directly supervise all SG-UNO election proceedings;
2. Hear and rule on all election grievances brought before the Election Commission;
3. Perform additional duties or functions assigned by this Constitution, the SG-UNO By-Laws, the Election Commission Internal Operating Procedures, and the SG-UNO Election Rules.

Section IV – Traffic Appeals Commission

A. Composition -

The Traffic Appeals Commission shall consist of five (5) student members, including the Traffic Appeals Commissioner. Traffic Appeals Commission members shall be appointed from the Electorate, by the Vice President, subject to confirmation by a two-thirds (2/3) majority vote of the Student Senate.

B. Term of Office -

A Traffic Appeals Commission member shall serve until the end of the term as prescribed by the SG-UNO By-Laws or until death, resignation, or removal from office under the procedures established in this Constitution and the SG-UNO By-Laws.

C. Constitutional Duties –

1. Vote on all parking ticket contentions and appeals;
2. Perform additional duties or functions assigned by this Constitution and the SGUNO By-Laws.

Article V – REMOVAL OF SG-UNO OFFICERS FROM OFFICE

Section I – Automatic Removal Due to Inability to Serve

Any person serving in a position within SG-UNO will be automatically removed from office for failure to meet and maintain current SG-UNO or UNO eligibility requirements as provided in this Constitution, the SG-UNO By-Laws, the SG-UNO Election Rules, and/or any Internal Operating Procedures.

Section II – No Confidence Removal

The External Relations Liaison, the Executive Treasurer, the Public Relations Officer, the Programming Officer, the Speaker of the Student Senate, Election and Traffic Appeals Commissioners, Existing Programs Directors, External Relations Cabinet Members, Student Senate Committee Chairpersons, and Agency Directors may be removed from office by a Student Senate Resolution of no confidence. Such resolutions must be approved by a two-thirds (2/3) majority vote of the Student Senate.

Section III – Removal by Impeachment

A. Officers Subject to Removal by Impeachment -

The President/Regent, Vice President, Student Senators, and Student Court Justices may be removed from office by conviction of malfeasance in office and/or nonfeasance in office as a result of an impeachment trial.

B. Causes for Impeachment -

1. Malfeasance in office defined as: the commission of a wrongful act. Wrongful act shall mean a serious criminal offense or student misconduct in violation of the UNO Student Code of Conduct.

2. Non-feasance in office defined as: the failure to perform official duties and responsibilities.

C. Articles of Impeachment -

Impeachments of the President/Regent, Vice President, Student Senators, and Student Court Justices may be initiated by Articles of Impeachment contained in a Student Senate Resolution. The Articles of Impeachment shall state the cause(s) for impeachment, and the Student Senate Resolution providing the same must be approved by a two-thirds (2/3) majority vote of the Student Senate.

D. Impeachment Trials -

1. President/Regent and Vice President-

Upon adoption by the Student Senate of a resolution containing Articles of Impeachment of the President/Regent or the Vice President, the Student Court shall conduct a trial of the impeached officer on the Articles of Impeachment, with the Chief Justice presiding. Conviction by a majority of all Student Court Justices present and voting will result in the immediate vacancy of the office of the impeached officer.

2. Student Senator(s) -

Upon adoption by the Student Senate of a resolution containing Articles of Impeachment of a Student Senator, the impeached officer shall be given no more than five (5) business days to submit a written request to the SG-UNO office for a trial to be conducted by the Student Court. If a request is received, the Student Court shall conduct a trial of the impeached officer on the Articles of Impeachment, with the Chief Justice presiding. Immediate vacancy of the office of the impeached officer shall take effect if the impeached officer fails to request a trial by the Student Court or by conviction of a majority of all Student Court Justices present.

3. Student Court Justice(s) -

Upon adoption by the Student Senate of a resolution containing Articles of Impeachment of a Student Court Justice, a special court consisting of the President/Regent, External Relations Liaison, Executive Treasurer, Public Relations Officer, Programming Officer, Speaker of the Student Senate, and the chairperson of each Student Senate Committee shall conduct a trial of the impeached Student Court Justice on the Articles of Impeachment, with the Speaker of the Student Senate presiding. Conviction by a majority of this special court present and voting will result in the immediate vacancy of the office of the impeached Student Court Justice.

Article VI - SG-UNO BY-LAWS

The Student Senate shall adopt, amend, and revise, as deemed necessary, SG-UNO ByLaws, consistent with this Constitution, which shall provide for the proper and efficient operation and administration of SG-UNO. Adoption, amendment, or revision of the SGUNO By-Laws shall require a two-thirds (2/3) majority vote of the Student Senate and the approval of the UNO Chancellor.

Article VII - AMENDMENTS TO THIS CONSTITUTION

Section I – Proposed Amendments

An amendment to this Constitution must be proposed in a Student Senate Resolution approved by a two-thirds (2/3) majority vote of the Student Senate subject to the approval by the UNO Chancellor.

Section II – Publication of Proposed Amendments

Notification of proposed Student Government Constitution changes shall be made available to the Electorate via campus media at least twice (2) within three (3) weeks prior to the date of the Senate's vote. Additionally, the text of each proposed amendment shall be made available to any member of the Electorate upon request.

Article VIII - ENABLING ARTICLE

This Constitution shall become effective upon a two-thirds (2/3) majority vote of the Student Senate and the approval of the UNO Chancellor. If any part of this Constitution is found to be invalid, such finding shall not invalidate the entire Constitution.

**Student Government
of the
University of Nebraska at Omaha**

BY-LAWS

Approved by the Student Senate on:..... February 07, 2019
Approved by the UNO Chancellor on: TBD
Effective Date: TBD

ARTICLE I: EXECUTIVE BRANCH

Section A: Executive Council

- Clause 1: The Executive Council shall consist of the following members: President/Regent, Vice President, External Relations Liaison, Executive Treasurer, Public Relations Officer, Programming Officer, and Speaker of the Student Senate.
- Clause 2: The President/Regent shall serve as chairperson of this council and is responsible for reporting all Executive Council action to the Student Senate.
- Clause 3: Duties of the Executive Council shall include, but not be limited to, the following:
- a. To meet regularly throughout the year to inform and advise one another on the progress of the various tasks that each member is currently overseeing;
 - b. To assist in the planning of all SG-UNO-activities;
 - c. To help guide SG-UNO in accomplishing its mission;
 - d. To review the following SG-UNO documents when necessary:
 - 1. SG-UNO Constitution;
 - 2. SG-UNO By-Laws;
 - 3. Student Activities Budget Commission Internal Operating Procedures;
 - 4. SG-UNO Agency Internal Operating Procedures;
 - 5. SG-UNO Commission and Court Internal Operating Procedures;
 - 6. SG-UNO Election Commission Internal Operating Procedures;
 - 7. SG-UNO Election Rules;
 - 8. All other additional SG-UNO governing documents.
 - e. To complete all other duties assigned by the Student Senate.

Clause 4: The Executive Council shall be empowered to act in lieu of the Student Senate on all matters, except:

- a. Appointment of SG-UNO members, with the exception of the following:
 1. Freshman Leadership Council Members;
 2. Agency Directors.
- b. Allocation of SG-UNO funds over two-hundred dollars (\$200.00) not previously approved;
- c. SG-UNO Constitutional amendments;
- d. SG-UNO By-Law amendments.

Clause 5: The actions of the Executive Council shall stand unless the Student Senate calls for a vote on the actions of this council and overturns them by a simple majority.

Clause 6: The members of the Executive Council shall have the power to temporarily transfer their duties to another member of the Council for reasons including, but not limited to, emergency illness or injury, death in the family, mandatory school trip.

- a. The officer wishing to temporarily transfer duties will compose a letter outlining the reason for transfer, expected date of return, and the officer who will take over the duties. The letter will be signed by the officer transferring duties and the officer accepting them.
- b. Any reason for the transfer not outlined in Article I, Section A, Clause 6, will be required to be approved by a simple majority vote of the Executive Council.

Section B: Requirements and Duties for the Office of President/Regent

Clause 1: Requirements to be elected and to serve as President/Regent shall be the following:

- a. To be a member of the Electorate for at least two (2) years (completed four (4) consecutive semesters);
- b. To maintain a 2.5 cumulative Grade Point Average;
- c. To be continuously enrolled in a minimum of six (6) credit hours, with the option of a credit hour requirement appeal to the Student Court;
- d. To fulfill the requirements set by the University of Nebraska Board of Regents, the SG-UNO Constitution, and these By-Laws.

Clause 2: Election of the President/Regent shall take place during the general election of all elected members of SG-UNO. If the President/Regent-elect is deemed ineligible prior to installation of office, the Vice President-elect would then become President/Regent-elect.

Clause 3: The term of office for the President/Regent shall be for one (1) year or until **death, resignation, removal from office, or** the next President/Regent's installation, ~~death,~~

~~resignation, or removal from office.~~ No individual shall serve more than three (3) years as President/Regent.

Clause 4: In the case of a vacancy in the position of President/Regent due to death, resignation, or removal, the position shall be filled by the Vice President. The new President/Regent shall appoint a new Vice President with a two-thirds (2/3) majority vote of the Student Senate.

Clause 5: Duties of the President/Regent shall include, but not be limited to, the following:

- a. To attend the following meetings:
 1. University of Nebraska Board of Regents;
 2. Executive Council;
 3. Student Senate sessions (non-voting member);
 4. Student Senate Committee meetings (non-voting member);
 5. Any other meetings as deemed appropriate.
- b. To be in communication with the UNO Chancellor and other administrators on a regular basis;
- c. To appoint the following positions:
 1. External Relations Liaison by the last Student Senate session in the Spring Semester (see Article 1, Section D, Clause 2);
 2. Executive Treasurer by the last Student Senate session in the Spring Semester (see Article 1, Section E, Clause 2);
 3. Public Relations Officer by the last Student Senate session in the Spring Semester (see Article 1, Section F, Clause 2);
 4. Programming Officer by the last Student Senate session in the Spring Semester (see Article 1, Section G, Clause 2);
- d. To serve as the chairperson for Executive Council meetings;
- e. To report the actions of the Executive Council to the Student Senate;
- f. To assist in the training of each member of the Executive Council;
- g. To propose a yearly budget, prepared by the Executive Treasurer, to the Student Activities Budget Commission on behalf of SG-UNO;

- h. To cast the deciding vote for the Student Senate in the case of a tie;
- i. To sign or veto all Student Senate Resolutions passed by the Student Senate by using the procedures prescribed in Article II, Section J, Clause 4, Letter D of these By-Laws;
- j. To deliver a report at each Student Senate session on all relevant activities in which the President/Regent is involved, including items relating to the University of Nebraska Board of Regents;
- k. **To respond, in consultation with the Executive Council, to any student-authored petition containing at least twenty (20) student signatures with corresponding NUID numbers, and to communicate any such responses with the Senate.**
- l. To serve a minimum of ~~five (5)~~ **three (3)** office hours per week during the fall and spring semesters, and four (4) office hours per month during the summer sessions;
- m. To complete all other duties assigned by the Student Senate.

Clause 6: Attendance of the President/Regent shall be governed by the following SG-UNO policy:

- a. Three (3) missed Executive Council meetings is cause for impeachment;
- b. One (1) missed University of Nebraska Board of Regents meeting is equivalent to one (1) missed Executive Council meeting;
- c. One (1) missed Student Senate session is equivalent to one (1) missed Executive Council meeting, unless the session conflicts with a University of Nebraska Board of Regents function;
- d. One (1) missed Student Senate Committee meeting is equivalent to one (1) missed Executive Council meeting, unless the meeting conflicts with a University of Nebraska Board of Regents function;
- e. Each missed day of a SG-UNO Retreat is equivalent to one (1) missed Executive Council meeting, unless the retreat conflicts with a University of Nebraska Board of Regents function;
- f. Two (2) missed meetings of any other committee in which the President/Regent is involved is equivalent to one (1) missed Executive Council meeting, each time the violation occurs, unless the meeting conflicts with a University of Nebraska Board of Regents function;
- g. Failure to serve at least ~~five (5)~~ **three (3)** office hours per week during the fall and spring semesters, and four (4) office hours per month during the summer sessions shall be equivalent to one (1) missed Executive Council meeting, each time the violation occurs.

Clause 7: Impeachment of the President/Regent shall be governed by the following SG-UNO policy:

- a. Violation of any of the previous clauses or any other clear nonfeasance or malfeasance of office shall result in impeachment. Removal shall follow the guidelines for impeachment or automatic removal set forth in the SG-UNO Constitution;

- b. Should violation of any of the previous clauses or other clear nonfeasance of office occur during the summer months caused by an extended absence from the Omaha area due to, but not limited to, summer internships or jobs, an exemption from impeachment may be granted based on the discretion of the Student Court;
- c. Should violation of any of the previous clauses or other clear nonfeasance of office occur due to an emergency situation, the President/Regent may request a pardon from the Student Court within one (1) week of the violation.

Section C: Requirements and Duties for the Office of Vice President

Clause 1: Requirements for the Vice President shall be identical to those set for the President/Regent, as set forth above in Article I, Section B, Clause 1.

Clause 2: The Vice President shall be elected on the same ticket as the President/Regent.

Clause 3: The terms served by the Vice President shall be identical to those served by the President/Regent. No individual shall serve more than three (3) terms as Vice President.

Clause 4: In the case of a vacancy in the position of Vice President due to death, resignation, or removal, the position shall be filled by the appointment of a new Vice President by the President/Regent with confirmation by a two-thirds (2/3) majority vote of the Student Senate. The President/Regent has 30 business days to fill the vacancy. Until the position is filled, the President/Regent shall fulfill all of the Vice President's duties.

Clause 5: Duties of the Vice President shall include, but not be limited to, the following:

- a. To attend the following meetings:
 - 1. Executive Council;
 - 2. Student Senate sessions (non-voting member);
 - 3. Freshmen Leadership Council;
 - 4. All meetings in the absence of the President/Regent as deemed necessary;
 - 5. Any other meetings as deemed appropriate by the President/Regent.
- b. To assist the President/Regent in carrying out duties;
- c. To organize, schedule, and serve as the chairperson for the Freshmen Leadership Council;
- d. To appoint the following positions:
 - 1. Members of the Freshmen Leadership Council (see Article II, Section L, Clause 2);
- e. To cast the deciding vote for the Student Senate in the absence of the President/Regent in the case of a tie;
- f. To report the actions of the Freshmen Leadership Council to the Student Senate;

- g. To record and enforce the attendance policy of SG-UNO Executive Council members;
- h. To ensure that the minutes of all SG-UNO Executive Council meetings are recorded;
- i. To deliver a report at each Student Senate session on all relevant activities in which the Vice President is involved;
- j. To serve a minimum of ~~five (5)~~ three (3) office hours per week during the fall and spring semesters, and four (4) office hours per month during the summer sessions;
- k. To complete all other duties assigned by the Student Senate.

Clause 6: Attendance of the Vice President shall be governed by the following SG-UNO policy:

- a. Three (3) missed Executive Council meetings is cause for impeachment;
- b. One (1) missed Student Senate session is equivalent to one (1) missed Executive Council meeting;
- c. Each missed day of a SG-UNO Retreat is equivalent to one (1) missed Executive Council meeting;
- d. Two (2) missed meetings of any other committee in which the Vice President is involved, such as the Freshmen Leadership Council, is equivalent to one (1) missed Executive meeting, each time the absences occur;
- e. Failure to serve at least ~~five (5)~~ three (3) office hours per week during the fall and spring semesters and four (4) office hours per month during the summer sessions shall be equivalent to one (1) missed Executive Council meeting, each time the failure occurs.

Clause 7: Impeachment of the Vice President shall be governed by the following SG-UNO policy:

- a. Violation of any of the previous clauses or any other clear nonfeasance or malfeasance of office shall result in impeachment. Removal shall follow the guidelines for impeachment or automatic removal set forth in the SG-UNO Constitution;
- b. Should violation of any of the previous clauses or other clear nonfeasance of office occur during the summer months caused by an extended absence from the Omaha area due to, but not limited to, summer internships or jobs, an exemption from impeachment may be granted based on the discretion of the Student Court;
- c. Should violation of any of the previous clauses or other clear nonfeasance of office occur due to an emergency situation, the Vice President may request a pardon from the Student Court within one (1) week of the violation.

Section D: Requirements and Duties for the Office of the External Relations Liaison

Clause 1: Requirements to be appointed and to serve as External Relations Liaison shall be the following:

- a. To be a member of the Electorate;

- b. To maintain a 2.5 cumulative Grade Point Average;
- c. To be continuously enrolled in a minimum of six (6) credit hours, with the option of a credit hour requirement appeal to the Student Court;
- d. To fulfill the requirements set by the SG-UNO Constitution and these By-Laws.

Clause 2: Appointment of the External Relations Liaison shall be the duty of the President/Regent with confirmation by a two-thirds (2/3) majority vote of the Student Senate. The President/Regent has 30 business days to fill the vacancy.

Clause 3: Terms of the External Relations Liaison shall not exceed one (1) year or until the next Senate installation. No individual shall serve more than three (3) terms as External Relations Liaison.

Clause 4: In the case of a vacancy in the position of External Relations Liaison due to death, resignation, or removal, the Vice President shall fulfill all duties.

Clause 5: Duties of the External Relations Liaison shall include, but not be limited to, the following:

a. To attend the following meetings:

- 1. Executive Council;
- 2. Student Senate sessions (non-voting member);
- 3. Any other meetings as deemed appropriate by the President/Regent.

b. To appoint the following positions:

- 1. SG-UNO Agency Directors (see Article VI, Section C, Clause 2);
- 2. To appoint university-wide committee members as needed;
- 3. Student Court Justices (see Article III, Section A, Clause 2);
- 4. Traffic Appeals Commissioners as needed (see Article III, Section C, Clause 2);
- 5. Student Activities Budget Commission Student-at-Large members by November 1 (see Article II, Section K, Clause 2);
- 6. To deliver a report at each Student Senate session on all relevant activities in which the External Relations Liaison is involved;
- 7. To serve a minimum of ~~five (5)~~ **three (3)** office hours per week during the fall and spring semesters and four (4) office hours per month during the summer sessions;
- 8. To complete all other duties assigned by the Student Senate.

Clause 6: Attendance of the External Relations Liaison shall be governed by the following SG-UNO policy:

- a. Three (3) missed Executive Council meetings is cause for removal;
- b. One (1) missed Student Senate session is equivalent to one (1) missed Executive Council meeting;
- c. Each missed day of a SG-UNO Retreat is equivalent to one (1) missed Executive Council meeting;
- d. Two (2) missed meetings of any other committee in which the External Relations Liaison is involved is equivalent to one (1) missed Executive Council meeting;
- e. Failure to serve at least ~~five (5)~~ three (3) office hours per week during the fall and spring semesters and four (4) office hours per month during the summer sessions shall be equivalent to one (1) missed Executive Council meeting.

Clause 7: Removal of the External Relations Liaison shall be governed by the following SG-UNO policy:

- a. Violation of any of the previous clauses or any other clear nonfeasance or malfeasance of office shall result in removal. Removal shall follow the guidelines for no confidence or automatic removal set forth in the SG-UNO Constitution;
- b. Should violation of any of the previous clauses or other clear nonfeasance of office occur during the summer months caused by an extended absence from the Omaha area due to, but not limited to, summer internships or jobs, an exemption from removal may be granted based on the discretion of the Student Court;
- c. Should violation of any of the previous clauses or other clear nonfeasance of office occur due to an emergency situation, the External Relations Liaison may request a pardon from the Student Court within one (1) week of the violation.

Section E: Requirements and Duties for the Office of Executive Treasurer

Clause 1: Requirements to be appointed and to serve as Executive Treasurer shall be the following:

- a. To be a member of the Electorate;
- b. To maintain a 2.5 cumulative Grade Point Average;
- c. To be continuously enrolled in a minimum of six (6) credit hours, with the option of a credit hour requirement appeal to the Student Court;
- d. To fulfill the requirements set by the SG-UNO Constitution and these By-Laws.

Clause 2: Appointment of the Executive Treasurer shall be the duty of the President/Regent with confirmation by a two-thirds (2/3) majority vote of the Student Senate. The President/Regent has 30 business days to fill the vacancy.

Clause 3: Terms of the Executive Treasurer shall not exceed one (1) year or until the next Senate installation. No individual shall serve more than three (3) terms as Executive Treasurer.

Clause 4: In the case of a vacancy in the position of Executive Treasurer due to death, resignation, or removal, the Vice President shall fulfill all duties.

Clause 5: Duties of the Executive Treasurer shall include, but not be limited to, the following:

- a. To attend the following meetings:
 1. Executive Council;
 2. Student Senate sessions (non-voting member);
 3. Student Activities Budget Commission (non-voting member);
 4. Any other meetings as deemed appropriate by the President/Regent.
- b. To monitor all accounts and expenses and ensure the payment of all debts incurred by SG-UNO and its agencies;
- c. To prepare a yearly budget on behalf of SG-UNO, to be proposed by the President/Regent to the Student Activities Budget Commission;
- d. To provide updated monthly records of SG-UNO expenditures to the following:
 1. Executive Council;
 2. Student Senate Committee Chairpersons;
 3. Student Senate sessions;
 4. SG-UNO Agency Directors.
- e. To serve as the chairperson for Student Activities Budget Commission meetings;
- f. To appoint Student Senators to the Student Activities Budget Commission by November 1 (see Article II, Section K, Clause 2);
- g. To submit and maintain internal operating procedures for the Student Activities Budget Commission;
- h. To submit and present the final budget of the Student Activities Budget Commission to the Student Senate for approval;
- i. To appoint students as the Existing Programs Directors as needed;
- j. To oversee the activities of the Existing Programs Directors;
- k. To deliver a report at each Student Senate session on all relevant activities in which the Executive Treasurer is involved;
- l. To serve a minimum of ~~five (5)~~ **three (3)** office hours per week during the fall and spring semesters and four (4) office hours per month during the summer sessions;

- m. To complete all other duties assigned by the Student Senate.

Clause 6: Attendance of the Executive Treasurer shall be governed by the following SG-UNO policy:

- a. Three (3) missed Executive Council meetings is cause for removal;
- b. One (1) missed Student Senate session is equivalent to one (1) missed Executive Council meeting;
- c. One (1) missed Student Activities Budget Commission meeting is equivalent to one (1) missed Executive Council meeting;
- d. Each missed day of a SG-UNO Retreat is equivalent to one (1) missed Executive Council meeting;
- e. Two (2) missed meetings of any other committee in which the Executive Treasurer is involved is equivalent to one (1) missed Executive Council meeting;
- f. Failure to serve at least ~~five (5)~~ **three (3)** office hours per week during the fall and spring semesters and four (4) office hours per month during the summer sessions shall be equivalent to one (1) missed Executive Council meeting.

Clause 7: Removal of the Executive Treasurer shall be governed by the following SG-UNO policy:

- a. Violation of any of the previous clauses or any other clear nonfeasance or malfeasance of office shall result in removal. Removal shall follow the guidelines for no confidence or automatic removal set forth in the SG-UNO Constitution;
- b. Should violation of any of the previous clauses or other clear nonfeasance of office occur during the summer months caused by an extended absence from the Omaha area due to, but not limited to, summer internships or jobs, an exemption from impeachment may be granted based on the discretion of the Student Court;
- c. Should violation of any of the previous clauses or other clear nonfeasance of office occur due to an emergency situation, the Executive Treasurer may request a pardon from the Student Court within one (1) week of the violation.

Section F: Requirements and Duties for the Public Relations Officer

Clause 1: Requirements to be appointed and to serve as Public Relations Officer shall be the following:

- a. To be a member of the Electorate;
- b. To maintain a 2.5 cumulative Grade Point Average;
- c. To be continuously enrolled in a minimum of six (6) credit hours, with the option of a credit hour requirement appeal to the Student Court;
- d. To fulfill the requirements set by the SG-UNO Constitution and these By-Laws.

Clause 2: Appointment of the Public Relations Officer shall be the duty of the President/Regent with confirmation by a two-thirds (2/3) majority vote of the Student Senate. The President/Regent has 30 business days to fill the vacancy.

Clause 3: Terms of the Public Relations Officer shall not exceed one (1) year or until the next Senate installation. No individual shall serve more than three (3) terms Public Relations Officer.

Clause 4: In the case of a vacancy in the position of Public Relations Officer due to death, resignation, or removal, the Vice President shall fulfill all duties-

Clause 5: Duties of the Public Relations Officer shall include, but not be limited to, the following:

a. To attend the following meetings:

1. Executive Council;
2. Student Senate sessions (non-voting member);
3. Election Commission (non-voting member);
4. Any other meetings as deemed appropriate by the President/Regent.

b. To advertise events and promote the mission and visibility of SG-UNO;

c. To write and distribute press releases on behalf of SG-UNO;

d. To advertise and promote SG-UNO elections;

e. To appoint Election Commissioners by November 1 (see Article III, Section B, Clause 2);

f. To train and inform all members of the Election Commission;

g. To assist in the management of SG-UNO elections by working in conjunction with the Programming Officer and the Election Commission;

h. To report the actions of the Election Commission to the Student Senate;

i. To deliver a report at each Student Senate session on all relevant activities in which the Public Relations Officer is involved;

j. To serve a minimum of ~~five (5)~~ **three (3)** office hours per week during the fall and spring semesters and four (4) office hours per month during the summer sessions;

k. To complete all other duties assigned by the Student Senate.

Clause 6: Attendance of the Public Relations Officer shall be governed by the following SG-UNO policy:

a. Three (3) missed Executive Council meetings is cause for removal;

- b. One (1) missed Student Senate session is equivalent to one (1) missed Executive Council meeting;
- c. Each missed day of a SG-UNO Retreat is equivalent to one (1) missed Executive Council meeting;
- d. Two (2) missed meetings of any other committee in which the Public Relations Officer is involved, such as the Election Commission, is equivalent to one (1) missed Executive Council meeting;
- e. Failure to serve at least ~~five (5)~~ **three (3)** office hours per week during the fall and spring semesters and four (4) office hours per month during the summer sessions shall be equivalent to one (1) missed Executive Council meeting.

Clause 7: Removal of the Public Relations Officer shall be governed by the following SG-UNO policy:

- a. Violation of any of the previous clauses or any other clear nonfeasance or malfeasance of office shall result in removal. Removal shall follow the guidelines for no confidence or automatic removal set forth in the SG-UNO Constitution;
- b. Should violation of any of the previous clauses or other clear nonfeasance of office occur during the summer months caused by an extended absence from the Omaha area due to, but not limited to, summer internships or jobs, an exemption from impeachment may be granted based on the discretion of the Student Court;
- c. Should violation of any of the previous clauses or other clear nonfeasance of office occur due to an emergency situation, the Public Relations Officer may request a pardon from the Student Court within one (1) week of the violation.

Section G: Requirements and Duties for the Programming Officer

Clause 1: Requirements to be appointed and to serve as Programming Officer shall be the following:

- a. To be a member of the Electorate;
- b. To maintain a 2.5 cumulative Grade Point Average;
- c. To be continuously enrolled in a minimum of six (6) credit hours, with the option of a credit hour requirement appeal to the Student Court;
- d. To fulfill the requirements set by the SG-UNO Constitution and these By-Laws.

Clause 2: Appointment of the Programming Officer shall be the duty of the President/Regent with confirmation by a two-thirds (2/3) majority vote of the Student Senate. The President/Regent has 30 business days to fill the vacancy.

Clause 3: Terms of the Programming Officer shall not exceed one (1) year or until the next Senate installation. No individual shall serve more than three (3) terms as Programming Officer.

Clause 4: In the case of a vacancy in the position of Programming Officer due to death, resignation, or removal, the Vice President shall fulfill all duties.-

Clause 5: Duties of the Programming Officer shall include, but not be limited to, the following:

- a. To attend the following meetings:
 1. Executive Council;
 2. Student Senate sessions (non-voting member);
 3. Election Commission (non-voting member);
 4. Any other meetings as deemed appropriate by the President/Regent.
- b. To plan and organize the following:
 1. A minimum of two (2) SG-UNO retreats per academic year, with at least one (1) in the Fall semester and one (1) in the Spring semester;
 2. The SG-UNO Banquet and Installation Ceremony to be held annually following elections;
 3. Other events to promote the mission and visibility of SG-UNO.
- c. To appoint, along with the Public Relations Officer, Election Commissioners by November 1 (see Article III, Section B, Clause 2);
- d. To train and inform all members of the Election Commission;
- e. To assist in the management of SG-UNO elections by working in conjunction with the Public Relations Officer and the Election Commission;
- f. To report the actions of the Election Commission to the Student Senate;
- g. To deliver a report at each Student Senate session on all relevant activities in which the Programming Officer is involved;
- h. To serve a minimum of ~~five (5)~~ three (3) office hours per week during the fall and spring semesters and four (4) office hours per month during the summer sessions;
- i. To complete all other duties assigned by the Student Senate.

Clause 6: Attendance of the Programming Officer shall be governed by the following SG-UNO policy:

- a. Three (3) missed Executive Council meetings is cause for removal;
- b. One (1) missed Student Senate session is equivalent to one (1) missed Executive Council meeting;
- c. Each missed day of a SG-UNO Retreat is equivalent to one (1) missed Executive Council meeting;

- d. Two (2) missed meetings of any other committee in which the Programming Officer is involved, such as the Election Commission, is equivalent to one (1) missed Executive Council meeting;
- e. Failure to serve at least ~~five (5)~~ **three (3)** office hours per week during the fall and spring semesters and four (4) office hours per month during the summer sessions shall be equivalent to one (1) missed Executive Council meeting.

Clause 7: Removal of the Programming Officer shall be governed by the following SG-UNO policy:

- a. Violation of any of the previous clauses or any other clear nonfeasance or malfeasance of office shall result in removal. Removal shall follow the guidelines for no confidence or automatic removal set forth in the SG-UNO Constitution;
- b. Should violation of any of the previous clauses or other clear nonfeasance of office occur during the summer months caused by an extended absence from the Omaha area due to, but not limited to, summer internships or jobs, an exemption from impeachment may be granted based on the discretion of the Student Court;
- c. Should violation of any of the previous clauses or other clear nonfeasance of office occur due to an emergency situation, the Programming Officer may request a pardon from the Student Court within one (1) week of the violation.

ARTICLE II: LEGISLATIVE BRANCH

Section A: Senators

Clause 1: Requirements to be elected and to serve as a Student Senator shall be the following:

- a. To be a member of the Electorate;
- b. To maintain a 2.5 cumulative Grade Point Average;
- c. To be continuously enrolled in a minimum of six (6) credit hours;
- d. To commit to serving a minimum of three (3) service hours on behalf of Student Government at least once per year.**
- e. To fulfill the requirements set by the SG-UNO Constitution and these By-Laws.

Clause 2: Election of Student Senators shall follow the guidelines created by the Election Commission.

Clause 3: Terms of Student Senators shall not exceed one (1) year beginning and ending at the installation of the new Student Senate.

Clause 4: In the case of a vacancy of a Student Senator seat due to death, resignation, or removal, the Speaker of the Student Senate shall appoint a new Student Senator with the two-thirds (2/3) majority vote of the Student Senate.

Clause 5: Duties of each Student Senator shall include, but not be limited to, the following:

- a. To attend the following meetings:

1. Student Senate sessions;
 2. Respective Student Senate Committee meetings;
 3. Any other meetings as deemed appropriate.
- b. To make necessary proposals in the form of Student Senate Resolutions in the best interest of the student body;
 - c. To research and study all issues pertaining to SG-UNO and the UNO student body;
 - d. To vote or to abstain on every motion called at one's respective Student Senate Committee meeting and at Student Senate sessions;
 - e. To know and follow all rules and guidelines created by SG-UNO;
 - f. To complete all accepted tasks given by the Speaker of the Student Senate.

Clause 6: Attendance of each Student Senator shall be governed by the following SG-UNO policy:

- a. Four (4) missed Student Senate sessions is cause for impeachment;
- b. One (1) missed Student Senate Committee meeting is equivalent to one (1) missed Student Senate session;
- c. Each missed day of a SG-UNO Retreat is equivalent to one (1) missed Student Senate session.
- d. **Failure to complete a total of three (3) service hours per year on behalf of Student Government is equivalent to one (1) missed Student Senate session.**

Clause 7: Impeachment of a Student Senator shall be governed by the following SG-UNO policy:

- a. Violation of any of the previous clauses or any other clear nonfeasance or malfeasance of office shall result in removal. Removal shall follow the guidelines for impeachment or automatic removal set forth in the SG-UNO Constitution.
- b. Should violation of any of the previous clauses or other clear nonfeasance of office occur due to an emergency situation, a Student Senator may request a pardon from the Student Court within one (1) week of the violation.

Section B: Speaker of the Senate

Clause 1: Any Student Senator assuming the position of Speaker of the Student Senate shall retain all of the duties and privileges of the seat.

Clause 2: Requirements for the Speaker of the Student Senate shall be identical to those set for each Student Senator, as set forth above in Article II, Section A, Clause 1, in addition to those set forth by these By-Laws.

Clause 3: The nomination and election of the Speaker of the Student Senate shall be the first order of business at any Student Senate session in which the position is vacant. All nominees shall be

asked to leave the room during debate among Student Senators. Voting shall be done by secret ballot with nominees being allowed to cast a vote. Election shall be by a simple majority vote of those Student Senators present.

Clause 4: In the case of a vacancy in the position of Speaker of the Student Senate due to death, resignation, or removal, the President/Regent shall fulfill all duties except the appointment of members, which shall be delayed until the election of a new Speaker of the Student Senate.

Clause 5: Duties of the Speaker of the Student Senate shall include, but not be limited to, the following:

- a. To complete all previously assigned duties as a Student Senator;
- b. To attend the following meetings:
 1. Executive Council;
 2. Student Senate sessions;
 3. Student Senate Committee meetings;
 4. Any other meetings as deemed appropriate.
- c. To serve as the chairperson for Student Senate sessions;
- d. To be knowledgeable on *Robert's Rules of Order*, the SG-UNO Constitution, these By-Laws, and the conduct of business and protocol of SG-UNO;
- e. To create the Student Senate session and Student Senate Committee meeting schedule with the simple majority vote of the Student Senate;
- f. To distribute a typed, formal agenda to all Student Senators forty-eight (48) hours prior to the next Student Senate session;
- g. To establish a procedure for the registration of speakers during Student Senate Open Forum at the start of each Student Senate session;
- h. To deliver a report at each Student Senate session on all relevant activities in which the Speaker of the Student Senate is involved;
- i. To oversee all Student Senate Committees and supervise their chairpersons;
- j. To cast the deciding vote for any Student Senate Committee in the case of a tie;
- k. To assign each Student Senator to one of the Student Senate Committees;
- l. To appoint the following positions:
 1. Student Senators, in cases of vacancy (see Article II, Section A, Clause 4);
 2. Parliamentarian;
 3. Sergeant at Arms;

- 4. Academic Excellence Committee Chairperson;
 - 5. Campus Improvement Committee Chairperson;
 - 6. Sustainability Committee-Chairperson;
 - 7. Student Services Committee Chairperson;
 - 8. Faculty Senate Liaison(s) by November 1 (see Article II, Section E, Clause 3);
- m. To ensure that the minutes of all SG-UNO Student Senate sessions are recorded;
- n. To ensure that the Senate participates in a service activity at least once per year such that each Senator serves a total of at least three (3) hours per year.**
- o. To serve a minimum of five (5) office hours per week during the Fall and Spring semesters;
- p. To complete all other duties assigned by the Student Senate.
- Clause 6: In the absence of the Speaker of the Student Senate, the Student Senate session shall be chaired in the following succession:
- a. Parliamentarian;
 - b. Sergeant at Arms.
- Clause 7: Attendance of the Speaker of the Student Senate shall be governed by the following SG-UNO policy:
- a. Three (3) missed Student Senate sessions is cause for impeachment;
 - b. One (1) missed Student Senate Committee meeting is equivalent to one (1) missed Student Senate session;
 - c. One (1) missed Executive Council meeting is equivalent to one (1) missed Student Senate session;
 - d. Two (2) missed meetings of any other committee in which the Speaker of the Student Senate is involved is equivalent to one (1) missed Student Senate session;
 - e. Failure to serve at least five (5) office hours per week during the Fall and Spring semesters shall be equivalent to one (1) missed Student Senate session.
- Clause 8: Removal of the Speaker of the Student Senate shall result from the violation of any of the previous clauses or any other clear nonfeasance or malfeasance of office. Removal shall follow the guidelines for no confidence or automatic removal set forth in the SG-UNO Constitution. In the event that the Speaker of the Student Senate is removed, the officer shall retain the Student Senate seat.

Section C: Parliamentarian

- Clause 1: Any Student Senator assuming the position of Parliamentarian shall retain all of the duties and privileges of the seat.
- Clause 2: Requirements for the Parliamentarian shall be identical to those set for each Student Senator, as set forth above in Article II, Section A, Clause 1, in addition to those set forth by these By-Laws.
- Clause 3: Appointment of the Parliamentarian shall be the duty of the Speaker of the Student Senate in the case of a vacancy in the position with confirmation by a two-thirds (2/3) majority vote of the Student Senate.
- Clause 4: Duties of the Parliamentarian shall include, but not be limited to, the following:
- a. To complete all previously assigned duties as a Student Senator;
 - b. To be knowledgeable on *Robert's Rules of Order*, the SG-UNO Constitution, these By-Laws, and the conduct of business and protocol of SG-UNO;
 - c. To record minutes and vote counts as directed by the Speaker of the Senate.
 - d. To inform the Student Senate of resignations and removals of all members of SG-UNO at Student Senate Sessions;
 - e. To serve as the chairperson for the Student Senate session in the absence of the Speaker of the Student Senate;
 - f. To serve as the Sergeant at Arms in that officer's absence;
 - g. To complete all other duties assigned by the Student Senate.
- Clause 5: Attendance of the Parliamentarian shall be identical to the SG-UNO policy set for each Student Senator.
- Clause 6: Removal of the Parliamentarian shall result from the violation of any of the previous clauses or any other clear nonfeasance or malfeasance of office. Removal shall follow the guidelines for no confidence or automatic removal set forth in the SG-UNO Constitution. In the event that the Parliamentarian is removed, the officer shall retain the Student Senate seat.

Section D: Sergeant at Arms

- Clause 1: Any Student Senator assuming the position of Sergeant at Arms shall retain all of the duties and privileges of the seat.
- Clause 2: Requirements for the Sergeant at Arms shall be identical to those set for each Student Senator, as set forth above in Article II, Section A, Clause 1, in addition to those set forth by these By-Laws.
- Clause 3: Appointment of the Sergeant at Arms shall be the duty of the Speaker of the Student Senate in the case of a vacancy in the position with confirmation by a two-thirds (2/3) majority vote of the Student Senate.
- Clause 4: Duties of the Sergeant at Arms shall include, but not be limited to, the following:

- a. To complete all previously assigned duties as a Student Senator;
- b. To be knowledgeable on *Robert's Rules of Order*, the SG-UNO Constitution, these By-Laws, and the conduct of business and protocol of SG-UNO;
- c. To escort individuals from the room in which business is being conducted during debate on the appointment of that individual, while in closed session, or upon the order of the Speaker of the Student Senate;
- d. To serve as the chairperson for the Student Senate session in the absence of the Speaker of the Student Senate and the Parliamentarian;
- e. To serve as the Parliamentarian in that officer's absence;
- f. To complete all other duties assigned by the Student Senate.

Clause 5: Attendance of the Sergeant at Arms shall be identical to the SG-UNO policy set for each Student Senator.

Clause 6: Removal of the Sergeant at Arms shall result from the violation of any of the previous clauses or any other clear nonfeasance or malfeasance of office. Removal shall follow the guidelines for no confidence or automatic removal set forth in the SG-UNO Constitution. In the event that the Sergeant at Arms is removed, the officer shall retain the Student Senate seat.

Section E: Faculty Senate Liaison(s)

Clause 1: Student Senators assuming the position of Faculty Senate Liaison shall retain all of the duties and privileges of their seat.

Clause 2: Requirements for each Faculty Senate Liaison shall be identical to those set for each Student Senator, as set forth above in Article II, Section A, Clause 1, in addition to those set forth by these By-Laws.

Clause 3: Appointment of a Faculty Senate Liaison shall be the duty of the Speaker of the Student Senate in the case of a vacancy in the position with confirmation by a simple majority vote of the Student Senate.

Clause 4: Duties of each Faculty Senate Liaison shall include, but not be limited to, the following:

- a. To complete all previously assigned duties as a Student Senator;
- b. To attend Faculty Senate meetings as appropriate;
- c. To report monthly on the activities of the Faculty Senate during Student Senate Open Forum;
- d. To complete all other duties assigned by the Student Senate.

Clause 5: Attendance of a Faculty Senate Liaison shall be identical to the SG-UNO policy set for each Student Senator.

Clause 6: Removal of a Faculty Senate Liaison shall result from the violation of any of the previous clauses or any other clear nonfeasance or malfeasance of office. Removal shall follow the

guidelines for no confidence or automatic removal set forth in the SG-UNO Constitution. In the event that a Faculty Senate Liaison is removed, the officer shall retain the Student Senate seat.

Section F: Student Senate Sessions

- Clause 1: Times and places for Student Senate sessions shall be prescribed by the Speaker of the Student Senate. The Student Senate is to be in session at least once (1) each month from September through April.
- Clause 2: All Student Senate sessions shall be conducted according to *Robert's Rules of Order*, the SG-UNO Constitution, and these By-Laws.
- Clause 3: Quorum shall be a simple majority of the Student Senate.
- Clause 4: It shall be the duty of the Speaker of the Student Senate to disseminate Student Senate session agendas to each Student Senator forty-eight (48) hours prior to the next Student Senate session. Additional agendas shall be made available to the general public in the SG-UNO office.
- Clause 5: During emergencies and temporary losses of quorum, the Speaker of the Student Senate retains the right to call a recess, not to exceed fifteen (15) minutes, without the vote of the Student Senate.
- Clause 6: Members of the general public shall be able to attend any and all Student Senate sessions under the restrictions provided in *Robert's Rules of Order*.
- Clause 7: Removal of any person disrupting the conduct of business shall be the right of the Speaker of the Student Senate. Removal shall be the responsibility of the Sergeant at Arms.
- Clause 8: An open forum shall occur at the beginning of every Student Senate session. Each speaker shall be allotted a ten (10) minute maximum time limit with the total time of Student Senate Open Forum not to exceed forty-five (45) minutes. The time limit of the individual speakers and Open Forum can be extended by a simple majority vote of the Senate. Procedures for registering to speak shall be established and published by the Speaker of the Student Senate.
- Clause 9: Consideration of any business not on the agenda shall require a suspension of the rules by a two-thirds (2/3) majority vote of the Student Senate.
- Clause 10: Debate shall adhere to the following guidelines:
- a. The author of a Student Senate Resolution shall be entitled to an opening and closing statement. If a group of individuals has authored a Student Senate Resolution any member of that group shall exercise this right;
 - b. Questions of a speaker shall be directed to the Speaker of the Student Senate. Likewise, responses shall be directed to the Speaker of the Student Senate;
 - c. The Speaker of the Student Senate may recognize non-Student Senate members only for the purpose of answering points of information, not for debate and/or discussion;

- d. Debate is to be left only to Student Senators present and voting at the Student Senate session with the following exceptions:
 - 1. A Student Senator may yield time during debate and/or discussion to a member of the Executive Council;
 - 2. The Speaker of the Student Senate reserves the right to decline time yielded to Executive Council members.

Clause 11: Voting shall adhere to the following guidelines:

- a. Votes shall be cast either in favor or against but not both;
- b. Abstentions shall be allowed and cast last;
- c. Passage of all business shall require a simple majority vote unless otherwise stated in the SG-UNO Constitution and/or these By-Laws;
- d. Roll call votes must be cast on the following:
 - 1. Student Senate Resolutions allocating SG-UNO funds;
 - 2. Student Senate Resolutions impeaching or removing a member of SG-UNO.
- e. Secret ballot votes shall be cast at the request of any Student Senator on any issue that does not allocate SG-UNO funds or impeach or remove a member of SG-UNO;
- f. The Speaker of the Student Senate or the acting Student Senate Speaker shall cast the last vote;
- g. Tie votes shall be broken by the President/Regent. In the absence of the President/Regent, the Vice President shall cast the tie-breaking vote;
- h. Voting is to be left only to Student Senators present at the Student Senate session.

Clause 12: Minutes and attendance of each Student Senate session shall be taken and submitted by the Parliamentarian for documentation.

Section G: Student Senate Committees

Clause 1: Academic Excellence Committee. The duties of this committee shall include, but not be limited to, the following:

- a. To vote or abstain on all resolutions regarding academics and research;
- b. To voice the concerns of the student body for all academic related issues;
- c. To continually explore new ways to enhance the students' academic experience;
- d. To complete all other duties assigned by the Student Senate.

Clause 2: Campus Improvement Committee. The duties of this committee shall include, but not be limited to, the following:

- a. To vote or abstain on all resolutions regarding campus improvements;
- b. To voice the concerns of the student body for all issues regarding physical changes to campus;
- c. To continually explore new ways in which SG-UNO can improve the UNO campus;
- d. To complete all other duties assigned by the Student Senate.

Clause 3: Sustainability Committee

- a. To vote or abstain on all resolutions regarding sustainability;
- b. To voice the concerns of the student body for all issues regarding sustainability;
- c. To continually explore new ways to improve sustainability efforts on the UNO campus;
- d. To complete all other duties assigned by the Student Senate.

Clause 4: Student Services Committee. The duties of this committee shall include, but not be limited to, the following:

- a. To vote or abstain on all resolutions regarding student services;
- b. To voice the concerns of the student body for all issues regarding student services;
- c. To continually explore new opportunities to improve the services that affect students' lives;
- d. To complete all other duties assigned by the Student Senate.

Section H: Student Senate Committee Members

Clause 1: No Student Senate Committee shall consist of fewer than four (4) Student Senators.

Clause 2: The Speaker of the Student Senate shall not sit on any of the Student Senate Committees, but shall monitor and oversee all four (4). In the case of a tie, the Speaker of the Student Senate shall cast the deciding vote for any Student Senate Committee.

Clause 3: Students-at-Large may be allowed to serve on a Student Senate Committee as non-voting members.

Section I: Student Senate Committee Chairpersons

Clause 1: The position of a Student Senate Committee Chairperson includes all rights and responsibilities of a Student Senator.

Clause 2: Requirements for each Student Senate Committee Chairperson shall be identical to those set for each Student Senator, as set forth above in Article II, Section A, Clause 1, in addition to those set forth by these By-Laws.

- Clause 3: Appointment of a Student Senate Committee Chairperson shall be the duty of the Speaker of the Student Senate in the case of a vacancy in the position with confirmation by a two-thirds (2/3) majority vote of the Student Senate.
- Clause 4: Duties of each Student Senate Committee Chairperson shall include, but not be limited to, the following:
- a. To complete all previously assigned duties as a Student Senator;
 - b. To serve as the chairperson for respective committee meetings;
 - c. To ensure that the minutes and attendance of one's committee are submitted to the Speaker of the Student Senate;
 - d. To record amendments to Student Senate Resolutions assigned to one's respective Student Senate Committee and submit these amendments verbatim to the Speaker of the Student Senate;
 - e. To be in communication with the Speaker of the Student Senate on a regular basis;
 - f. To deliver a report at each Student Senate session on all relevant activities of one's respective committee;
 - g. To complete all other duties assigned by the Student Senate.
- Clause 5: Attendance of each Student Senate Committee Chairperson shall be identical to the SG-UNO policy set for each Student Senator, as set forth above in Article II, Section A, Clause 6.
- Clause 6: Removal of a Student Senate Committee Chairperson shall result from the violation of any of the previous clauses or any other clear nonfeasance or malfeasance of office. A chairperson may be removed at any time with a no confidence vote of two-thirds (2/3) majority of the Student Senate. In the event that a Student Senate Committee Chairperson is removed, the officer shall retain the Student Senate seat.

Section J: Student Senate Resolutions

- Clause 1: The definition of a Student Senate Resolution shall be the following:
- a. A formal document requiring action from any part of UNO or any part of the University of Nebraska system;
 - b. A formal document requiring action from SG-UNO including, but not limited to, the following:
 1. Allocation of SG-UNO funds;
 2. Impeachment or removal of SG-UNO members.
 - c. A formal document stating the official position of SG-UNO on any issue;

- d. A formal document thanking or congratulating an individual or group of individuals for his or her services above and beyond his, her, or their position-specific duties or exceptional accomplishments at UNO;
- b. A formal document containing amendments to the SG-UNO Constitution, these By-Laws, the SG-UNO Election Rules, and/or any other document containing procedures relating to the function of SG-UNO or any group under the supervision of SG-UNO.

Clause 2: All Student Senate Resolutions must be sponsored by at least one (1) Student Senator.

Clause 3: Amendments may be added to Student Senate Resolutions according to *Robert's Rules of Order* and these amendments shall be recorded verbatim by the Parliamentarian and listed in the minutes of the Student Senate session.

Clause 4: Passage of a Student Senate Resolution shall require the following:

- a. Submission of the proposed Student Senate Resolution to the Speaker of the Student Senate forty-eight (48) hours prior to a Student Senate Committee meeting;
- b. A simple majority vote of the Student Senate Committee or Student Senate Committee Chairpersons, as designated by the Speaker of the Student Senate;
- c. The signature of the President/Regent under the following guidelines:
 - 1. If signed within five (5) business days of Student Senate passage, the proposed Student Senate Resolution becomes official;
 - 2. If not signed within five (5) business days of Student Senate passage, the proposed Student Senate Resolution does not become official and the President/Regent's act of not signing the resolution is construed as an official Presidential Veto. The following steps should be taken:
 - i. The unsigned Student Senate Resolution is put on the agenda again for the next Student Senate session;
 - ii. The Student Senate shall vote on the Student Senate Resolution, with a two-thirds (2/3) majority vote needed to override the Presidential Veto unless the Student Senate Resolution contains SG-UNO Constitution or By-Law revisions, in which case a three-fourths (3/4) majority vote of the Student Senate is needed to overturn a Presidential Veto;
 - iii. If two-thirds (2/3) of those Student Senators present at that meeting vote in favor, or three-fourths (3/4) in instances involving SG-UNO Constitution or By-Law revisions, the Student Senate Resolution becomes official without the signature of the President/Regent;
 - iv. If less than two-thirds (2/3) of those Student Senators present at that meeting vote in favor, or three-fourths (3/4) in instances involving SG-UNO Constitution or By-Law revisions, the Student Senate Resolution does not become official and is declared a failed measure.

Section K: Student Activities Budget Commission

- Clause 1: Per the University of Nebraska Board of Regents policy, the Student Activities Budget Commission is a body made up of students, faculty, and staff to recommend to the Student Senate a budget for the Fund A portion of the University Program and Facilities Fees.
- Clause 2: Appointments to the Student Activities Budget Commission shall be the duty of the Vice President and the Executive Treasurer. Three (3) students-at-large shall be appointed to the commission by the Vice President by November 1. Three (3) Student Senators shall be appointed to the commission by the Executive Treasurer by November 1. Other appointments shall be made according to the guidelines prescribed in the Student Activities Budget Commission Internal Operating Procedures, in accordance with the SG-UNO Constitution and the policies of the University of Nebraska Board of Regents.
- Clause 3: Internal operating procedures, which govern all Student Activities Budget Commission meetings and activities, must be approved by the members of the Student Activities Budget Commission, the Student Senate Committee Chairpersons, and the Student Senate.
- Clause 4: All allocations of the Student Activities Budget Commission shall be approved by the Student Senate, but need not go through a Student Senate Committee.

Section L: Freshmen Leadership Council

- Clause 1: Requirements to be appointed and to serve on the Freshmen Leadership Council shall be the following:
- a. To be a member of the Electorate;
 - b. To maintain a 2.5 cumulative Grade Point Average;
 - c. To be continuously enrolled in a minimum of six (6) credit hours;
 - d. To have no more than 20 accumulated credit hours at time of appointment, excluding those earned while in high school;
 - e. To fulfill the requirements set forth by the SG-UNO Constitution and these By-Laws.
- Clause 2: Appointment of members of the Freshmen Leadership Council shall be the duty of the Vice President with confirmation by a simple majority vote of the SG-UNO Executive Council.
- Clause 3: The Vice President shall be the chairperson of the Freshmen Leadership Council, whose duties shall include, but not be limited to:
- a. Planning and serving as chairperson for all meetings;
 - b. Teaching the members of the Freshman Leadership Council about SG-UNO;
 - c. All other duties required for the efficient operation of the Freshman Leadership Council.
- Clause 4: The Freshmen Leadership Council shall be responsible for the following:

- a. Electing two (2) members to serve as ~~Freshmen Senators~~ **First Year Ambassadors** in the Senate. These members would retain their positions on the Freshmen Leadership Council;
 1. **Requirements to serve as a First Year Ambassador shall be the same as those required of Student Senators.**
 2. **Election of First Year Ambassadors shall follow the guidelines created by the Election Commission.**
 3. **Terms of First Year Ambassadors shall not exceed one (1) year beginning and ending at the installation of the new Student Senate.**
 4. **In the case of a vacancy of a First Year Ambassador seat due to death, resignation, or removal, the Freshman Leadership Council shall appoint from amongst themselves, a new First Year Ambassador.**
 5. **Duties of each First Year Ambassador shall be the same as Student Senators with the exception of:**
 - a. **To vote or to abstain on every motion called at one's respective Student Senate Committee meeting and at Student Senate sessions;**
 6. **Attendance of each First Year Ambassador shall be governed by the same SG-UNO policy that applies to Student Senators.**
 7. **Impeachment of First Year Ambassador shall be governed by the same SG-UNO policy that applies to Student Senators.**
- b. Planning one (1) community service event per semester for all Student Government members;
- c. Accomplishing goals of the Council's own design;
- d. Any other projects given to them by the Vice President.

Clause 5: Attendance of members of the Freshmen Leadership Council shall be governed by the following SG-UNO policy:

- a. Four (4) missed Freshmen Leadership Council meetings is cause for removal.

Clause 6: Removal of a member of the Freshmen Leadership Council shall result from the violation of any of the previous clauses or any other clear nonfeasance or malfeasance of office. Removal of a member of the Freshmen Leadership Council shall require a two-thirds (2/3) majority vote by the members of the Freshmen Leadership Council, and the signed approval of the Vice President within five (5) school days.

Article III: JUDICIAL BRANCH

Section A: Student Court

Clause 1: Requirements to be appointed and to serve as a Student Court Justice shall be the following:

- a. To be a member of the Electorate;
- b. To maintain a 2.5 cumulative Grade Point Average;
- c. To be continuously enrolled in a minimum of six (6) credit hours;
- d. To fulfill the requirements set by the SG-UNO Constitution and these By-Laws.

Clause 2: Appointment of Student Court Justices shall be the duty of the Vice President with confirmation by a two-thirds (2/3) majority vote of the Student Senate.

Clause 3: Terms of Student Court Justices shall not exceed one (1) year beginning and ending on May 1. An individual may seek reappointment for the position, but should be formally reappointed annually.

Clause 4: In the case of a vacancy of a position on the Student Court due to death, resignation, or removal, the Vice President shall appoint a new Student Court Justice with confirmation by a two-thirds (2/3) majority vote of the Student Senate.

Clause 5: The Student Court shall be made up of a total of five (5) Student Court Justices, including the Chief Justice, who shall be selected by the Student Court Justices at the first Student Court meeting where quorum is established and the position is vacant.

Clause 6: The jurisdiction of the Student Court shall include, but not be limited to, the following:

- a. Appeals filed from the Election Commission as it pertains to their rules and policies;
- b. Appeals filed from the Traffic Appeals Commission as it pertains to their rules and policies;
- c. Conflicts arising under the SG-UNO Constitution, these By-Laws, Student Senate Resolutions, the SG-UNO Election Rules, and any other document containing procedures relating to the function of SG-UNO or any group under the supervision of SG-UNO.

Clause 7: All rulings from the Student Court are final.

Clause 8: Duties of each Student Court Justice shall include, but not be limited to, the following:

- a. To provide a means of jurisprudence for the members of the Electorate at UNO;
- b. To meet once (1) per month during the Fall and Spring semesters;
- c. **To rule on all grievance and appeals brought before the Student Court, without infringing on due process. To holistically rule on all aspects of the grievances and appeals brought before the Student Court, without limiting the scope of review to due process or any other single aspect;**
- d. To serve as the final authority for all lower courts that have been created through Student Senate Resolutions;
- e. To establish internal operating procedures that include procedures and criteria for the Student Court. These internal operating procedures shall be approved by the Student Senate Committee Chairpersons and the Student Senate;

- f. To complete all other duties assigned by the Student Senate.

Clause 9: Duties of the Chief Justice shall include, but not be limited to, the following:

- a. To complete all previously assigned duties as a Student Court Justice;
- b. To attend and serve as the chairperson for Student Court meetings;
- c. To train and inform all members of the Student Court;
- d. To plan a meeting schedule and meeting agendas for the Student Court;
- e. To submit a report of all proceedings, rulings, and copies of the minutes from each meeting to the Vice President and the SG-UNO Office Secretary;
- f. To complete all other duties assigned by the Student Senate.

Clause 10: Attendance of each Student Court Justice shall be governed by the following SG-UNO policy:

- a. Three (3) missed Student Court meetings is cause for impeachment.

Clause 11: Impeachment of a Student Court Justice shall result from the violation of any of the previous clauses or any other clear nonfeasance or malfeasance of office. Removal shall follow the guidelines for impeachment or automatic removal set forth in the SG-UNO Constitution.

Clause 12: Student Court Justices members are responsible for adhering to the following rules in regards to grievances:

- a. **All grievance forms shall be accessible on Engage MavSyne and SG-UNO's website immediately after election rules meeting.**
- b. **All hearings must be publicly posted on Engage MavSyne and SG-UNO's website at least 24 hours prior to hearings.**
- c. **All minutes must be publicly posted on Engage MavSyne and SG-UNO's website within 24 hours of the end of the hearing.**
- d. **All information must be sent via email, text, or other traceable communication methods.**
- e. **The SG-UNO advisor must be included in all sorts of communication and present at all hearings.**
- f. ~~**Appeals can be made to chief justice on any basis deemed acceptable by the Chief Justice.**~~

Section B: Election Commission

- Clause 1: Requirements to be appointed and to serve as an Election Commissioner shall be the following:
- a. To be a member of the Electorate;
 - b. To maintain a 2.5 cumulative Grade Point Average;
 - c. To be continuously enrolled in a minimum of six (6) credit hours;
 - d. **To be physically present for their Senate confirmation hearing, in which they will be reviewed for appointed, and in which a simple majority vote of student senators present at an official Student Senate Session will confirm the appointment**
 - e. To fulfill the requirements set by the SG-UNO Constitution and these By-Laws.
- Clause 2: Appointment of Election Commissioners shall be the duty of the Public Relations Officer along with the Programming Officer with confirmation by a two-thirds (2/3) majority vote of the Student Senate.
- Clause 3: Terms of Election Commissioners shall not exceed one (1) year, beginning and ending on November 1. An individual may seek reappointment for the position, but should be formally reappointed annually.
- Clause 4: In the vacancy of a position on the Election Commission due to death, resignation, or removal, the Public Relations Officer shall appoint a new Election Commissioner with confirmation by a two-thirds (2/3) majority vote of the Student Senate.
- Clause 5: The Election Commission shall be made up of a total of nine (9) Election Commissioners, including the Election Commission Chairperson, who shall be selected by the Election Commissioners at the first Election Commission meeting where quorum is established and the position is vacant.
- Clause 6: All rulings from the Election Commission may be appealed to the Student Court if the Chief Justice decides the appeal has merit.
- Clause 7: The jurisdiction of the Election Commission shall include, but not be limited to, the following:
- a. Grievances filed between SG-UNO election candidates;
 - b. SG-UNO election proceedings.
- Clause 8: Duties of each Election Commissioner shall include, but not be limited to, the following:
- a. To oversee the election of all student candidates running for office at UNO;
 - b. To work with the UNO administration in overseeing all elections;
 - c. To establish the time and place of elections and the manner of voting in accordance with Article V of these By-laws;

- d. To hear grievances submitted by students when student candidates have been accused of violating the SG-UNO Election Rules;
- e. To review and/or revise the SG-UNO Election Rules annually and to send changes to the Student Senate Committee Chairpersons and the Student Senate within sixty (60) days post-election;
- f. To establish internal operating procedures that include procedures and criteria for the Election Commission. These internal operating procedures shall be approved by the Student Senate Committee Chairpersons and the Student Senate;
- g. To serve a minimum of thirty (30) collective office hours during the week of and the week leading up to the SG-UNO elections, with each commissioner serving at least two (2) of the thirty (30) office hours;
- h. To nominate the Election Commission Chair to the Student Senate, which shall confirm the nomination by a two-thirds (2/3) vote.**
- i. To complete all other duties assigned by the Student Senate.

Clause 9: Duties of the Election Commission Chairperson shall include, but not be limited to, the following:

- a. To complete all previously assigned duties as an Election Commissioner;
- b. To attend and serve as the chairperson for Election Commission meetings;
- c. To assist in the training of all members of the Election Commission;
- d. To work with the Public Relations Officer and Programming Officer to plan a meeting schedule and meeting agendas for the Election Commission;
- e. To record, post, and submit the attendance and office hours of all Election Commissioners to the Public Relations Officer, Programming Officer, and the SG-UNO Office Secretary;
- f. To ensure that a minimum of thirty (30) office hours per week during election season is posted and completed;
- g. To submit a report of all proceedings, rulings, and copies of the minutes from each meeting to the Public Relations Officer, Programming Officer, and the SG-UNO Office Secretary;
- h. To complete all other duties assigned by the Student Senate.

Clause 10: Attendance of each Election Commissioner shall be governed by the following SG-UNO policy:

- a. Three (3) missed Election Commission meetings is cause for removal;
- b. Failure to serve at least two (2) of the thirty (30) collective office hours during the week of and the week leading up to the SG-UNO elections shall be equivalent to half the value of one (1) missed Election Commission meeting.

Clause 13: Election Commission Judicial members are responsible for adhering to the following rules regarding grievances:

- a. **All grievance forms shall be accessible on Engage MavSyne and SG-UNO's website immediately after election rules meeting.**
- b. **All hearings must be publicly posted on Engage MavSyne and SG-UNO's website at least 24 hours prior to hearings.**
- c. **All minutes must be publicly posted on Engage MavSyne and SG-UNO's website within 24 hours at the end of the hearing.**
- d. **All information must be sent via email, text, or other traceable communication methods.**
- e. **SG-UNO advisor must be included in all communication and present at all hearings.**
- g. ~~**Appeals can be made to the Chief Justice on any basis deemed acceptable by the Chief Justice.**~~

Clause 11: Removal of an Election Commissioner shall result from the violation of any of the previous clauses or any other clear nonfeasance or malfeasance of office. Removal shall follow the guidelines for no confidence or automatic removal set forth in the SG-UNO Constitution.

Section C: Traffic Appeals Commission

Clause 1: Requirements to be appointed and to serve as a Traffic Appeals Commissioner shall be the following:

- a. To be a member of the Electorate;
- b. To maintain a 2.5 cumulative Grade Point Average;
- c. To be continuously enrolled in a minimum of six (6) credit hours;

To be physically present during their confirmation hearing, in which they will be reviewed for appointed, and in which a simple majority vote of student senators present at an official Student Senate Session will confirm the appointment

- d. To fulfill the requirements set by the SG-UNO Constitution and these By-Laws.

Clause 2: Appointment of Traffic Appeals Commissioners shall be the duty of the Vice President with confirmation by a two-thirds (2/3) majority vote of the Student Senate.

Clause 3: Terms of Traffic Appeals Commissioners shall not exceed one (1) year beginning and ending on December 1. An individual may seek reappointment for the position, but should be formally reappointed annually.

- Clause 4: In the case of a vacancy of a position on the Traffic Appeals Commission due to death, resignation, or removal, the Vice President shall appoint a new Traffic Appeals Commissioner with confirmation by a two-thirds (2/3) majority vote of the Student Senate.
- Clause 5: The Traffic Appeals Commission shall be made up of a total of five (5) Traffic Appeals Commissioners, including the Traffic Appeals Commission Chairperson, shall be selected by the Traffic Appeals Commissioners at the first Traffic Appeals Commission meeting where quorum is established and the position is vacant.
- Clause 6: All rulings from the Traffic Appeals Commission may be appealed to the Student Court if the Chief Justice decides the appeal has merit.
- Clause 7: The jurisdiction of the Traffic Appeals Commission shall include, but not be limited to, the following:
- a. Parking ticket contentions;
 - b. Traffic appeals.
- Clause 8: Duties of each Traffic Appeals Commissioner shall include, but not be limited to, the following:
- a. To exercise jurisdiction over all parking tickets issued to students who contest the validity of tickets issued by UNO Parking Services;
 - b. To be in communication with UNO Parking Services on a regular basis;
 - c. To establish internal operating procedures that include procedures and criteria for the Traffic Appeals Commission. These internal operating procedures shall be approved by the Student Senate Internal Affairs Committee and the Student Senate;
 - d. To complete all other duties assigned by the Student Senate.
- Clause 9: Duties of the Traffic Appeals Commission Chairperson shall include, but not be limited to, the following:
- a. To complete all previously assigned duties as a Traffic Appeals Commissioner;
 - b. To attend and serve as the chairperson for Traffic Appeals Commission meetings;
 - c. To train and inform all members of the Traffic Appeals Commission;
 - d. To plan a meeting schedule and meeting agendas for the Traffic Appeals Commission;
 - e. To submit a report of all proceedings, rulings, and copies of the minutes from each meeting to the Vice President and the SG-UNO Office Secretary;
 - f. To complete all other duties assigned by the Student Senate;
 - g. To inform all appellants of the decisions of the Traffic Appeals Commission within five (5) business days.

Clause 10: Attendance of each Traffic Appeals Commissioner shall be governed by the following SG-UNO policy:

- a. Three (3) missed Traffic Appeals Commission meetings is cause for removal.

Clause 11: Removal of a Traffic Appeals Commissioner shall result from the violation of any of the previous clauses or any other clear nonfeasance or malfeasance of office. Removal shall follow the guidelines for no confidence or automatic removal set forth in the SG-UNO Constitution.

Section D: Lower Courts and Commissions

The creation of lower courts and commissions may be necessary to better suit the needs of the students. In such cases, all lower courts and commissions shall be created through Student Senate Resolutions, and the jurisdiction and duties of such courts and commissions shall not supersede that of the Student Court.

ARTICLE V: EXISTING PROGRAMS

Clause 1: Requirements to be appointed and to serve as an Existing Programs Director shall be the following:

- a. To be a member of the Electorate;
- b. To maintain a 2.5 Cumulative Grade Point Average;
- c. To fulfill the requirements set by the SG-UNO Constitution and these By-Laws.

Clause 2: Appointment of Existing Programs Directors shall be the duty of the Executive Treasurer with confirmation by a two-thirds (2/3) majority vote of the Student Senate.

Clause 3: Terms of Existing Programs Directors shall not exceed one (1) year beginning and ending on May 1. An individual may seek reappointment for the position, but should be formally reappointed annually.

Clause 4: In the case of a vacancy of an Existing Programs Director due to death, resignation, or removal, the Executive Treasurer shall appoint a new Existing Programs Director with confirmation by a two-thirds (2/3) majority of the Student Senate.

Clause 5: The Executive Treasurer shall advise and oversee the activities of the Existing Programs Directors, and is responsible for reporting all Existing Programs action to the Student Senate.

Clause 6: The Existing Programs Directors should include, but not be limited to, the following:

- a. Director of MavRide;
- b. Director of Maverick Readership;
- c. Director of B-Cycle.

Clause 7: The purpose of Existing Programs Directors shall be to maintain and advance the programs and resources that SG-UNO creates to support students.

Clause 8: Removal of an Existing Programs Director shall result from the violation of any of the previous clauses or any other clear nonfeasance or malfeasance of office. An Existing Programs Director may be removed at any time with a no confidence vote of two-thirds (2/3) majority of the Student Senate.

ARTICLE VI: SG-UNO AGENCIES

Section A: SG-UNO Agencies

Clause 1: The purpose of SG-UNO Agencies shall be to provide support and resources for the special interests of the students at UNO.

Clause 2: The Student Senate shall have the authority to create and eliminate SG-UNO Agencies through proper Student Senate Resolutions.

Section B: Inter-Agency Council

Clause 1: Duties of the Inter-Agency Council shall include, but not be limited to, the following:

- a. To meet at least bi-monthly to inform and advise one another on the progress of the various tasks that each member is currently overseeing;
- b. To complete all other duties assigned by the Student Senate.

Clause 2: The actions of the Inter-Agency Council shall stand unless the Student Senate calls for a vote on the actions of this council and overturns them by a simple majority.

Section C: SG-UNO Agency Directors

Clause 1: Requirements to be appointed and to serve as a SG-UNO Agency Director shall be the following:

- a. To be a member of the Electorate;
- b. To maintain a 2.5 cumulative Grade Point Average;
- c. To be continuously enrolled in a minimum of six (6) credit hours;
- d. To fulfill the requirements set by the SG-UNO Constitution and these By-Laws.

Clause 2: Appointment of SG-UNO Agency Directors shall be the duty of the External Relations Liaison with confirmation by a two-thirds (2/3) majority vote of the Student Senate.

Clause 3: Terms of SG-UNO Agency Directors shall not exceed one (1) year beginning on the last Student Senate session scheduled in the Spring Semester. An individual may seek reappointment for the position, but should be formally reappointed annually.

Clause 4: In the case of a vacancy in the position of a SG-UNO Agency Director due to death, resignation, or removal, the External Relations Liaison shall appoint a new SG-UNO Agency Director with confirmation by a two-thirds (2/3) majority vote of the Student Senate.

Clause 5: Duties of each SG-UNO Agency Director shall include, but not be limited to, the following:

- a. To attend the following meetings:
 1. Inter-Agency Council;
 2. Any other meetings as deemed appropriate.
- b. To provide resources and programs to be utilized by UNO students;
- c. To propose a yearly budget to the Executive Treasurer and the Student Activities Budget Commission on behalf of the SG-UNO Agency;
- d. To establish internal operating procedures that include procedures and criteria for the respective SG-UNO Agency. These internal operating procedures shall be approved by the Student Senate Internal Affairs Committee and the Student Senate;
- e. To serve a minimum of ten (10) office hours per week during the fall and spring semesters and six (6) office hours per week during the summer sessions;
- f. To complete all other duties assigned by the Student Senate.

Clause 6: Attendance of each SG-UNO Agency Director shall be governed by the following SG-UNO policy:

- a. Three (3) missed Inter-Agency Council meetings is cause for removal;
- b. Two (2) missed meetings of any other committee in which a SG-UNO Agency Director is involved is equivalent to one (1) missed Inter-Agency Council meeting;
- c. Failure to serve at least ten (10) office hours per week during the fall and spring semesters and at least six (6) office hours per week during the summer sessions shall be equivalent to one (1) missed Inter-Agency Council meeting.

Clause 7: Removal of a SG-UNO Agency Director shall result from the violation of any of the previous clauses or any other clear nonfeasance or malfeasance of office. Removal shall follow the guidelines for no confidence or automatic removal set forth in the SG-UNO Constitution.

ARTICLE VII: ELECTIONS

Clause 1: The Election Commission shall administer all elections in accordance with the SG-UNO Election Rules under the authority of the Student Court.

Clause 2: The Election Commission shall establish the time and place of elections and the manner of voting in accordance with the SG-UNO Election Rules, the SG-UNO Constitution, these By-Laws, and the policies of the University of Nebraska Board of Regents.

Clause 3: The Election Commission shall have the authority to call for special elections if necessary. These elections are to be run in accordance with SG-UNO Election Rules, the SG-UNO Constitution, these By-Laws, and the policies of the University of Nebraska Board of Regents.

Clause 4: The apportionment of Student Senate seats shall be the duty of the Election Commission in accordance with the SG-UNO Constitution.

Clause 5: The Election Commission shall establish SG-UNO Election Rules in accordance with the SG-UNO Constitution, these By-Laws, and the policies of the University of Nebraska Board of Regents.

ARTICLE VIII: LIMITATION ARTICLE

Clause 1: **Due to financial conflicts of interest,** No person shall hold more than one of the following positions at the same time:

- a. President/Regent;
- b. Vice President;
- c. External Relations Liaison;
- d. Executive Treasurer;
- e. Public Relations Officer;
- f. Programming Officer;
- g. Speaker of the Student Senate (retains Student Senate seat);
- h. Student Senator (may hold Speaker of the Student Senate position);
- i. Freshmen Leadership Council member (may hold **First Year Ambassador** ~~Freshman Senate~~ position as elected by FLC);
- j. ~~Existing Program Director;~~ **Lead Executive of the Programming Board**
- k. Student Court Justice;
- l. Election Commissioner;
- m. Traffic Appeals Commissioner;
- n. SG-UNO Agency Director;
- ~~o. Member of the Public Relations Committee;~~
- p. Staff member of *The Gateway*.

Clause 2: No person serving on the Executive Council of Student Government may serve on the Executive Council of Maverick Productions.

Clause 3: No person serving on the Student Court or the Election Commission may run for an elected position within SG-UNO. If a Student Court Justice and/or an Election Commissioner wishes

to run for an elected office, the officer must resign that position four (4) months prior to the ensuing election to be eligible for office.

Clause 4: The Public Relations Officer must resign the position before the appointment of any Election Commissioners in order to be eligible for election.

Clause 5: Election or appointment of a member holding another office at the time of another election or appointment shall not be construed as violating the previous clauses. Upon the new election or appointment, the member shall have five (5) business days to resign from the former position.

Clause 6: No member of the administration, full-time faculty, or full-time staff of UNO or the University of Nebraska system shall be allowed to serve on SG-UNO.

Clause 7: To prevent conflicts of interest, both real and perceived, no appointment may be granted to an immediate family member (including brothers, step-brothers, sisters and step-sisters, and cousins) of the SG-UNO officer responsible for an appointment.

Clause 8: Exceptions to Clause 7 may be granted in the form a motion within Student Senate, approved by a three-fourths (3/4) vote, which acknowledges that the appointee is the most qualified of all candidates, or is the only candidate that applied. No appointee impacted by Clause 7 may assume office until such a motion is passed by the Student Senate.

ARTICLE IX: AMENDMENTS

These By-Laws may be amended through a Student Senate Resolution passed by the Student Senate Committee Chairpersons and by a two-thirds (2/3) majority vote of those Student Senators present and voting at a Student Senate session, subject to final approval of the UNO Chancellor.

ARTICLE X: ENABLING ARTICLE

These By-Laws shall fulfill Article VI of the SG-UNO Constitution to provide the proper and efficient operation and administration of SG-UNO through a Student Senate Resolution passed by a two-thirds (2/3) majority vote of those Student Senators present and voting at a Student Senate session, subject to final approval of the UNO Chancellor.

Appendix - Common Terms

- Absent- When a voting member is not present
- Abstain- To refrain from voting
- Appoint- To name officially
- Attendance- The act of being present
- Automatic Removal- Removal from office for failure to meet and maintain current requirements
- Business day- Any day in which UNO offices are open
- By-Laws- Rules adopted by an organization chiefly for the government of its members and the regulation of its affairs
- Chairperson- The presiding officer of a meeting
- Commission- A group of persons directed to perform a duty or set of duties
- Commissioner- A member of a commission
- Committee- A body of persons delegated to consider, investigate, take action on, or report on some matter or matters
- Constitution- A written instrument embodying the rules of a political or social organization
- Court- An official assembly for the transaction of judicial business
- Electorate- All currently enrolled students of the University of Nebraska at Omaha and University of Nebraska students who pay University Program and Facilities Fees at UNO
- Grievance- The formal expression of a complaint
- Impeachment- The bringing of charges against an official before a tribunal
- Jurisprudence- The course of court decisions
- Justice- An official authorized to decide questions brought before a court
- Liaison- One who establishes and maintains mutual understanding and communication
- Malfeasance- The commission of a wrongful act
- Majority- A number that is more than half of a total; a group of more than fifty (50) percent
- Meeting- An assembly for a common purpose
- Member- One of the individuals composing a group
- Nonfeasance - The failure to perform official duties and responsibilities
- Office Hour- An hour of time, outside of any required meetings, in which officials are to make themselves available for students, to work on items relating to the organization, and to be present in the SG-UNO offices
- Open forum- A time set aside for open discussions and external speakers
- Parliamentarian- An expert in the rules and usages of a deliberative assembly
- Present- In attendance, not elsewhere
- Present and voting- The members of an assembly hearing business
- Position- A social or official rank or status
- Quorum- The number of members needed to transact business
- Sergeant at Arms- An officer of an organization who preserves order and executes commands
- Simple majority- Constitutes one more than half of those present and voting
- Student-at-Large- A student not serving in any particular office
- Student body- Those students attending UNO (see Electorate)
- Student Senate Committee meeting- The meeting of Student Senate Committees for the investigation or conduct of business
- Student Senate session- The convening of the entire Student Senate for the conduct of business
- Term- A limited or definite period of time
- Vote- A formal expression of opinion or will in response to a proposed decision

TO: The Board of Regents Addendum IX-D-9

Business Affairs

MEETING DATE: March 29, 2019

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 January 30, 2019.

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.

APPROVED:



Chris J. Kabourek
Vice President for Business and Finance | CFO

DATE: March 4, 2019

University of Nebraska
Business Affairs Report – Bids and Contracts

Period Ending: January 30, 2019
Meeting Date: March 29, 2019

Type of Action	Campus	Description	Funding Source	Approved Budget Amount*	Contract Amount	Contractor / Vendor	Bid Review or Explanation
Construction	UNMC	Architectural Services for MMI (First Data)	Cash	\$ 3,321,320	\$ 950,000	Altus Architectural Studios	Service. Approved by BOR on 28 Jun 2018.

TO: The Board of Regents Addendum IX-D-10

Business Affairs

MEETING DATE: March 29, 2019

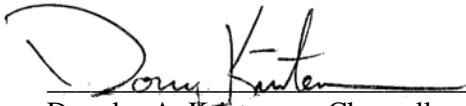
SUBJECT: University of Nebraska at Kearney
Report of Gifts, Grants, Contracts and Bequests accepted during the
Quarter October 1, 2018 through December 31, 2018

RECOMMENDED ACTION: Report

	Gifts A	Grants B	Bequests C	Contracts D	Totals
Description					
7/1/18-9/30/18	\$1,065,660	\$4,286,795	\$0	\$ 197,297	\$ 5,549,752
10/1/18-12/31/18	\$1,185,473	\$ 340,089	\$0	\$ 35,620	\$ 1,561,182
1/1/19-3/31/19	\$0	\$0	\$0	\$0	\$0
4/1/19-6/30/19	\$0	\$0	\$0	\$0	\$0
	_____	_____	_____	_____	_____
Fiscal YTD Totals	<u>\$2,251,133</u>	<u>\$ 4,626,884</u>	<u>\$0</u>	<u>\$ 232,917</u>	<u>\$ 7,110,934</u>
2017-18 Totals	<u>\$4,777,379</u>	<u>\$11,432,563</u>	<u>\$18,828</u>	<u>\$ 294,324</u>	<u>\$16,523,094</u>
2016-17 Totals	<u>\$4,620,287</u>	<u>\$10,416,945</u>	<u>\$0</u>	<u>\$1,289,956</u>	<u>\$16,327,188</u>

- A - Gifts of \$100,000 and more are itemized on the attached pages
- B - Grants of \$1,000,000 and more are itemized on the attached pages
- C - All bequests are itemized on the attached pages
- D - Contracts of \$400,000 and more are itemized on the attached pages

SPONSOR: Jon Watts
Vice Chancellor for Business and Finance

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

DATE: January 23, 2019

University of Nebraska at Kearney
REPORT OF AWARDS
WHICH REQUIRE SEPARATE ITEMIZATION
ACCEPTED DURING THE QUARTER October 1, 2018 through December 31, 2018

Gifts/Bequests \$100,000 and over

<u>Donor</u>	<u>Purpose</u>	<u>Amount</u>
NU Foundation	Scholarships	\$1,132,846
	Subtotal	\$1,132,846
	Total amount of gifts under \$100,000	<u>\$ 52,627</u>
Total Gifts for the Quarter		<u>\$1,185,473</u>

Grants \$1,000,000 and over

<u>Grantor</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u>
		Subtotal	\$ 0
		Total amount of all Grants under \$1,000,000	\$ 340,089
		Total Grants for the Quarter	<u>\$ 340,089</u>

Contracts \$400,000 and over

<u>Grantor</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u>
		Subtotal	\$ 0
		Total amount of all Contracts under \$400,000	<u>\$ 35,620</u>
		Total Contracts for the Quarter	<u>\$ 35,620</u>

TO: The Board of Regents

Business Affairs

MEETING DATE: March 29, 2019

SUBJECT: University of Nebraska-Lincoln
Report of Gifts, Grants, Contracts and Bequests accepted during the
Quarter October 1, 2018 through December 31, 2018

RECOMMENDED ACTION: Report

Description	Gifts A	Grants B	Bequests C	Contracts D	Totals
7/1/18-9/30/2018	\$599,578	\$58,716,677	\$1,000,000	\$9,376,687	\$69,692,942
10/1/18-12/31/2018	\$299,924	\$26,824,609	0	\$8,309,386	\$35,433,919
1/1/19-3/31/2019	0	0	0	0	0
4/1/19-6/30/2019	0	0	0	0	0
Fiscal YTD Totals	<u>\$899,502</u>	<u>\$85,541,286</u>	<u>\$1,000,000</u>	<u>\$17,686,073</u>	<u>\$105,126,861</u>
2017-18 Totals	<u>\$2,228,251</u>	<u>\$206,899,073</u>	<u>\$0</u>	<u>\$55,539,475</u>	<u>\$264,666,799</u>
2016-17 Totals	<u>\$2,446,250</u>	<u>\$217,726,700</u>	<u>\$0</u>	<u>\$27,241,529</u>	<u>\$247,414,479</u>

A - Gifts of \$100,000 or more are itemized on the attached pages

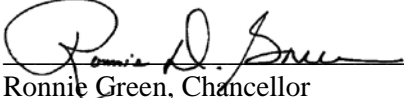
B - Grants of \$1,000,000 and more are itemized on the attached pages

C - All bequests are itemized on the attached pages

D - Contracts of \$400,000 and more are itemized on the attached pages

SPONSOR: Bob Wilhelm
Vice Chancellor for Research and Economic Development

APPROVED:


Ronnie Green, Chancellor
University of Nebraska-Lincoln

DATE: January 23, 2019

**University of Nebraska-Lincoln
REPORT OF AWARDS
WHICH REQUIRE SEPARATE ITEMIZATION
ACCEPTED DURING THE QUARTER 10/01/18 – 12/31/18**

Gifts/Bequests \$100,000 and over

<u>Donor</u>	<u>Purpose</u>	<u>Amount</u>
	Subtotal	\$0
	Total amount of gifts under \$100,000	<u>\$299,924</u>
	Total Gifts for the Quarter	<u>\$299,924</u>

Grants \$1,000,000 and over

<u>Grantor</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u>
DHHS-Nat Inst Gen Medical Sci	James Takacs Department of Chemistry	Nebraska Center for Integrated Biomolecular Communication (CIBC)	\$2,012,250
	Subtotal		\$2,012,250
	Total amount of all Grants under \$1,000,000		<u>\$24,812,359</u>
	Total Grants for the Quarter		<u>\$26,824,609</u>

Contracts \$400,000 and over

<u>Grantor</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u>
Ne Game & Parks Commission	Kevin Pope School of Natural Resources	Human Dimensions of Nebraska's Fisheries	\$1,747,225
Ne Dept Health & Human Serv	Lindsey Witt- Swanson Bureau of Sociological Research	2019 Behavioral Risk Factor Surveillance System, Adult Tobacco Survey, and Pregnancy Risk Assessment Monitoring System	\$763,962
Dept of Commerce- NOAA	Rezaul Mahmood School of Natural Resources	High Plains Regional Climate Center	\$562,500
	Subtotal		\$3,073,687
	Total amount of all Contracts under \$400,000		<u>\$5,235,699</u>
	Total Contracts for the Quarter		<u>\$8,309,386</u>

TO: The Board of Regents

Business Affairs

MEETING DATE: March 29, 2019

SUBJECT: University of Nebraska Medical Center
Report of Gifts, Grants, Contracts and Bequests accepted during the
Quarter October 1, 2018, through December 31, 2018

RECOMMENDED ACTION: Report

Description	Gifts A	Grants B	Bequests C	Contracts D	Totals
7/1/2018-9/30/2018	\$179,011	\$43,907,312	\$0	\$10,591,147	\$54,677,470
10/1/18-12/31/2018	\$318,081	\$21,475,261	\$0	\$13,348,681	\$35,142,023
1/1/2019-3/31/2019	\$0	\$0	\$0	\$0	\$0
4/1/2019-6/30/2019	\$0	\$0	\$0	\$0	\$0
Fiscal YTD Totals	<u>\$497,092</u>	<u>\$65,382,573</u>	<u>\$0</u>	<u>\$23,939,828</u>	<u>\$89,819,493</u>
2017-18 Totals	<u>\$635,866</u>	<u>\$102,621,022</u>	<u>\$0</u>	<u>\$54,744,727</u>	<u>\$158,001,615</u>
2016-17 Totals	<u>\$729,072</u>	<u>\$93,642,966</u>	<u>\$0</u>	<u>\$69,671,631</u>	<u>\$164,043,669</u>

A - Gifts of \$100,000 and more are itemized on the attached pages
B - Grants of \$1,000,000 and more are itemized on the attached pages
C - All bequests are itemized on the attached pages
D - Contracts of \$400,000 and more are itemized on the attached pages

SPONSOR: Jennifer L. Larsen, M.D.
Vice Chancellor of Research

APPROVED: 

Jeffrey P. Gold, M.D., Chancellor
University of Nebraska Medical Center

DATE: March 4, 2019

**UNIVERSITY OF NEBRASKA MEDICAL CENTER
 REPORT OF AWARDS
 WHICH REQUIRE SEPARATE ITEMIZATION
 ACCEPTED DURING THE QUARTER OCTOBER 1, 2018 – DECEMBER 31, 2018**

Gifts/Bequests \$100,000 and over

<u>Donor</u>	<u>Purpose</u>	<u>Amount</u>
		\$0
	Subtotal	\$0
	Total amount of gifts under \$100,000	<u>\$318,081</u>
	Total Gifts for the Quarter	<u>\$318,081</u>

Grants \$1,000,000 and over

<u>Grantor</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u>
DHHS/NIH/NCI	---New--- Eppley Inst Faculty	SPORE in Pancreatic Cancer	\$2,300,000
DHHS/NIH/NIGMS	---New--- Neurological Sciences	The Molecular Biology of Neurosensory Systems [Main] The impact of spontaneous cortical activity on neural oscillations and behavioral performance:	\$1,005,200
DHHS/NIH/NIMH	---New--- Neurological Sciences	Evidence from high- definition tDCS and MEG	\$2,448,668
	Subtotal		\$5,753,868
	Total amount of all Grants under \$1,000,000		<u>\$15,721,393</u>
	Total Grants for the Quarter		<u>\$21,475,261</u>

Contracts \$400,000 and over

<u>Grantor</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u>
NE DHHS	---New--- Int Med Infectious Diseases	Ryan White Part B Supplemental Transitional Research Agreement with the Ryan Foundation for Dr. Rohan	\$1,200,000
Ryan Foundation	---New--- Obstetrics/Gynecology	Fernando	\$1,059,492

Novo Nordisk Pharmaceuticals, Inc.	---New--- Int Med DEM	SELECT - Semaglutide effects on cardiovascular outcomes in people with overweight or obesity	\$442,269
George Washington University	---New--- Int Med DEM	Continuation of Glycemic Reduction Approaches in Diabetes: A Comparative Effectiveness Study (GRADE)	\$819,574
National Strategic Research Institute	---New--- COPH Environ, Agri & Occ Health	Surveillance of Pathogens Causing Severe Infections and Associated Antimicrobial Resistance (U2-18-FU908-00)	\$1,054,784
National Strategic Research Institute	---New--- COPH Environ, Agri & Occ Health	Target Acquisition of Reference Materials Augmenting Capabilities (TARMAC) Initiative Next Generation Sequencing (NGS) Research Support	\$835,698
JANSSEN R&D, LLC	---New--- Int Med Oncology/Hematology	A Phase 1b-2, Open-Label Study of JNJ-68284528, a Chimeric Antigen Receptor T cell (CAR-T) Therapy Directed Against BCMA in Subjects with Relapsed or Refractory Multiple Myeloma (MMY2001)	\$426,506
	Subtotal		\$5,838,323
	Total amount of all Contracts under \$400,000		<u>\$7,510,359</u>
	Total Contracts for the Quarter		<u>\$13,348,681</u>

TO: The Board of Regents

Business Affairs

MEETING DATE: March 29, 2019

SUBJECT: University of Nebraska at Omaha
Report of Gifts, Grants, Contracts and Bequests accepted during the
Quarter October 1, 2018 through December 31, 2018.

RECOMMENDED ACTION: Report

	Gifts A	Grants B	Bequests C	Contracts D	Totals
Description					
7/1/18-9/30/2018	\$1,511,782	\$14,305,848	\$0	\$544,449	\$16,362,079
10/1/18-12/31/2018	\$1,579,435	\$5,819,625	\$0	\$499,702	\$7,898,762
1/1/19-3/31/2019					
4/1/19-6/30/2019					
Fiscal YTD Totals	<u>\$3,091,217</u>	<u>\$20,125,473</u>	<u>\$0</u>	<u>\$1,044,151</u>	<u>\$24,260,841</u>
2017-2018 Totals	10,379,869	\$40,438,396	\$314,925	\$1,603,259	\$52,736,449
2016-2017 Totals	\$8,846,128	\$31,331,365	\$69,260	\$1,603,925	\$41,850,678

- A - Gifts of \$100,000 and more are itemized on the attached pages
- B - Grants of \$1,000,000 and more are itemized on the attached pages
- C - All bequests are itemized on the attached pages
- D - Contracts of \$400,000 and more are itemized on the attached pages

SPONSOR: Douglas A. Ewald
Vice Chancellor for Business, Finance and Business Development

APPROVED: 

Jeffrey P. Gold, Chancellor
University of Nebraska at Omaha

DATE: January 23, 2019

**UNIVERSITY OF NEBRASKA AT OMAHA
 REPORT OF AWARDS
 WHICH REQUIRE SEPARATE ITEMIZATION
 ACCEPTED DURING THE QUARTER *October 1 – December 31, 2018***

Gifts/Bequests \$100,000 and over

<u>Donor</u>	<u>Purpose</u>	<u>Amount</u>
NU Foundation	First Semester Professorships	\$ 304,260
NU Foundation	Scholarships for Business Administration	\$ 326,258
	Subtotal	\$ 630,518
	Total amount of gifts under \$100,000	<u>\$ 948,917</u>
	Total Gifts for the Quarter	<u>\$1,579,435</u>

Grants \$1,000,000 and over

<u>Grantor</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u>
U.S. Department of State	International Program	Instruction	\$ 1,299,993
U.S. Department of State	Political Science	Public Service	\$ 1,150,000
	Subtotal		\$ 2,449,993
	Total amount of all Grants under \$1,000,000		<u>\$ 3,369,632</u>
	Total Grants for the Quarter		<u>\$ 5,819,625</u>

Bequests

<u>Donor</u>	<u>Purpose</u>	<u>Amount</u>
	Subtotal	
	Total Bequests for the Quarter	<u>\$0</u>

Contracts \$400,000 and over

<u>Grantor</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u>
	Subtotal		\$0
	Total amount of all Contracts under \$400,000		\$ 499,702
	Total Contracts for the Quarter		<u>\$ 499,702</u>

TO: The Board of Regents Addendum IX-D-11

Business Affairs

MEETING DATE: March 29, 2019

SUBJECT: Quarterly Status of Capital Construction Projects


RECOMMENDED ACTION: Report

EXPLANATION: This is a summary report of projects included in the Quarterly Capital Construction Report required by state statute. Inclusion in the report commences with Board of Regents approval and ends one year following substantial completion.

The report fulfills the requirements of R.P.6.3.6.2.e and R.P. 6.3.6.4 and contains the campus and project name, designer and contractor, contracting method, contract status, stage of construction, and approved budget categories for the period ending September 30, 2018.

The report is available at: <http://nebraska.edu/docs/facilities/2018-12-31QuarterlyStatusOfCapitalConstructionProjects.pdf>

SPONSOR: Mark Miller
Associate Vice President for Facilities Management

APPROVED: 
Chris Kabourek
Vice President for Business and Finance | CFO

DATE: March 18, 2019

TO: The Board of Regents Addendum IX-D-12

Business Affairs

MEETING DATE: March 29, 2019

SUBJECT: Business Affairs Committee Approval of Intermediate Design Report

RECOMMENDED ACTION: Report

PREVIOUS ACTION: November 7, 2018 - the Board of Regents approved the program statement and budget for the Munroe-Meyer Institute for Genetics and Rehabilitation Facility Replacement to be renovated in existing building purchased at 6902 Pine Street. Approval of Intermediate Design fixes the project scope and budget.

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

UNMC – Munroe-Meyer Institute for Genetics and Rehabilitation Facility Replacement

Program Statement Approved: June 28, 2018
Intermediate Design Report: March 29, 2019

	<i>Program Statement</i>	<i>Intermediate Design</i>
Total Project Budget:	\$85,085,210	\$85,085,210
Non Construction Budget:	\$46,864,210	\$46,864,210
Construction Budget:	\$38,221,000	\$38,221,000
NSF:	177,657	177,771
GSF:	215,882	215,169
Substantial Completion:	June 2020	June 2020

SPONSOR: Douglas A. Ewald
Vice Chancellor for Business, Finance and Business Development

APPROVED: 

Jeffrey P. Gold, Chancellor
University of Nebraska Medical Center

DATE: January 28, 2019

TO: The Board of Regents Addendum IX-D-13

Business Affairs

MEETING DATE: March 29, 2019

SUBJECT: Renaming the International Quilt Study Center and Museum the
"International Quilt Museum" at the University of Nebraska-Lincoln

RECOMMENDED ACTION: Report

PREVIOUS ACTION: March 7, 2008 – The Board of Regents approved the naming of the
International Quilt Study Center and Museum at the University of
Nebraska-Lincoln

EXPLANATION: President Bounds and Chancellor Green have approved the renaming of
the International Quilt Study Center and Museum the "International Quilt
Museum" to provide a short and easy moniker, and formalize a name
used by visitors, scholars and international enthusiasts.

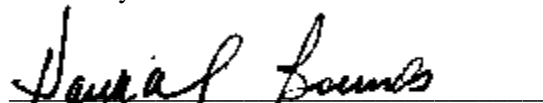
This name change is supported by Leslie Levy, Ardis & Robert James
Executive Director; and the IQSCM Advisory Board.

SPONSOR: William J. Nunez
Interim Vice Chancellor for Business and Finance

APPROVED:



Ronnie D. Green, Chancellor
University of Nebraska-Lincoln



Hank M. Bounds, President
University of Nebraska

DATE: March 1, 2019

TO: The Board of Regents Addendum IX-D-14
 Business Affairs

MEETING DATE: March 29, 2019

SUBJECT: Report on the Othmer-Topp Endowment Fund, second priority uses, for the fiscal year ended June 30, 2018

RECOMMENDED ACTION: Report

PREVIOUS ACTION: December 5, 2017 – Report on the Othmer-Topp Endowment Fund, second priority uses, for the fiscal year ended June 30, 2017.

EXPLANATION: A report of uses of the Othmer-Topp Endowment Fund is required by the Board of Regents Policy RP-6.6.11. The following report is for fiscal years 2017 and 2018.

<u>Description</u>	12-Months Ended 06/30/2018	12-Months Ended 06/30/2017
First Priority Expenditures		
Othmer Professorship of Chemical Engineering	\$ 0	\$ 0
Mortgage Payment (Othmer Hall & Law Library)	2,434,500	2,434,500
Subtotal	<u>2,434,500</u>	<u>2,434,500</u>
Second Priority Expenditures		
(a) Campus-wide graduate fellowships	\$ 731,200	\$ 760,654
(b) Distinguished Professorships	392,669	419,857
NEH Regional Humanities Center match	76,044	142,635
Academic Improvement Fund		
Library Depository Project	886,243	2,961,905
Sheldon Museum Director's Travel Funds	8,170	14,868
Clifton Strengths Institute Start-Up Funds	<u>230,543</u>	<u>112,840</u>
Subtotal	2,324,869	4,412,759
Costs of Operating the Endowment		
Management fees to University of Nebraska Foundation as relevant to this report	\$3,596,801	\$3,699,509
Subtotal	<u>3,596,801</u>	<u>3,699,509</u>
Total	<u><u>\$8,356,170</u></u>	<u><u>\$10,546,768</u></u>

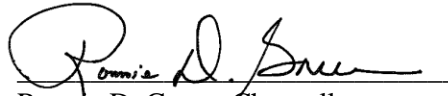
- (a) *In FY 2018, fellowships were newly awarded to 31 students from 24 different departments. There were 63 returning students for a total of 94 fellowships. An \$8,000 stipend is paid to supplement a departmental graduate teaching or research assistantship. The program remains at full implementation budgeted at \$750,000 annually.*
- (b) *In FY 2018, there were 24 Othmer chairs and professorships. Each requires an Endowed match and can only be awarded to attract a new faculty member to the campus.*

Continued funding of and implementation of current and future projects is dependent on the performance of the endowment. Future use of the Othmer-Topp endowment funds will continue to follow the principles that were set forth in prior years' reports.

SPONSOR:

William J. Nunez
Interim Vice Chancellor for Business and Finance

APPROVED:


Ronnie D. Green, Chancellor
University of Nebraska-Lincoln

DATE:

February 12, 2019

TO: The Board of Regents Addendum IX-D-15

Academic Affairs

MEETING DATE: March 29, 2019

SUBJECT: Strategic Framework report on Workforce Opportunities and Academic Program Alignment

RECOMMENDED ACTION: Report

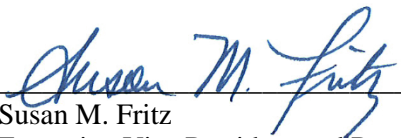
PREVIOUS ACTION: March 29, 2018 – An updated Workforce Opportunities and Academic Program Alignment report was provided to the Board of Regents

EXPLANATION: In 2005, the University of Nebraska analyzed 16 studies of workforce needs in the State of Nebraska and compiled a list of the six major categories for development. They are Business Marketing and Management; Communication and Information Systems; Environmental and Agricultural Systems; Health Sciences; Human Sciences; and Industrial, Manufacturing and Engineering Systems. Within each of these six broad employment categories, the NU campuses provide numerous instructional programs to prepare the Nebraska workforce. In November 2006, the outcome of this research was presented to the Board of Regents and we began indexing all existing academic programs that directly addressed jobs in these six areas. In subsequent years, NU has updated the indexed list by adding new instructional programs to meet workforce needs.

This report lists the six major areas and provides a list of NU degree and certificate programs currently in place or under development.

New programs that have been added this year are highlighted in purple and new programs under development are highlighted in yellow.

APPROVED:



Susan M. Fritz
Executive Vice President and Provost

DATE: March 4, 2019

Accountability Measure:

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.

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

Reporting Period	Accountability Measure	Report Date	Reporting Committee
Fall 2018	TBD	March 2019	Academic
Fall 2019	TBD	March 2020	Academic

In 2005, the University of Nebraska analyzed 16 studies of workforce needs in the State of Nebraska and compiled a list of the six major categories for development. They are Business Marketing and Management; Communication and Information Systems; Environmental and Agricultural Systems; Health Sciences; Human Sciences; and Industrial, Manufacturing and Engineering Systems. Within each of these six broad employment categories, the NU campuses provide numerous instructional programs to prepare the Nebraska workforce. In November 2006, the outcome of this research was presented to the Board of Regents and we began indexing all existing academic programs that directly addressed jobs in these six areas. In subsequent years, NU has updated the progress by adding new instructional programs to meet workforce needs.

This report lists the six major areas and provides a list of NU degree or certificate programs currently in place or in development.

New programs that have been added this year are highlighted in purple and new programs in development are highlighted in yellow.

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Business Marketing and Management			
Administration, Finance, Sales			
UNK	Business Administration (BS/MBA) Chemistry, Business/Sales Emphasis (BS) Professional Sales (Undergraduate Certificate)		Business Intelligence (Undergraduate Certificate)
UNL	Accountancy (MPA/JD-MPA) Agribusiness (BS/MBA) Agricultural Economics (BS/MS/PhD) Business (MA with Global Leadership emphasis) Business Administration (BS/MA/MBA) Business Administration (MBA with Executive Leadership specialization) Business Administration with a Major in Supply Chain Management (BS) Business Analytics (MS/Graduate Certificate) Economics (BA/BS/MA/PhD) Finance (BS/MS) Management (BS) Marketing (BS)	Clayton Yeutter Institute of International Trade and Finance	Financial Communications (Graduate Certificate) Human Resource Management (Graduate Certificate) Rural Economic and Community Vitality (Graduate Certificate)
UNO	Accounting (BSBA/MAcc) Business Administration-Executive (MBE) Business Administration (MBA) Economics (BSBA/BMS/MA/MS) Management (BSBA) Marketing (BSBA) Real Estate and Land Use Economics-Real Estate Certification (BSBA/MS)	Center for Collaboration Science Center for Real Estate and Asset Management Center for Urban Sustainability School of Accounting	Center for Professional Sales Data Science (MS) IT Innovation (MS) Supply Chain Management (Graduate Certificate)

Business Marketing and Management			
Business Services			
UNK	Business Administration (BS)		
UNL	Accounting (BS) Actuarial Science (BA/BS/MA/PhD) Agribusiness (BS/MBA) Agricultural Economics (BS/MS/PhD) Applied Science (BS/MAS) Business Administration with a Major in Supply Chain Management (BS) Business Analytics (MS/Graduate Certificate) Emerging Media Arts (BFA) Finance (BS/MS) Graphic Design (BA/BFA) Hospitality, Restaurant, and Tourism Management (BA) Management (BS) Management Information Systems (MA) Marketing (BS) Psychology (JD-PhD/PhD with UNO) Supply Chain Management Systems (Graduate Certificate) Textiles, Merchandising, and Fashion Design (BS/MA/MS)		Financial Communications (Graduate Certificate) Human Resource Management (Graduate Certificate) Nursing (MSN at UNMC) and Business Administration (MBA at UNL) (Dual Degree Program) Rural Economic and Community Vitality (Graduate Certificate)
UNMC	Business Administration (MBA at UNO) and Public Health (MPH at UNMC) (Dual Degree Program) Nursing (MSN/DNP Nursing Administration track) Nursing (MSN at UNMC) and Business Administration (MBA at UNO) (Dual Degree Program) Pharmacy (PharmD at UNMC) and Business Administration (MBA at UNO) (Dual Degree Program)		Nursing (MSN at UNMC) and Business Administration (MBA at UNL) (Dual Degree Program)

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Business Marketing and Management			
Business Services (continued)			
UNO	Accounting (BSBA/MAcc) Business Administration (BSBA/MS/MBA) Business Administration (MBA at UNO) and Public Health (MPH at UNMC) (Dual Degree Program) Business Administration, Supply Chain Management concentration (BSBA) Data Analytics (Graduate Certificate) Economics (BSBA) Human Resources, Training, and Development (Graduate Certificate) Industrial and Organizational Psychology (MS) Management (BSBA) Marketing (BSBA) Mathematics, Data Science concentration (MS) Nursing (MSN at UNMC) and Business Administration (MBA at UNO) (Dual Degree Program) Pharmacy (PharmD at UNMC) and Business Administration (MBA at UNO) (Dual Degree Program) Psychology - Industrial and Organizational Psychology (MA) Psychology (PhD) (with UNL) Real Estate and Land Use Economics-Real Estate Certification (BSBA)	Center for Economic Education Center for Real Estate and Asset Management Center for Urban Sustainability Nebraska Business Development Center School of Accounting	Center for Professional Sales Data Science (MS) IT Innovation (MS) Supply Chain Management (Graduate Certificate)

Business Marketing and Management			
Entrepreneurship			
UNK	Business Administration (BS) Chemistry, Business/Sales Emphasis (BS) Exercise Science Management (BS) Journalism Advertising (BA/BS) Journalism Public Relations (BA/BS) Multimedia (BA/BS) Organizational and Relational Communication (BS) Professional Sales (Undergraduate Certificate) Recreation, Park and Tourism Management (Travel and Tourism option) (BS) Sports Administration (BS) Visual Communication and Design (BFA)	Center for Entrepreneurship and Rural Development	
UNL	Applied Science (BS/MAS) Business Administration (MBA) Business Analytics (MS/Graduate Certificate) Emerging Media Arts (BFA) Graphic Design (BA/BFA) Hospitality, Restaurant, and Tourism Management (BA) Human Sciences (with a specialization in Textiles, Merchandising, and Fashion Design and an option in Merchandising) (PhD) Integrated Science (BS) Management (BS) Public Relations and Social Media (Graduate Certificate) Sports Media and Communication (Bachelor of Journalism) Textiles, Merchandising, and Fashion Design (BS/MA/MS)		Human Resource Management (Graduate Certificate)
UNO	Business in Health Administration (Graduate Certificate) Innovation & Entrepreneurship (BSBA) Nursing (MSN at UNMC) and Business Administration (MBA at UNO) (Dual Degree Program)	Center for Innovation, Entrepreneurship and Franchising Center for Urban Sustainability School of Accounting	Center for Professional Sales Data Science (MS) IT Innovation (MS)

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Business Marketing and Management			
Financial Services			
UNK	Applied Computer Science (BS) Business Administration (BS) Computer Information Systems Comprehensive (BS)		
UNL	Accounting (BS/MPA/JD-MPA) Agribusiness (BS/MBA) Agricultural Economics (BS/MS/PhD) Economics (BA/BS/MA/PhD) Family and Consumer Sciences (with Family Financial Planning option) (MS) Finance (BS/MS) Financial and Housing Counseling (Graduate Certificate)		Financial Communications (Graduate Certificate) Rural Economic and Community Vitality (Graduate Certificate)
UNO	Accounting (BSBA/MAcc) Economics (MA/MS) Finance (BSBA) Investment Science Portfolio Management (BSBA) Management Information Systems (BMS/BSIS/MS)	School of Accounting	Center for Professional Sales Data Science (MS) IT Innovation (MS)

Business Marketing and Management			
Public Service and Administration			
UNK	Applied Computer Science (BS) Aviation Systems Management (BS) Computer Information Systems (BS) Political Science (BA/BS) Public Administration (BS) Social Science Comprehensive (BA) Social Work (BS)		Women's, Gender and Ethnic Studies (BA/BS)
UNL	Applied Science (MAS) (Community Development specialization) Civic Engagement (Undergraduate Certificate) Communication Studies (BA/BS/PhD) Community and Regional Planning (Master/JD-MCRP) Computer Science (BS/MS/PhD) Financial and Housing Counseling (Graduate Certificate) Human Sciences (Leadership Studies specialization) (PhD) Human Sciences (PhD/EdD) Juris Doctorate (at UNL) and Public Health (MPH at UNMC) (Dual Degree Program) Leadership Education (MS) Political Science (BA/BS/MA/PhD) Psychology (BA/BS/MA/PhD) Public Policy (Undergraduate Certificate) Sociology (BA/BS/MA/PhD) Sports Media and Communication (Bachelor of Journalism)		Financial Communications (Graduate Certificate) Human Resource Management (Graduate Certificate)
UNMC	Health Administration (Masters) Juris Doctorate (at UNL) and Public Health (MPH at UNMC) (Dual Degree Program)	Center for Health Policy Center for Health Policy Analysis and Rural Health Research Center for Patient, Family, and Community Engagement in Chronic Care Management Center for Reducing Health Disparities Fred and Pamela Buffett Cancer Center	

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Business Marketing and Management			
Public Service and Administration (continued)			
UNO	<p>Applied Behavior Analysis (with UNMC) (MS)</p> <p>Aviation (BMS/BS)</p> <p>Biology (BS at UNO) and Public Health (MPH at UNMC) with concentration in Environmental and Occupational Health (4+1 Integrated Undergraduate/ Professional Degree)</p> <p>Business Administration (MBA at UNO) and Public Health (MPH at UNMC) (Dual Degree Program)</p> <p>Business for Bioscientists (Graduate Certificate)</p> <p>Business in Health Administration (Graduate Certificate)</p> <p>Economics (BSBA/MA/MS)</p> <p>Emergency Management (BS)</p> <p>Gender and Leadership (Undergraduate Certificate)</p> <p>General Administration, Multidisciplinary Studies concentration (BMS)</p> <p>Government (Graduate Certificate)</p> <p>Nursing (MSN at UNMC) and Business Administration (MBA at UNO) (Dual Degree Program)</p> <p>Nonprofit Administration, Multidisciplinary Studies concentration (BMS)</p> <p>Nonprofit Management (Graduate Certificate)</p> <p>Political Science (BA/BS/MA/MS)</p> <p>Public Administration (MPA/PhD)</p> <p>Public Health (BS)</p> <p>Public Management (Graduate Certificate)</p> <p>Sociology (BS)</p> <p>Tribal Management and Emergency Services (Undergraduate Certificate)</p>	<p>Center for Public Affairs Research</p> <p>Certified Public Manager</p> <p>Leonard and Shirley Goldstein Center for Human Rights</p> <p>Nebraska Municipal Clerk Institute and Academy</p>	<p>Medical Humanities (BS/BA)</p> <p>Native American Studies (BS)</p> <p>STEM TRAIL Center</p>

Communication and Information Systems			
Arts, AV Technology, and Communication			
UNK	<p>Applied Computer Science (BS)</p> <p>Computer Information Systems Comprehensive (BS)</p> <p>Computer Science Comprehensive (BS)</p> <p>Geography Spatial/GIS Option (BS)</p> <p>Multimedia (BA/BS)</p> <p>Software Quality Assurance (Undergraduate Certificate)</p> <p>Visual Communications and Design (BFA)</p>		<p>Business Intelligence (Undergraduate Certificate)</p>
UNL	<p>Agricultural & Environmental Sciences Communication (BS)</p> <p>Art History (MA)</p> <p>Communication Studies (BA/BS/MA/PhD)</p> <p>Computer Science (BA/BS/MA/PhD)</p> <p>Emerging Media Arts (BFA)</p> <p>Film Studies (BA/BS)</p> <p>Graphic Design (BA/BFA)</p> <p>Integrated Science (BS)</p> <p>Quilt Studies (Graduate Certificate)</p> <p>Software Engineering (BS)</p> <p>Sports Media and Communication (Bachelor of Journalism)</p> <p>Teaching of Writing (Graduate Certificate)</p>		<p>Financial Communications (Graduate Certificate)</p>

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Communication and Information Systems			
Arts, AV Technology, and Communication (continued)			
UNO	Art, Multidisciplinary Studies concentration (BMS) Art History (BAAH) Communication (BMS/MA) Communication Studies (BAC/BSC) Computer Science (MS) Critical and Creative Thinking (MA) Journalism and Media Communication (BAC/BSC) Kodaly (Graduate Certificate) Studio Art (BASA/BFA) Technical Communication (Graduate Certificate)		Communication (Graduate Certificate) Intermedia (MFA/Graduate Certificate) IT Innovation (MS)

	Academic Programs	Related Programs	Programs Under Development
Communication and Information Systems			
Information Services			
UNK	Business Administration, Emphasis Management Information Systems (BS) Computer Information Systems Comprehensive (BS) Computer Science Comprehensive (BS) Cyber Security Operations (BS) Geography Spatial/GIS Option (BS) Software Quality Assurance (Undergraduate Certificate) Telecommunications Management (BS)		Business Intelligence (Undergraduate Certificate)
UNL	Agricultural and Biological Systems Engineering (MS) Agricultural Engineering (BS) Biological Engineering (PhD) Biological Systems Engineering (BS) Computer Engineering (BS) Computer Science (BS/MS/PhD) Computer Science and Management (J.D. Edwards Honors Program) Cyber and Cyber Security Law (Executive Certificate) Cyber and Telecommunications Law (Executive Certificate) Electronics Engineering (BS) Emerging Media Arts (BFA) Engineering Management (Graduate Certificate) Engineering Management (MEM) Integrated Science (BS) Management (BS) Management Information Systems (MA) Mechanized Systems Management (BS/MS) Natural Resource Sciences (MS/PhD) Software Engineering (BS) Space Law (JSD-SL/Executive Certificate) Sports Media and Communication (Bachelor of Journalism) Statistics (MS/PhD)		Financial Communications (Graduate Certificate)
UNO	Communication Studies (BA/BS) Computer Science (BS/BMS/MS) Computer Science-Artificial Intelligence (Graduate Certificate) Computer Science-Communications Network (Graduate Certificate) Computer Science Education (MS/Graduate Certificate) Computer Science-Software Engineering (Graduate Certificate) Computer Science-Systems and Architecture (Graduate Certificate) Critical and Creative Thinking (MA) Cybersecurity (BS/MS) Data Analytics (Graduate Certificate) Data Management (Undergraduate Certificate)	Center for Urban Sustainability Geographic Information Systems Nebraska University Center for Information Assurance	Communication (Graduate Certificate) Data Science (MS) Intermedia (MFA/Graduate Certificate) IT Innovation (MS) STEM TRAIL Center

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Communication and Information Systems			
Information Services (continued)			
UNO (continued)			
	Information Technology (Executive MS) Information Technology Administration (Undergraduate Certificate) International Studies (BA) IT Innovation (BS) Library Media (BSED) Library Science, Multidisciplinary Studies concentration (BMS) Management Information Systems (BMS/BS) MIS-Information Assurance (Graduate Certificate) MIS-Project Management (Graduate Certificate) MIS-Systems Analysis and Design (Graduate Certificate) Systems Development (Undergraduate Certificate)		

Communication and Information Systems			
Information Technology			
UNK			
	Applied Computer Science (BS) Computer Information Systems (BS) Computer Science Comprehensive (BS) Geography Spatial/GIS Option (BS) Software Quality Assurance (Undergraduate Certificate)		
UNL			
	Agricultural and Biological Systems Engineering (MS) Agricultural and Environmental Sciences Communication (BS) Agricultural Engineering (BS) Agronomy (MS/PhD) Animal Science (MS/PhD) Applied Science (BS/MAS) Biochemistry (BS/MS/PhD) Biological Engineering (PhD) Biological Systems Engineering (BS) Complex Biosystems (Interdisciplinary PhD) Computer Engineering (BS/MS) Computer Science (BA/BS/MA/PhD) Computer Science and Management (J.D. Edwards Honors Program) Emerging Media Arts (BFA) Food Science and Technology (MS/PhD) Integrated Science (BS) Mechanized Systems Management (BS/MS) Natural Resource Sciences (MS/PhD) Software Engineering (BS) Telecommunications Engineering (MS)		Computer Engineering (PhD)
UNMC			
	Biomedical Informatics (MS/PhD) (with UNO) IT Innovation (BS at UNO) and Public Health (MPH at UNMC) (Integrated Degree Program)	Consumer Health Information Programs for Nebraskans iCaRe2 (Integrated Cancer Data Repository in the Fred and Pamela Buffett Cancer Center) Interprofessional Experiential Center for Enduring Learning (with UNO, UNL, UNK, and Nebraska Medicine) Robotics Initiatives Simulation Center UNeTecH: <i>Nebraska's Biomedical Technology Institute</i> (formerly Nebraska Advanced Biomedical Technology Innovation and Discovery Institute) (with UNO)	

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Communication and Information Systems			
Information Technology (continued)			
UNO	Bioinformatics (BS) Biomechanics (BS) Biomechanics (MS) Biomedical Informatics (MS/PhD) (with UNMC) Computer Science (BS/BMS/MS) Computer Science Education (MS/Graduate Certificate) Cybersecurity (BS/MS) Information Technology (BMS/MS/PhD) Information Technology (Executive MS) Information Technology Administration (Undergraduate Certificate) IT Innovation (BS at UNO) and Public Health (MPH at UNMC) (Integrated Degree Program) Management Information Systems (BMS/BS/MS)	Center for Research in Human Movement Variability UNeTech: <i>Nebraska's Biomedical Technology Institute</i> (formerly Nebraska Advanced Biomedical Technology Innovation and Discovery Institute) (with UNMC)	Data Science (MS) IT Innovation (MS) STEM TRAIL Center

Communication and Information Systems			
Software			
UNK	Applied Computer Science (BS) Computer Information Systems Comprehensive (BS) Computer Science Comprehensive (BS) Geography Spatial/GIS Option (BS) Software Quality Assurance (Undergraduate Certificate)		
UNL	Agricultural and Biological Systems Engineering (MS) Agricultural Engineering (BS) Biological Engineering (PhD) Biological Systems Engineering (BS) Communication Studies (BA/BS/PhD) Computer Engineering (BS/MS) Computer Science (BA/BS/MA/PhD) Emerging Media Arts (BFA) Management (Management Information Systems) (BS) Mechanized Systems Management (BS/MS) Software Engineering (BS) Statistics (MS/PhD)		Computer Engineering (PhD) Financial Communications (Graduate Certificate)
UNO	Computer Science (BMS/BS/MS) Computer Science Education (MS/Graduate Certificate) Information Technology (Executive MS) Management Information Systems (BMS/BS/MS)		Data Science (MS) IT Innovation (MS) STEM TRAIL Center

Communication and Information Systems			
Transportation, Distribution, Warehousing, and Logistics			
UNK	Aviation Systems Management (BS) Business Administration, Supply Chain Management Emphasis (BS) Geography Spatial/GIS Option (BS) Industrial Distribution (BS) Supply Chain Management (Undergraduate Certificate)		

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Communication and Information Systems			
Transportation, Distribution, Warehousing, and Logistics (continued)			
UNL	Agricultural and Biological Systems Engineering (MS) Agricultural Engineering (BS) Biological Engineering (PhD) Biological Systems Engineering (BS) Engineering Management (Graduate Certificate) Engineering Management (MEM) Manufacturing Engineering (MS) Mechanized Systems Management (BS/MS) Supply Chain Management Systems (Graduate Certificate)		Financial Communications (Graduate Certificate)
UNO	Aviation (BMS/BS) Public Administration (MPA)		Data Science (MS) Supply Chain Management (Graduate Certificate)

Environmental and Agricultural Systems

Animal Systems			
UNL	Agricultural and Biological Systems Engineering (MS) Agricultural and Environmental Sciences Communication (BS) Agricultural Engineering (BS) Animal Science (BS/MS/PhD) Applied Science (BS/MAS) Biochemistry (BS/MS/PhD) Biological Engineering (PhD) Biological Sciences (BS/MS/PhD) Biological Systems Engineering (BS) Complex Biosystems (Interdisciplinary PhD) Entomology (MS/PhD) Environmental Restoration Science (BS) Fisheries and Wildlife (BS) Food Safety and Defense (Graduate Certificate) Food Science and Technology (MS/PhD) Food Technology for Companion Animals (BS) Grassland Ecology and Management (BS) Grassland Management (Graduate Certificate) Grazing Livestock Systems (BS) Integrated Science (BS) Insect Science (BS) Integrative Biomedical Sciences (PhD) Mechanized System Management (BS/MS) Microbiology (BS) Natural Resource Sciences (MS/PhD) Natural Resources and Environmental Economics (BS) Nebraska Beef Industry Scholars (Undergraduate Certificate) Veterinary Medicine (DVM cooperative program with Iowa State University) Veterinary Science (BS) Veterinary Technology (BS) Water Science (BS)	Nebraska Food for Health Center	Rural Economic and Community Vitality (Graduate Certificate)
NCTA	Agricultural Production Systems (AAS/AS/Undergraduate Certificate) Agriculture (Undergraduate Certificate) Animal Health Care (Undergraduate Certificate) Equine Training Management (Undergraduate Certificate) Veterinary Technology Systems (AAS/AS)		Feedlot Operations (Undergraduate Certificate)

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Environmental and Agricultural Systems			
Agriculture, Food, Natural Resources			
UNK			
	Biology (MS) Biology, Wildlife Emphasis (BS) Chemistry Comprehensive, Environmental/Ag (BS) Geography Spatial/GIS Option (BS) Geography, Environmental Emphasis (BS)		
UNL			
	Agricultural and Biological Systems Engineering (MS) Agricultural and Environmental Sciences Communication (BS) Agricultural Engineering (BS) Agronomy (BS/MS/PhD) Animal Science (BS/MS/PhD) Applied Climate Science (BS) Applied Science (BS/MAS) Biochemistry (BS/MS/PhD) Biological Engineering (PhD) Biological Sciences (BS/MS/PhD) Biological Systems Engineering (BS) Complex Biosystems (Interdisciplinary PhD) Entomology (MS/PhD) Environmental Restoration Science (BS) Environmental Studies (BA/BS) Environmental Studies (BS at UNL) and Public Health (MPH at UNMC) with a concentration in Environmental and Occupational Health (Collaborative Undergraduate and Professional Degree) Fisheries and Wildlife (BS) Food Safety and Defense (Graduate Certificate) Food Science (BS/MS/PhD) Food Technology for Companion Animals (BS) Grassland Ecology and Management (BS) Grassland Management (Graduate Certificate) Grazing Livestock Systems (BS) Horticulture (BS/MS) Insect Science (BS) Integrated Science (BS) Mechanized Systems Management (BS/MS) Meteorology and Climatology (BS) Microbiology (BS) Natural Resource Sciences (MS/PhD) Natural Resources and Environmental Economics (BS) Nebraska Beef Industry Scholars (Undergraduate Certificate) Plant Biology (BS) Plant Health (Doctor) Toxicology (PhD) (Joint with UNMC) Turfgrass and Landscape Management (BS) Veterinary Medicine (DVM cooperative program with Iowa State University) Veterinary Science (BS) Veterinary Technology (BS) Water Science (BS)	Nebraska Food for Health Center	Regional and Community Forestry (BS) Rural Economic and Community Vitality (Graduate Certificate)
UNMC			
		Center for Environmental Toxicology Center for Human Nutrition Central States Center for Agricultural Safety and Health	
UNO			
	Biology (BA/BS/BMS) Environmental Studies, Multidisciplinary Studies concentration (BMS) Sustainability, Multidisciplinary Studies concentration (BMS)		Medical Humanities (BA/BS) STEM TRAIL Center Translational Biology (PhD)

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Environmental and Agricultural Systems			
Agriculture, Food, Natural Resources (continued)			
NCTA			
	Agricultural Production Systems (AAS/AS/Undergraduate Certificate) Agriculture (Undergraduate Certificate)		

Environmental and Agricultural Systems			
Agribusiness			
UNK			
	Agribusiness (BS) Biology (BS) Chemistry, Environmental/Ag Emphasis (BS) Geography, Environmental Emphasis (BS) Geography, Spatial/GIS Emphasis (BS)		
UNL			
	Advanced Horticulture (Graduate Certificate) Agribusiness (BS/MS/MBA) Agricultural Economics (BS/MS/PhD) Agricultural Education (BS) Agricultural Engineering (BS) Agronomy (BS/MS) Agronomy and Horticulture (PhD) Animal Science (BS/MS/PhD) Applied Climate Science (BS) Applied Science (BS/MAS) Biochemistry (BS/MS/PhD) Biological Engineering (PhD) Biological Systems Engineering (BS/MS) Complex Biosystems (Interdisciplinary PhD) Entomology (MS/PhD) Environmental Restoration Science (BS) Environmental Studies (BA/BS) Environmental Studies (BS at UNL) and Public Health (MPH at UNMC) with a concentration in Environmental and Occupational Health (Collaborative Undergraduate and Professional Degree) Fisheries and Wildlife (BS) Floriculture and Nursery Production (Graduate Certificate) Food Safety and Defense (Graduate Certificate) Food Science (MS/PhD) Food Science and Technology (BS) Food Technology for Companion Animals (BS) Grassland Ecology and Management (BS) Grassland Management (Graduate Certificate) Grazing Livestock Systems (BS) Horticulture (MS) Hospitality, Restaurant, and Tourism Management (BA) Human Sciences (PhD/ED) Human Sciences (Leadership Studies specialization) (PhD) Insect Science (BS) Integrated Science (BS) Integrative Biomedical Sciences (PhD) Landscape Architecture (BS) Leadership (Undergraduate Certificate) Leadership Education (MS) Legal Studies (Undergraduate Certificate) Marketing (BS) Mechanized Systems Management (BS/MS) Natural Resource Sciences (MS/PhD) Natural Resources and Environmental Economics (BS)	Nebraska Food for Health Center	Rural Economic and Community Vitality (Graduate Certificate)

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Environmental and Agricultural Systems			
Agribusiness (continued)			
UNL (continued)			
	Nebraska Beef Industry Scholars (Undergraduate Certificate) Ornamentals, Landscape and Turf (Graduate Certificate) PGA Golf Management (BS) Plant Biology (BA/BS) Veterinary Science (BS) Veterinary Technology (BS) Water Science (BS)		
NCTA			
	Agribusiness Management Systems (AAS/AS/Undergraduate Certificate) Agricultural Chemical Application (Undergraduate Certificate) Agricultural Production Systems (AAS/AS/Undergraduate Certificate) Agricultural Welding (Undergraduate Certificate) Agriculture (Undergraduate Certificate) Animal Health Care (Undergraduate Certificate) Equine Training Management (Undergraduate Certificate) Irrigation Technology (Undergraduate Certificate)		Feedlot Operations (Undergraduate Certificate)

Environmental and Agricultural Systems			
Environmental Service Systems			
UNL			
	Agricultural and Biological Systems Engineering (MS) Agricultural and Environmental Sciences Communication (BS) Agricultural Economics (MS/PhD) Agricultural Engineering (BS) Agronomy (BS/MS) Agronomy and Horticulture (PhD) Animal Science (MS) Applied Climate Science (BS) Applied Science (BS/MAS) Advanced Horticulture (Graduate Certificate) Biological Engineering (PhD) Biological Sciences (BS/MS/PhD) Biological Systems Engineering (BS) Complex Biosystems (Interdisciplinary PhD) Entomology (MS/PhD) Environmental Restoration Science (BS) Environmental Studies (BA/BS) Environmental Studies (BS at UNL) and Public Health (MPH at UNMC) with a concentration in Environmental and Occupational Health (Collaborative Undergraduate and Professional Degree) Fisheries and Wildlife (BS) Floriculture and Nursery Production (Graduate Certificate) Grassland Ecology and Management (BS) Grassland Management (Graduate Certificate) Grazing Livestock Systems (BS) Horticulture (MS) Insect Science (BS) Integrated Science (BS) Landscape Architecture (BS) Mechanized Systems Management (BS/MS) Natural Resource Sciences (MS/PhD) Natural Resources and Environmental Economics (BS) Ornamentals, Landscape and Turf (Graduate Certificate) Plant Health (Doctor) Water Science (BS)		Regional and Community Forestry (BS) Rural Economic and Community Vitality (Graduate Certificate)

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Environmental and Agricultural Systems			
Environmental Service Systems (continued)			
NCTA	Agricultural Chemical Application (Undergraduate Certificate) Agricultural Welding (Undergraduate Certificate) Agriculture (Undergraduate Certificate) Animal Health Care (Undergraduate Certificate) Equine Training Management (Undergraduate Certificate) Irrigation Technology (Undergraduate Certificate)		Feedlot Operations (Undergraduate Certificate)

Environmental and Agricultural Systems			
Food Production and Processing Systems			
UNL	Agricultural and Biological Systems Engineering (MS) Agricultural Engineering (BS) Agronomy (BS/MS/PhD) Animal Science (BS/MS/PhD) Applied Climate Science (BS) Applied Science (BS/MAS) Biochemistry (BS/MS/PhD) Biological Engineering (PhD) Biological Systems Engineering (BS) Complex Biosystems (Interdisciplinary PhD) Food Science (MS/PhD) Food Science and Technology (BS) Food Technology for Companion Animals (BS) Integrated Science (BS) Mechanized Systems Management (BS/MS) Microbiology (BS) Nebraska Beef Industry Scholars (Undergraduate Certificate)	Nebraska Food for Health Center	Rural Economic and Community Vitality (Graduate Certificate)
NCTA	Agriculture (Undergraduate Certificate) Meat Culinology (Undergraduate Certificate)		

Environmental and Agricultural Systems			
Natural Resources Systems			
UNL	Advanced Horticulture (Graduate Certificate) Agricultural and Environmental Sciences Communication (BS) Agricultural Economics (MS/PhD) Agronomy (BS/MS) Agronomy and Horticulture (PhD) Animal Science (BS/MS/PhD) Applied Climate Science (BS) Applied Science (BS/MAS) Biological Engineering (PhD) Biological Sciences (BS/MS/PhD) Complex Biosystems (Interdisciplinary PhD) Entomology (MS/PhD) Environmental Restoration Science (BS) Environmental Studies (BA/BS) Environmental Studies (BS at UNL) and Public Health (MPH at UNMC) with a concentration in Environmental and Occupational Health (Collaborative Undergraduate and Professional Degree) Fisheries and Wildlife (BS) Floriculture and Nursery Production (Graduate Certificate) Grassland Ecology and Management (BS) Grassland Management (Graduate Certificate) Grazing Livestock Systems (BS)		Regional and Community Forestry (BS) Rural Economic and Community Vitality (Graduate Certificate)

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Environmental and Agricultural Systems			
Natural Resources Systems (continued)			
UNL (continued)	Horticulture (MS) Insect Science (BS) Integrated Science (BS) Meteorology and Climatology (BS) Natural Resource Sciences (MS/PhD) Natural Resources and Environmental Economics (BS) Ornamentals, Landscape and Turf (Graduate Certificate) Turfgrass and Landscape Management (BS)+D1192 Water Science (BS)		
NCTA	Agricultural Chemical Application (Undergraduate Certificate) Agriculture (Undergraduate Certificate) Animal Health Care (Undergraduate Certificate) Equine Training Management (Undergraduate Certificate) Irrigation Technology (Undergraduate Certificate)		Feedlot Operations (Undergraduate Certificate)

Environmental and Agricultural Systems			
Plant Systems			
UNL	Advanced Horticulture (Graduate Certificate) Agricultural and Biological Systems Engineering (MS) Agricultural Engineering (BS) Agronomy (BS/MS) Agronomy and Horticulture (PhD) Applied Climate Science (BS) Applied Science (BS/MAS) Biological Engineering (PhD) Biological Sciences (BS/MS/PhD) Biological Systems Engineering (BS) Complex Biosystems (Interdisciplinary PhD) Entomology (MS/PhD) Environmental Restoration Science (BS) Fisheries and Wildlife (BS) Floriculture and Nursery Production (Graduate Certificate) Food Science (MS/PhD) Food Science and Technology (BS) Grassland Ecology and Management (BS) Grassland Management (Graduate Certificate) Grazing Livestock Systems (BS) Horticulture (BS/MS) Insect Science (BS) Landscape Architecture (BS) Mechanized Systems Engineering (BS/MS) Natural Resource Sciences (MS/PhD) Natural Resources and Environmental Economics (BS) Ornamentals, Landscape and Turf (Graduate Certificate) Plant Biology (BA/BS) Plant Health (Doctor) Water Science (BS)	Nebraska Food for Health Center	Regional and Community Forestry (BS)
NCTA	Agricultural Chemical Application (Undergraduate Certificate) Agricultural Production Systems (AAS/AS/Undergraduate Certificate) Agriculture (Undergraduate Certificate) Irrigation Technology (Undergraduate Certificate)		

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Environmental and Agricultural Systems			
Power, Structural, and Technical Systems			
UNL	Agricultural and Biological Systems Engineering (MS) Agricultural Engineering (BS) Biological Engineering (PhD) Biological Systems Engineering (BS) Mechanized Systems Management (BS/MS) Mixed Methods Research (Graduate Certificate) Survey Research and Methodology (Graduate Certificate)		
NCTA	Agricultural Welding (Undergraduate Certificate) Agriculture (Undergraduate Certificate)		

Environmental and Agricultural Systems			
Biotechnology			
UNK	Biology (BS) Chemistry Comprehensive (BS) Molecular Biology Comprehensive (BS)		
UNL	Agricultural and Biological Systems Engineering (MS) Agronomy (BS/MS/PhD) Animal Science (BS/MS/PhD) Applied Science (BS/MAS) Biochemistry (BS/MS/PhD) Biological Engineering (PhD) Biological Sciences (BS/MS/PhD) Complex Biosystems (Interdisciplinary PhD) Entomology (MS/PhD) Food Science (MS/PhD) Food Science and Technology (BS) Insect Science (BS) Integrated Science (BS) Microbiology (BS) Nutrition, Non-coding RNAs and Extracellular Vesicles (Graduate Certificate)	Nebraska Food for Health Center	Rural Economic and Community Vitality (Graduate Certificate)
UNMC	Biomedical Informatics (Joint MS/PhD with UNO) Molecular and Biomedical Biology (BS) (Co-operative with UNO)	Center for Cellular Signaling Center for Drug Delivery and Nanomedicine Fred and Pamela Buffett Cancer Center	
UNO	Bioinformatics (BS) Biomechanics (BS) Biomechanics (MS) Biomedical Informatics (Joint MS/PhD with UNMC) Biomedical Science (Graduate Certificate) Exercise Science (PhD) Molecular and Biomedical Biology (BS) (Co-operative with UNMC)	Center for Research in Human Movement Variability	STEM TRAIL Center

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Environmental and Agricultural Systems			
Processed Foods			
UNK			
	Chemistry (BA/BS)		
UNL			
	Agricultural and Biological Systems Engineering (MS) Agricultural Engineering (BS) Agronomy (BS/MS/PhD) Animal Science (BS/MS/PhD) Biochemistry (BS/MS/PhD) Biological Engineering (PhD) Biological Systems Engineering (BS) Complex Biosystems (Interdisciplinary PhD) Food Science (MS/PhD) Food Science and Technology (BS) Microbiology (BS)	Nebraska Food for Health Center	Rural Economic and Community Vitality (Graduate Certificate)
NCTA			
	Agriculture (Undergraduate Certificate)		

Health Sciences			
Biopharmaceuticals			
UNK			
	Professional Chemistry and Molecular Biology (BS)		
UNL			
	Agricultural and Biological Systems Engineering (MS) Biochemistry (BS/MS/PhD) Biological Engineering (PhD) Biological Sciences (BA/BS/MA/PhD) Biological Systems Engineering (BS) Chemical and Biomolecular Engineering (BS/MS/PhD) Chemistry (BA/BS/MA/PhD) Microbiology (BS)		
UNMC			
	Nanomedicine for Diagnosis and Therapy (Graduate Certificate) Pharmaceutical Sciences (MS/PhD)	Center for Drug Delivery and Nanomedicine Center for Neurodegenerative Disorders Fred and Pamela Buffett Cancer Center Nebraska Center for Substance Abuse Research	
UNO			
	Chemistry (BA/BS/BMS)		

Health Sciences			
Health Care			
UNK			
	Alcohol and Drug Counseling (Graduate Certificate) Applied Health Sciences (BS) Athletic Training (Masters) Biology (BS) Chemistry (BA/BS) Clinical Mental Health Counseling (MSEd) Counseling (EdS) Early Childhood Family Advocate (Undergraduate Certificate) Exercise Science (BS) Health Sciences (BS) Long-Term Care Management (MS) Psychology, Psychobiology option (BA/BS) Respiratory Therapy Comprehensive (BS) School Counseling - Elementary (MSEd)		

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Health Sciences			
Health Care (continued)			
	UNK (continued)		
	School Counseling - Secondary (MSEd) School Counseling - Student Affairs (MSEd) School Psychology (EdS) Sociology, Community Emphasis (BS) Speech-Language Pathology (MSEd)		
	UNL		
	Audiology (Doctor) Autism Spectrum Disorders and Severe Disabilities (Graduate Certificate) Behavior Specialist (Graduate Certificate) Communication Sciences and Disorders (BS) Complex Biosystems (Interdisciplinary PhD) Early Childhood Special Education (Graduate Certificate) Food Safety and Defense (Graduate Certificate) Intellectual, Sensory and Developmental Disabilities (Graduate Certificate) Juris Doctorate (at UNL) and Public Health (MPH at UNMC) (Dual Degree Program) Nutrition, Non-coding RNAs and Extracellular Vesicles (Graduate Certificate) Sensory Disabilities (Graduate Certificate) Speech Language Pathology (MS) Transdisciplinary Childhood Obesity Prevention (Graduate Certificate)	Center for Brain, Biology and Behavior Nebraska Internship Consortium in Professional Psychology (joint with UNMC)	Nursing (MSN at UNMC) and Business Administration (MBA at UNL) (Dual Degree Program) PhD/MLS (Joint Degree between UNMC's Office of Graduate Studies and UNL's College of Law)
	UNMC		
	All Academic Programs in the College of Allied Health Professions (BSRT, BSCLS, DPT, MPA, MPS, MMN, MHPPT, MGC and Post-Baccalaureate Certificates in Health Professions Teaching and Technology; Cytotechnology; Cardiovascular Interventional Technology; Magnetic Resonance Imaging; Radiation Therapy; and Sonography) All Academic Programs in the College of Dentistry (BS, DDS, MS, PhD, and Professional Certificates in: Endodontics; General Practice Residency; Orthodontics and Dentofacial Orthopedics; Pediatric Dentistry; Periodontics; and Advanced Education in General Dentistry (MS and PhD are in the Medical Sciences; Interdepartmental Area [MSIA] Program) All Academic Programs in the College of Medicine (BS, MD, and Post Master Certificates in Medical Family Therapy and Radiation Oncology) All Academic Programs in the College of Nursing (BSN, MSN, PhD, DNP, and Post Master Certificate in: Nurse Leader/Executive; Adult Gerontology Acute Care NP; Adult Gerontology Primary Care NP; Adult Gerontology CNS; Family NP; Pediatric Primary Care NP; and Womens Health NP) All Academic Programs in the College of Pharmacy (Pharm D); Pharmaceutical Sciences Graduate (PhD, MD/PhD, MS) ;and Nebraska Pharmacy Technician Certification All Academic Programs in the College of Public Health (MPH, PhD, and Post-Baccalaureate Certificates in: Infectious Disease Epidemiology; Emergency Preparedness; Public Health; Community Oriented Primary Care; and Maternal and Child Health) Advanced Education in General Dentistry (Professional Certificate) Applied Behavioral Analysis (with UNO) (Graduate Certificate) Applied Behavior Analysis (with UNO) (MS) Applied Biostatistics (Professional Certificate) Biochemistry and Molecular Biology (MS)	Center for Excellence in Pancreatic Cancer Center for Health Policy Center for Patient, Family, and Community Engagement in Chronic Care Management Center for Reducing Health Disparities Child Health Research Institute Clinical Genetics Fellowship Program Fred and Pamela Buffett Cancer Center Frederick F. Paustian Center for Inflammatory Bowel Disease Global Center for Health Security Interprofessional Experiential Center for Enduring Learning (with UNO, UNL, UNK, and Nebraska Medicine) International Studies Program Leadership Education in Neurodevelopmental Disabilities Nebraska Internship Consortium in Professional Psychology (joint with UNL) Summer Health Professions Education Program University Center for Excellence in Developmental Disabilities Youth Enjoy Science Program	Enhanced Perioperative Care (Interprofessional MS) Healthcare Delivery Sciences (MHDS) Health Informatics (Post-Baccalaureate Certificate) Laboratory Forensics (Masters) Nursing (MSN at UNMC) and Business Administration (MBA at UNL) (Dual Degree Program) Perfusion Science (MPS at UNMC) and Business Administration (MBA at UNO) (Dual Degree Program) PhD/MLS (Joint Degree between UNMC's Office of Graduate Studies and UNL's College of Law) Physical Therapy (DPT at UNMC) and Business Administration (MBA at UNO) (Dual Degree Program) Physician Assistant Studies (MPAS at UNMC) and Business Administration (MBA at UNO) (Dual Degree Program) Public Health Leadership and Practice (DrPH) Quality Improvement (Post-Baccalaureate Certificate)

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Health Sciences			
Health Care (continued)			
	UNMC (continued) Biomedical Sciences (Interdisciplinary Graduate Program granting one PhD with six sub-programs: Integrative Physiology and Molecular Medicine; Immunology, Pathology and Infectious Disease; Biochemistry and Molecular Biology; Molecular Genetics and Cell Biology; Cancer Research; and Neuroscience) Biomedical Informatics (MS) Biostatistics (PhD/MPH with concentration in Biostatistics) Business Administration (MBA at UNO) and Pharmacy (PharmD at UNMC) (Dual Degree Program) Business Administration (MBA at UNO) and Public Health (MPA at UNMC) (Dual Degree Program) Cancer Research (MS) Dental Hygiene (BS) Emergency Management (MS) Emergency Preparedness (MS) Environmental and Occupational Health (MPH with concentration in Environmental and Occupational Health) Environmental Health, Occupational Health, and Toxicology (PhD) Environmental Studies (BS at UNL) and Public Health (MPH at UNMC) with a concentration in Environmental and Occupational Health (Collaborative Undergraduate and Professional Degree) Epidemiology (PhD/MPH with concentration in Epidemiology) Family Medical Therapy (Post-Baccalaureate Certificate) (with UNL) Genetic Counseling (Masters) Health Administration (MHA) Health Promotion (MPH with concentration in Health Promotion) Health Promotion and Disease Prevention Research (PhD) Health Services Research, Administration and Policy (PhD) Immunology, Pathology and Infectious Disease (MS) Intellectual, Sensory and Developmental Disabilities (Graduate Certificate) IT Innovation (BS at UNO) and Public Health (MPH at UNMC) (Integrated Degree Program) Juris Doctorate (at UNL) and Public Health (MPH at UNMC) (Dual Degree Program) Maternal and Child Health (MPH with concentration in Maternal and Child Health) Medical Anatomy (MS) Medical Imaging and Therapeutic Sciences (BS) Medical Laboratory Science (BS) Medical Nutrition (Masters) Medical Sciences Interdepartmental Area (MS/PhD) Medicine/Public Health (MD-MPH) Molecular Genetics and Cell Biology (MS) Nursing (MSN at UNMC) and Business Administration (MBA at UNO) (Dual Degree Program) Nursing Practice (Doctorate) Occupational Therapy (Doctorate) Pharmaceutical Sciences (MS/PhD) Physician Assistant Studies/Public Health (MPAS/MPH) Psychology (Applied Behavioral Analysis concentration with UNO) (MS) Public Health Administration and Policy (MPH) Social Work (MSW at UNO) and Public Health (MPH at UNMC) (Dual Degree Program) Special Education (Applied Behavior Analysis concentration) (Joint MS with UNO)		

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Health Sciences			
Health Care (continued)			
UNO	Applied Behavioral Analysis (with UNMC) (Graduate Certificate) Applied Behavioral Analysis (with UNMC) (MS) Athletic Training (MA) Biomechanics (MS) Business Administration (MBA at UNO) and Pharmacy (PharmD at UNMC) (Dual Degree Program) Business Administration (MBA at UNO) and Public Health (MPA at UNMC) (Dual Degree Program) Business Administration (MBA) Business for Bioscientists (Graduate Certificate) Business in Health Administration (Graduate Certificate) Exercise Science (PhD) Neuroscience (BS) Nursing (MSN at UNMC) and Business Administration (MBA at UNO) (Dual Degree Program) Psychology (Applied Behavioral Analysis concentration with UNMC) (MS) Public Administration (MPA) Social Work (MSW at UNO) and Public Health (MPH at UNMC) (Dual Degree Program) Sociology (MA) Special Education (Applied Behavior Analysis concentration with UNMC) (MS) Special Education (Behavioral Disorders, Early Childhood Deaf/Hard of Hearing, Mild/Moderate Disabilities, Resource Teaching and Learning Disabilities) (MS) Speech-Language Pathology (MS)		Medical Humanities (BA/BS)

Health Sciences			
Medical Devices			
UNK	Chemistry (BS) Medical Technology Comprehensive (BS)		
UNL	Agricultural and Biological Systems Engineering (MS) Biological Engineering (PhD) Biological Systems Engineering (Biomedical Engineering emphasis) (BS) Engineering (Biomedical Engineering specialization) (PhD) Integrative Biomedical Sciences (PhD)		
UNMC		Robotics Initiatives	

Human Sciences			
Education, Social Services			
UNK	Alcohol and Drug Counseling (Graduate Certificate) Biology 7-12 Teaching Field Endorsement (BSEd) Chemistry 7-12 Teaching Field Endorsement (BSEd) Counseling and School Psychology (EdS) Curriculum and Instruction, Reading K-12, Special Education (MAEd) Early Childhood and Family Advocacy (BS) Early Childhood Family Advocate (Undergraduate Certificate) Early Childhood Unified Endorsement (BA) Educational Administration (joint EdD with UNL) Exercise Science, General Physical Education with Specialization in Sports Administration or Recreation and Leisure (MAEd) Family Studies (BS)		

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Human Sciences			
Education, Social Services (continued)			
	UNK (continued) Geography 7-12 Teaching Subject Endorsement (BAEd) Geography Spatial/GIS Option (BS) Geography Teaching Subject Endorsement (BSEd) History 7-12 Teaching Subject Endorsement (BAEd) Instructional Technology (MA) Mathematics 7-12 Teaching Field Endorsement (BSEd) Mathematics 7-12 Teaching Subject Endorsement (BSEd) Music Education K-12 (BM) Physical Education (Specializations in Pedagogy or Special Populations) (Master Teacher) Physical Science 7-12 Teaching Endorsement (BAEd) Physics 7-12 Teaching Subject Endorsement (BSEd) Political Science 7-12 Teaching Endorsement (BAEd) Psychology (BA/BS) Psychology 7-12 Teaching Subject Endorsement (BSEd) School Counseling Elementary, Secondary, and Student Affairs Community Counseling (MSEd) School Principalship K-6, 7-12, Supervisor of Academic Area, Supervisor of Special Education (MAEd) School Superintendent (EdS) Social Science 7-12 Teaching Endorsement (BAEd) Social Work (BS) Sociology (BS) Special Education K-12 Teaching (BAE) Speech-Language Pathology (MSEd)		
	UNL Agricultural Education (BS) Applied Science (BS/MAS) Autism Spectrum Disorders and Severe Disabilities (Graduate Certificate) Behavior Specialist (Graduate Certificate) Child Development/Early Childhood (BS) Early Childhood Education (BS) Early Childhood Special Education (Graduate Certificate) Early Literacy (Graduate Certificate) Education and Human Sciences with a major Special Education (BS) Educational Administration (joint EdD with UNK) Educational Administration (K-12 principalship) (MEd) Educational Administration with a focus Higher Education, Student Affairs, or Athletic Administration (MA/MEd) Educational Psychology (Specializations in Cognition, Learning, and Development; Qualitative and Quantitative Psychometric Methods; and Counseling Psychology) (MA) Educational Psychology with a specialization School Psychology (MA/EdS) Educational Studies with a specialization in Educational Leadership Higher Education (EdD/PhD) Educational Studies with a specialization Teaching Learning and Curriculum (EdD/PhD) Elementary Education (K-6) (BS) Family and Consumer Science Education (BS) Family and Consumer Sciences with a specialization in Youth Development (MS) Family and Consumer Sciences with an option Marriage and Family Therapy (MS/PhD) Family Sciences (BS) Financial and Housing Counseling (Graduate Certificate) Forensic Science (BS)		Educational Technology Leadership (Graduate Certificate) Social Justice and Diversity in Education (Graduate Certificate)

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Human Sciences			
Education, Social Services (continued)			
UNL (continued)	Human Sciences (PhD/ED) Human Sciences (Leadership Studies specialization) (PhD) Human Sciences specializations in Child, Youth and Family Studies and Gerontology (cooperative PhD program between UNL and UNO) Insect Biology for Educators (Graduate Certificate) Intellectual, Sensory and Developmental Disabilities (Graduate Certificate) Juris Doctorate (UNL) and Gerontology (Graduate Certificate at UNO) (Joint Program) Juris Doctorate (UNL) and Social Gerontology (MA at UNO) (Joint Program) K-12 Superintendents (Certificate Program) K-3 Mathematics Specialist (Graduate Certificate) Leadership Education (MS) Legal Studies (MLS at UNL) and Social Gerontology (MA at UNO) (Joint Program) Middle Level Education (BS) Music (PhD) Music Education (BME/MM) Music Entrepreneurship (Graduate Certificate) Psychological Studies Education (Specializations in School Psychology; Cognition, Learning and Development; Qualitative and Quantitative Psychometric Methods, Counseling Psychology) (PhD) Response to Intervention: Reading (Graduate Certificate) Secondary Education (and teaching endorsements various areas) (BS) Sensory Disabilities (Graduate Certificate) Teaching English to Speakers of Other Languages (Graduate Certificate) Teaching, Learning, and Teacher Education (MA/MEd) Transdisciplinary Childhood Obesity Prevention (Graduate Certificate) Youth Development (Graduate Certificate)		
UNMC	Applied Behavior Analysis (with UNO) (MS)		
UNO	Applied Behavior Analysis (with UNMC) (MS) Athletic Training (MA) Biomechanics (BS) Biomechanics (MS) Black Studies (BS/BMS) Business in Health Administration (Graduate Certificate) Computer Science Education (MS/Graduate Certificate) Counseling- (Gerontology, Student Affairs Practice in Higher Education) (MS) Counseling- Community Counseling (MS) Criminal Justice (MS) Early Childhood Inclusive (BSE) Educational Administration (EdD) Educational Administration (Educational Media and School Library Administration, K-12 School Administration) (MS) Elementary Education (BSED) Elementary Education (with various endorsements) (MS) ESL (Certification) Gender and Leadership (Undergraduate Certificate) Gerontology (BMS/BS/MA/Undergraduate Certificate) Gerontology (PhD) Health and Kinesiology (MA/MS) Health Education (BSED) Healthcare Administration, Multidisciplinary Studies concentration (BMS) History-Education Subject Endorsement (MA/MS) Human Sciences specializations in Child, Youth and Family Studies and Gerontology (cooperative PhD program between UNL and UNO)	Certification Alternatives Reaching Exceptional Students	History (Graduate Certificate) Medical Humanities (BA/BS) Native American Studies (BS) STEM TRAIL Center

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Human Sciences			
Education, Social Services (continued)			
UNO (continued)			
	Instruction in Urban Schools (Graduate Certificate) Juris Doctorate (UNL) and Gerontology (Graduate Certificate at UNO) (Joint Program) Juris Doctorate (UNL) and Social Gerontology (MA at UNO) (Joint Program) K-12 Counseling (MS) Kinesiology (BSED) Kodaly (Graduate Certificate) Legal Studies (MLS at UNL) and Social Gerontology (MA at UNO) (Joint Program) Music Education (BM/MM) Psychology (MA) School Psychology (Cert/MS/EdS) Secondary Education (with various endorsements) (MS) Secondary Education (with various teaching endorsements) (BSED) Social Work (BSW/MSW) Sociology (MA) Special Education (Applied Behavior Analysis concentration with UNMC) (MS) Special Education (with various endorsements) (MS) Tribal Management and Emergency Services (Undergraduate Certificate)		
Human Sciences			
Law, Justice, Public Safety, Security			
UNK			
	Advanced Occupational Safety Professional (Undergraduate Certificate) Criminal Justice (BA/BS) Cyber Security Operations (BS) Geography Spatial/GIS Option (BS) Occupational Safety Professional (Undergraduate Certificate) Political Science (BA/BS) Psychology (BA/BS) Public Administration (BS) Sociology (BS)		
	UNL Agronomy (BS/MS/PhD) Animal Science (BS/MS/PhD) Complex Biosystems (Interdisciplinary PhD) Cyber and Cyber Security Law (Executive Certificate) Cyber and Telecommunications Law (Executive Certificate) Environmental Studies (BS at UNL) and Public Health (MPH at UNMC) with a concentration in Environmental and Occupational Health (Collaborative Undergraduate and Professional Degree) Fisheries and Wildlife (BS) Food Safety and Defense (Graduate Certificate) Food Science (MS/PhD) Food Science and Technology (BS) Food Technology for Companion Animals (BS) Forensic Science (BS) Integrative Biomedical Sciences (PhD) Juris Doctorate Juris Doctorate (at UNL) and Public Health (MPH at UNMC) (Dual Degree Program)		

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Human Sciences			
Law, Justice, Public Safety, Security (continued)			
	UNL (continued)		
	Juris Doctorate (at UNL) and Gerontology (Graduate Certificate at UNO) (Joint Program) Juris Doctorate (at UNL) and Social Gerontology (MA at UNO) (Joint Program) Legal Studies (MLS at UNL) and Social Gerontology (MA at UNO) (Joint Program) Legal Studies (MLS) Microbiology (BS) Space and Telecommunication (Master of Laws) (LLM) Space Law (JSD-SL/Executive Certificate) Veterinary Science (BS/MS) Veterinary Technology (BS)		
	NCTA		
	Animal Health Care (Undergraduate Certificate) (formerly Veterinary Technology Systems)		
	UNMC		
	Juris Doctorate (at UNL) and Public Health (MPH at UNMC) (Dual Degree Program)	Center for Health Policy Center for Health Policy Analysis and Rural Health Research Center for Reducing Health Disparities Central States Center for Agricultural Safety and Health	
	UNO		
	Black Studies (BS/BMS) Business Administration (MBA at UNO) and Public Health (MPH at UNMC) (Dual Degree Program) Business in Health Administration (Graduate Certificate) Criminal Justice (BS/BMS) Criminal Justice (MA/MS/PhD) Emergency Management (BS) Government (Graduate Certificate) (formerly American Government) Intelligence and National Security (Graduate Certificate) Juris Doctorate (UNL) and Gerontology (Graduate Certificate at UNO) (Joint Program) Juris Doctorate (UNL) and Social Gerontology (MA at UNO) (Joint Program) Latino/Latin American Studies (BA/BMS) Managing Juvenile and Adult Populations (Graduate Certificate) Master of Legal Studies and MA in Social Gerontology (Joint Program with UNL) Nonprofit Management (Graduate Certificate) Political Science (BA/BS/BMS/MS) Public Administration (BMS/MPA) Tribal Management and Emergency Services (Undergraduate Certificate) Urban Studies (BMS/MSUS) Women's Studies (BA/BS)	Leonard and Shirley Goldstein Center for Human Rights Nebraska Center for Justice Research	Native American Studies (BS)
Human Sciences			
Hospitality/Tourism			
	UNK		
	Biology, Wildlife Emphasis (BS) Geography Spatial/GIS Option (BS) Recreation, Park and Tourism Management (Travel and Tourism option) (BS) Sociology (Emphases in Community, Globalization and Diversity) (BS)		

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Human Sciences			
Hospitality/Tourism (continued)			
UNL	Fisheries and Wildlife (BS) Grassland Ecology and Management (BS) Hospitality, Restaurant, and Tourism Management (BA) Insect Science (BS) PGA Golf Management (BS) Turfgrass and Landscape Management (BS)		
UNO	Geography - Travel and Tourism (BS) Latino/Latin American Studies (BA/BMS)		

Industrial, Manufacturing and Engineering Systems			
Architectural/Construction			
UNK	Advanced Occupational Safety Professional (Undergraduate Certificate) Construction Management (BS) Instructional Technology (MA) Interior Design (BS) Occupational Safety Professional (Undergraduate Certificate)		
UNL	Agricultural and Biological Systems Engineering (MS) Architectural Engineering (BS/MS/PhD) Architecture (M.Arch/MS) Biological Engineering (PhD) Biological Systems Engineering (BS) Civil Engineering (BS/MS/PhD) Construction Engineering and Management (MS/Graduate Certificate) Construction Management (BS) Engineering Management (Graduate Certificate) Engineering Management (MEM) Landscape Architecture (Bachelor) Mechanized Systems Management (BS/MS) Ornamentals, Landscape and Turf (Graduate Certificate) Science Design (BS)		

Industrial, Manufacturing and Engineering Systems			
S.T.E.M. (Science, Technology, Engineering, Math)			
UNK	Applied Computer Science (BS) Biology (BS) Chemistry (BS) Computer Information Systems (BS) Computer Science (BS) Geography Spatial/GIS Option (BS) Industrial Technology (BS) Industrial Technology Applied Science (BS) Mathematics (BS/BA) Physics (BS) Science/Math Education (MSEd)		
UNL	Agricultural and Biological Systems Engineering (MS) Agricultural and Environmental Sciences Communication (BS) Agricultural Engineering (BS) Agronomy (BS/MS) Agronomy and Horticulture (PhD)	Nebraska Food for Health Center	

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Industrial, Manufacturing and Engineering Systems			
S.T.E.M. (Science, Technology, Engineering, Math) (continued)			
	UNL (continued) Animal Science (BS/MS/PhD) Applied Climate Science (BS) Applied Science (BS/MAS) Architectural Engineering (BS/MS/PhD) Biochemistry (BS/MS/PhD) Biological Engineering (PhD) Biological Sciences (BA/BS/MA/PhD) Biological Systems Engineering (BS) Chemistry (BA/MS/MA/PhD) Complex Biosystems (Interdisciplinary PhD) Computer Science (BA/BS/MA/PhD) Earth and Atmospheric Sciences (MS/PhD) Entomology (MS/PhD) Environmental Restoration Science (BS) Environmental Studies (BA/BS) Environmental Studies (BS at UNL) and Public Health (MPH at UNMC) with a concentration in Environmental and Occupational Health (Collaborative Undergraduate and Professional Degree) Fisheries and Wildlife (BS) Food Safety and Defense (Graduate Certificate) Food Science (MS/PhD) Food Science and Technology (BS) Food Technology for Companion Animals (BS) Forensic Science (BS) Grassland Ecology and Management (BS) Grassland Management (Graduate Certificate) Grazing Livestock Systems (BS) Horticulture (MS) Human Science with a specialization Textiles, Merchandising, and Fashion Design and an option Textiles Science (PhD) Insect Science (BS) Integrated Science (BS) Integrative Biomedical Sciences (PhD) Mathematics (BA/BS/MS/PhD) Mechanized Systems Management (BS/MS) Microbiology (BS) Natural Resource Sciences (MS/PhD) Natural Resources and Environmental Economics (BS) Nebraska Beef Industry Scholars (Undergraduate Certificate) Physics and Astronomy (BA/BS/MA/PhD) Plant Biology (BA/BS) Plant Health (Doctor) Software Engineering (BS) Statistics (MA/PhD) Textiles, Merchandising, and Fashion Design (BS/MA/MS) Toxicology (PhD) (Joint with UNMC) Turfgrass and Landscape Management (BS) Veterinary Medicine (DVM cooperative program with Iowa State University) Veterinary Science (BS) Veterinary Technology (BS) Water Science (BS)		

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Industrial, Manufacturing and Engineering Systems			
S.T.E.M. (Science, Technology, Engineering, Math) (continued)			
UNMC	Biochemistry and Molecular Biology (MS) Biomedical Sciences (Interdisciplinary Graduate Program granting one PhD with six sub-programs: Integrative Physiology and Molecular Medicine; Immunology, Pathology and Infectious Disease; Biochemistry and Molecular Biology; Molecular Genetics and Cell Biology; Cancer Research; and Neuroscience) Cancer Research (MS) Cellular and Integrative Physiology (MS) Genetics, Cell Biology and Anatomy (MS) Pharmaceutical Sciences (MS/PhD)	Biomedical Research Infrastructure Program Biomedical Research Training Program Cancer Biology Training Program Center for Cell Signaling Center for Lymphoma and Leukemia Research Center for Patient, Family, and Community Engagement in Chronic Care Management Center for Staphylococcal Research Central States Center for Agricultural Safety and Health Fred and Pamela Buffett Cancer Center Nebraska Center for Substance Abuse Research Science Education Partnership Program Summer Research Fellowship Training Program UNeTecH: Nebraska's Biomedical Technology Institute (formerly Nebraska Advanced Biomedical Technology Innovation and Discovery Institute) (with UNO) Youth Enjoy Science Program	Enhanced Perioperative Care (Interprofessional MS)
UNO	Biomechanics (MS) Biomedical Science (Graduate Certificate) Chemistry (BA/BS/BMS) Computer Science Education (MS/Graduate Certificate) Engineering Physics (BS/BMS) Environmental Studies, Multidisciplinary Studies concentration (BMS) General Science (BS/BMS) Geography (BA/MA/Graduate Certificate) Geology (BA/BS/BMS) Mathematics (BA/BS/MA/MAT)	Center for Research in Human Movement Variability Digital Portfolios NASA Partnership Grants STEP Project UNeTecH: <i>Nebraska's Biomedical Technology Institute</i> (formerly Nebraska Advanced Biomedical Technology Innovation and Discovery Institute) (with UNMC)	Data Science (MS) Intermedia (MFA/Graduate Certificate) IT Innovation (MS) STEM TRAIL Center Translational Biology (PhD)
NCTA	Agricultural Chemical Application (Undergraduate Certificate)		

Industrial, Manufacturing and Engineering Systems			
Transportation, Distribution, Warehousing, and Logistics			
UNK	Business Administration, Supply Chain Management Emphasis (BS) Geography Spatial/GIS Option (BS) Industrial Distribution (BS) Mathematics (BS/BA) Science/Math Education (MSEd) Supply Chain Management (Undergraduate Certificate)		
UNL	Agricultural and Biological Systems Engineering (MS) Agricultural Engineering (BS) Biological Engineering (PhD) Biological Systems Engineering (BS) Engineering Management (Graduate Certificate) Engineering Management (MEM) Manufacturing Engineering (MS) Mechanized Systems Management (BS/MS) Supply Chain Management Systems (Graduate Certificate)		
UNO	Aviation (BS/BMS/MPA) Business Administration, Supply Chain Management concentration (BSBA)	NASA Nebraska Space Grant and EPSCoR Program	Supply Chain Management (Graduate Certificate)

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Industrial, Manufacturing and Engineering Systems			
Electronics			
UNK	Mathematics (BS/BA) Physics (BA/BS) Science/Math Education (MSEd)		
UNL	Computer Engineering (BS) Agricultural and Biological Systems Engineering (MS) Agricultural Engineering (BS) Biological Engineering (PhD) Biological Systems Engineering (BS) Electrical Engineering (BS/MS/PhD) Engineering Management (Graduate Certificate) Engineering Management (MEM) Mechanized Systems Management (BS/MS) Software Engineering (BS)		
NCTA	Agricultural Chemical Application (Undergraduate Certificate)		

Industrial, Manufacturing and Engineering Systems			
Heavy Machinery			
UNL	Agricultural and Biological Systems Engineering (MS) Agricultural Engineering (BS) Biological Engineering (PhD) Biological Systems Engineering (BS) Mechanized Systems Management (BS/MS)		
NCTA	Agricultural Welding (Undergraduate Certificate)		

Industrial, Manufacturing and Engineering Systems			
Manufacturing/Engineering Industry			
UNK	Advanced Occupational Safety Professional (Undergraduate Certificate) Chemistry (BS) Industrial Technology (BS) Industrial Technology Applied Science (BS) Occupational Safety Professional (Undergraduate Certificate)		
UNL	Agricultural and Biological Systems Engineering (MS) Agricultural Engineering (BS) Architectural Engineering (BS/MS/PhD) Biological Systems Engineering (BS) Manufacturing Engineering (MS) Mechanical Engineering (BS/MS) Mechanical Engineering and Applied Mechanics (PhD) Mechanized Systems Management (BS/MS)		

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Industrial, Manufacturing and Engineering Systems			
Metal Products			
UNK			
	Chemistry (BS)		
UNL			
	Agricultural and Biological Systems Engineering (MS) Agricultural Engineering (BS) Biological Engineering (PhD) Biological Systems Engineering (BS) Manufacturing Engineering (MS) Mechanical Engineering (BS) Mechanical Engineering and Applied Mechanics (MS/PhD) Mechanized Systems Management (BS/MS)		
NCTA			
	Agricultural Welding (Undergraduate Certificate)		

TO: The Board of Regents Addendum IX-D-16
Academic Affairs Committee

MEETING DATE: March 29, 2019

SUBJECT: Strategic Framework Report on Entrepreneurship

RECOMMENDED ACTION: Report

PREVIOUS ACTION: March 29, 2018 – A report on entrepreneurship was provided to the Board of Regents.

EXPLANATION: This report is on the accountability measures for the Strategic Framework goal 13, “Entrepreneurship, support entrepreneurship education, training and outreach.”

Based upon input by NU entrepreneurship faculty and staff and the recommendation of the Academic Affairs Committee, the entrepreneurship accountability measure was modified beginning with the 2014 reporting to focus on entrepreneurship education, entrepreneurship outreach, business creation and business support.

Surveys were sent out to participants that reflected the change in the metric. The compiled data is the latest available from the University entrepreneurship programs and covers July 1, 2017 through June 30, 2018.

SPONSOR: Susan M. Fritz
Executive Vice President and Provost

APPROVED: 
Hank M. Bounds, President
University of Nebraska

DATE: March 1, 2019

The background features a bokeh effect of warm, out-of-focus lights in shades of orange, yellow, and red. Overlaid on this are several geometric shapes: a grey triangle in the top left, a white triangle in the top right, and a complex white geometric pattern of overlapping squares and lines on the right side.

Strategic Framework 5-d



Support entrepreneurship education,
training and outreach: July 2017 – June 2018

Submitted March 2019

The goal for this reporting date was to increase numbers from the previous year, evaluating and adjusting targets as appropriate in the following categories:

Entrepreneurship education

- Formal coursework hours delivered
- Number of students

Entrepreneurship outreach

- Seminars provided
- Website visits

Business Creation

- NU-Affiliated companies formed
- NU licensing activity

Business Support

- Clients served
- Investments by clients in their businesses
- Increase in sales by clients
- Decrease in operating (savings) by clients
- Jobs created and saved

Entrepreneurship Education

	2016	2017	2018
Total formal entrepreneurship credit coursework	10,943	10,319	10,722
- Total participating undergraduate students	3,594	3,328	3,493
- Total undergraduate credits	10,580	9,878	10,254
- Total participating graduate students	98	123	206
- Total graduate credits	363	441	468

Entrepreneurship Outreach

	2016	2017	2018
Total number of seminars provided by length			
1 hour	5,555	6,556	5,160
2 hours	2,498	2,325	4,276
8 hours	1,669	1,784	1,402
1 day	614	1,370	1,090
2 days	724	782	612
More than 2 days	457	393	909
Total Website Visits	189,723	111,098	65,908

Business Creation

	2016	2017	2018
Total NU-Affiliated Companies Formed	31	63	36
NU Licensing Activity			
- Total patents disclosed	167	192	206
- Total patents filed	178	211	207
- Total patents awarded	60	95	68

Business Support

	2016	2017	2018
Total clients served	8,756	9,952	7,759
Average investment by clients in their businesses - 2018 Maximum \$14,302,255 - 2018 Minimum \$80,875	\$343,578	\$222,895	\$4,633,472
Average increase in sales by clients - 2018 Maximum \$1,284,500 - 2018 Minimum \$91,432	\$458,142	\$275,947	\$529,880
Total jobs created	994	714	907
Total jobs saved	644	548	592

TO: The Board of Regents Addendum IX-D-17

Academic Affairs

MEETING DATE: March 29, 2019

SUBJECT: Memorandum of Understanding (MOU) between the University of Nebraska at Kearney (UNK) and Central Community College (CCC) to offer a co-enrollment partnership to help students succeed and earn college credit on a path to a university degree

RECOMMENDED ACTION: Report

PREVIOUS ACTIONS: None

EXPLANATION: The CCC-UNK Pathway program is for first time freshmen students under age 21 who apply to UNK but do not meet university requirements and were denied admission for a number of reasons (primarily related to academic preparation and performance, reflected in their GPA and/or ACT scores). In the one-year (fall-spring) program, participants co-enroll at CCC and UNK and maintain full-time academic standing (combined 12 hours per semester). They will enroll in one UNK class each semester – Learning Skills 103 in the fall and a General Studies 188 Portal course in the spring. At CCC, participants will enroll in three classes (nine credits) each semester in transferable (general studies) classes (i.e. Speech, English, and Math). Participants must complete coursework at a minimum grade of 2.0 at both CCC and UNK.

This proposal has been reported to the Council of Academic Officers.

PROGRAM COSTS: \$0 (No additional faculty or staff are required to initiate this program.)

SOURCE OF FUNDS: Not applicable

SPONSORS: Charles Bicak
Senior Vice Chancellor for Academic and Student Affairs

Douglas A. Kristensen, Chancellor
University of Nebraska at Kearney

APPROVED: 
Susan M. Fritz
Executive Vice President and Provost

DATE: March 18, 2019

Lincoln, Nebraska
January 25, 2019

The Board of Regents of the University of Nebraska met on January 25, 2019, at 10:30 a.m. in the board room at Varner Hall, 3835 Holdrege Street, Lincoln, Nebraska, in a publicly convened session, the same being open to the public and having been preceded by advance publicized notice, a copy of which is attached to the minutes of this meeting as Attachment 1 (page 100).

In compliance with the provisions of *Neb. Rev. Stat.* § 84-1411, printed notice of this meeting was sent to each member of the Board and was posted in the first floor lobby of Varner Hall. In addition, copies of such notice were sent to the Lincoln Journal Star, Omaha World Herald, the Daily Nebraskan, the Gateway, the Antelope, the Kearney Hub, and the Lincoln office of the Associated Press on January 18, 2019.

Regents present:

Timothy Clare, Vice Chairman
Howard Hawks
Elizabeth O'Connor
Bob Phares
Jim Pillen
Robert Schafer, Chairman
Barbara Weitz
Logan Krejdl, University of Nebraska at Kearney
Sarah Hotovy, University of Nebraska Medical Center
Renata Valquier Chavez, University of Nebraska at Omaha

Regents not present:

Paul Kenney
Hunter Traynor, University of Nebraska-Lincoln

University officials present:

Hank M. Bounds, President
Susan M. Fritz, Executive Vice President and Provost
Carmen K. Maurer, Corporation Secretary
Jeffrey P. Gold, Chancellor, University of Nebraska Medical Center and
University of Nebraska at Omaha
Ronnie D. Green, Chancellor, University of Nebraska-Lincoln
Douglas A. Kristensen, Chancellor, University of Nebraska at Kearney
Christopher J. Kabourek, Vice President for Business and Finance | CFO
James P. Pottorff, Vice President and General Counsel
Michael J. Boehm, Vice President for Agriculture and Natural Resources

I. CALL TO ORDER

Chairman Schafer welcomed Regent Elizabeth O'Connor, District 4 representative, and Regent Barbara Weitz, District 8 representative.

II. ROLL CALL

The Board convened at 10:30 a.m. in the boardroom of Varner Hall, 3835 Holdrege Street, Lincoln, Nebraska. Attendance is indicated above.

III. APPROVAL OF MINUTES AND RATIFICATION OF ACTIONS

Motion Moved by Hawks and seconded by Pillen to approve the minutes and ratify the actions of the regularly scheduled meeting on December 20, 2018.

Action Student Opinion: Voting Aye: Krejdl, Valquier Chavez, and Hotovy. Voting Aye: Hawks, O'Connor, Phares, Pillen, Schafer, Weitz, and Clare. Not present: Kenney and Traynor. Motion carried.

Chairman Schafer announced the location of the Open Meetings Act in the board room.

IV. KUDOS

Regent Hotovy presented a KUDOS award to Sarah Kole, Housing Operations Coordinator at the University of Nebraska at Omaha.

Regent Phares presented a KUDOS award to Theresa Larson, operations manager in the Office of Comparative Medicine at the University of Nebraska Medical Center.

Regent Krejdl presented a KUDOS award to Beth Benson, Security Coordinator for Business and Finance at the University of Nebraska-Lincoln.

Regent Pillen presented a KUDOS award to Stephanie Gallaway, Digital Media Producer for Communications and Marketing at the University of Nebraska at Kearney.

V. SUCCESSION OF CHAIR; ELECTION OF VICE CHAIR

Regent Schafer thanked his Board and University colleagues for their support during his term as chair in 2018, noting how very valuable the experience was to him. Regent Clare succeeded to Chair of the Board as defined in Section 1.2 of the *Standing Rules of the Board of Regents*.

Motion Moved by Clare and seconded by Regent Phares to nominate Regent Pillen for the position of Vice Chair of the Board. There being no further nominations, Chairman Schafer declared the nominations closed and called for a roll-call vote.

Action Student Opinion: Voting Aye: Valquier Chavez, Hotovy, and Krejdl. Voting Aye: O'Connor, Phares, Pillen, Schafer, Weitz, Clare, and Hawks. Not present: Kenney and Traynor. Motion carried.

VI. RESOLUTIONS

None

VII. HEARINGS

None

VIII. PUBLIC COMMENT

Dr. Lawrence Bradley spoke on the topic of a racial slur incident at the University of Nebraska at Omaha.

IX. UNIVERSITY CONSENT AGENDA

Motion Moved by Hotovy and seconded by Valquier Chavez to approve items IX-A-1, IX-B-1, IX-C-1, and IX-C-2

A. ACADEMIC AFFAIRS

IX-A-1 President's Personnel Recommendations

B. BUSINESS AFFAIRS

University of Nebraska

IX-B-1 Approve the appointment of Chris J. Kabourek to serve on the AkSarBen Future Trust Board of Directors as the University of Nebraska appointee for a term of two years commencing January 1, 2019 through December 31, 2020

C. AUDIT, RISK AND COMPLIANCE

University of Nebraska

IX-C-1 Accept the audited financial statements of the University of Nebraska and related entities

IX-C-2 Approve the addition of the proposed *Board of Regents Policy* RP-1.1.3, Reporting Suspected University-Related Misconduct and Prohibition Against Retaliation (Whistleblower Policy)

See Attachment 2 to the minutes for the full text of the *Board of Regents Policy* RP-1.1.3 (pages 101-102)

Action Student Opinion: Voting Aye: Valquier Chavez, Hotovy, and Krejdl. Voting Aye: O'Connor, Phares, Pillen, Schafer, Weitz, Clare, and Hawks. Not present: Kenney and Traynor. Motion carried.

President Bounds made a brief presentation on the budget for this and future years.

X. UNIVERSITY ADMINISTRATIVE AGENDA

A. ACADEMIC AFFAIRS

Motion Moved by Schafer and seconded by Valquier Chavez to approve item X-A-1

University of Nebraska at Omaha

X-A-1 Approval is requested to create the Master of Science in IT Innovation to be administered by the Office of Graduate Studies, School of Interdisciplinary Informatics, and College of Information Science and Technology

Action Student Opinion: Voting Aye: Hotovy, Krejdl, and Valquier Chavez. Voting Aye: Phares, Pillen, Schafer, Weitz, Clare, Hawks, and O'Connor. Not present: Kenney and Traynor. Motion carried.

Motion Moved by Phares and seconded by Hawks to approve item X-A-2

X-A-2 Approval is requested to create the School of Accounting in the College of Business Administration

There was discussion

Action Student Opinion: Voting Aye: Krejdl, Valquier Chavez, and Hotovy. Voting Aye: Pillen, Schafer, Weitz, Clare, Hawks, O'Connor, and Phares. Not present: Kenney and Traynor. Motion carried.

Motion Moved by Pillen and seconded by Phares to approve item X-A-3

Nebraska College of Technical Agriculture

X-A-3 Approval is requested to eliminate the Laboratory Animal Care undergraduate certificate

There was discussion

Action Student Opinion: Voting Aye: Valquier Chavez, Hotovy, and Krejdl. Voting Aye: Schafer, Weitz, Clare, Hawks, O'Connor, Phares, and Pillen. Not present: Kenney and Traynor. Motion carried.

University of Nebraska

X-A-4 Action on item X-A-4, the award of Honorary Degrees and Awards, was deferred until after the opportunity for a closed session.

B. BUSINESS AFFAIRS

Motion Moved by Schafer and seconded by Hotovy to approve item X-B-1

University of Nebraska at Kearney

X-B-1 Authorize the President, in consultation with the University of Nebraska at Kearney Chancellor and the Executive Committee of the Board, to approve terms and conditions to complete the acquisition of real property at 1800 West 24th Street, Kearney, NE, and disposal of real property at 1200 15th Avenue, Kearney, NE

There was discussion. There being no objection, by general consent of the Board, the action was supplemented by that material underlined above.

Action Student Opinion: Voting Aye: Hotovy, Krejdl, and Valquier Chavez. Voting Aye: Clare, Hawks, O'Connor, Phares, Pillen, Schafer and Weitz. Not present: Kenney and Traynor. Motion carried.

Motion Moved by Phares and seconded by Schafer to approve item X-B-2

University of Nebraska-Lincoln

X-B-2 Approve an agreement between LinPepCo Partnership and UNL granting the exclusive license to pouring and vending rights on the UNL campuses for a period of ten (10) years

There was discussion

Action Student Opinion: Voting Aye: Krejdl, Valquier Chavez, and Hotovy. Voting Aye: Hawks, O'Connor, Phares, Pillen, Schafer, Weitz, and Clare. Not present: Kenney and Traynor. Motion carried.

Motion Moved by Hawks and seconded by Pillen to approve item X-B-3

X-B-3 Approve budget increase for the Mabel Lee Hall project

There was discussion

Action Student Opinion: Voting Aye: Valquier Chavez, Hotovy, and Krejdl. Voting Aye: O'Connor, Phares, Pillen, Schafer, Weitz, Clare, and Hawks. Not present: Kenney and Traynor. Motion carried.

Motion Moved by Pillen and seconded by Hotovy to approve items X-B-4 and X-B-5

Additional Items – University of Nebraska

X-B-4 Approve amendments to the Collective Bargaining Agreement between the Board of Regents and the University of Nebraska at Kearney Education Association (UNKEA) for the 2019-2021 biennium

X-B-5 Approve amendments to the Collective Bargaining Agreement between the Board of Regents and the University of Nebraska at Omaha American Association of University Professors (UNO/AAUP) for the 2019-2021 biennium

There was discussion

Action Student Opinion: Voting Aye: Valquier Chavez, Hotovy, and Krejdl. Voting Aye: O'Connor, Phares, Pillen, Schafer, Weitz, Clare, and Hawks. Not present: Kenney and Traynor. Motion carried.

C. FOR INFORMATION ONLY

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

D. REPORTS

- X-D-1 Quarterly Personnel Reports for the period July through September 2018
- X-D-2 Strategic Framework Metrics: Need-Based [1-a-iii] and Merit-Based [3-b-ii] Financial Aid, Graduation Rates [1-b-iii], Faculty Diversity [2-a-iii]
- X-D-3 Annual Tenure Density Report
- X-D-4 Expedited Approval of the Engineering Management Graduate Certificate in the College of Engineering at the University of Nebraska-Lincoln
- X-D-5 Renaming the Joint University of Nebraska at Omaha and University of Nebraska Medical Center Master of Arts in Applied Behavior Analysis to the Master of Science in Applied Behavior Analysis
- X-D-6 Report of Bids and Contracts
- X-D-7 Quarterly Report of Gifts, Grants, Contracts and Bequests
- X-D-8 Intermediate Design Report: University of Nebraska-Lincoln C.Y. Thompson Learning Commons
- X-D-9 Naming room 151 the "Loper Think Tank" and room 132 "Union Square" in the Nebraskan Student Union at the University of Nebraska at Kearney
- X-D-10 Report on Commitment to Free Expression

XI. ADDITIONAL BUSINESS

Motion Moved by Valquier Chavez and seconded by Schafer that the Board go into closed session as authorized by Neb. Rev. Stat. § 84-1410 for the protection of the public interest, and to prevent needless injury to the reputation of persons who have not requested a public hearing, for the purpose of holding a discussion limited to the following subjects:

- Personnel matters involving members of the university staff; and
- Honorary Degrees.

Chairman Clare declared that the closed session would be strictly limited to a discussion of:

- Personnel matters involving members of the university staff; and
- Honorary Degrees.

Action Student Opinion: Voting Aye: Hotovy, Krejdl, and Valquier Chavez. Voting Aye: Phares, Pillen, Schafer, Weitz, Clare, Hawks, and O'Connor. Not present: Kenney and Traynor. Motion carried.

The Board went into closed session at 12:01 p.m. The Board reconvened the open meeting at 12:22 p.m.

Motion Moved by Weitz and seconded by Hawks to approve item X-A-4

X-A-4 Approve the award of Honorary Degrees and Awards

Action Student Opinion: Voting Aye: Hotovy, Krejdl, and Valquier Chavez. Voting Aye: Weitz, Clare, Hawks, O'Connor, Phares, Pillen, and Schafer. Not present: Kenney and Traynor. Motion carried.

XI. ADJOURNMENT

There being no further business, the meeting was adjourned by Chairman Clare at 12:24 p.m.

Respectfully submitted,

Carmen K. Maurer
Corporation Secretary

Timothy F. Clare
Chairman of the Board

ATTACHMENT 1

NOTICE OF MEETING

Notice is hereby given that the Board of Regents of the University of Nebraska will meet in a publicly convened session on Friday, January 25, 2019, at 10:15 a.m. in the board room of Varner Hall, 3835 Holdrege Street, Lincoln, Nebraska.

An agenda of subjects to be considered at said meeting, kept on a continually current basis, is available for inspection in the office of the Corporation Secretary of the Board of Regents, Varner Hall, 3835 Holdrege Street, Lincoln, Nebraska, or at <https://nebraska.edu/regents/agendas-and-minutes>.

A copy of this notice will be delivered to the Lincoln Journal Star, the Omaha World-Herald, the Daily Nebraskan, the Gateway, the Antelope, the Kearney Hub, the Lincoln office of the Associated Press, members of the Board of Regents, and the President's Council of the University of Nebraska.

Dated: January 18, 2019

Carmen K. Maurer
Corporation Secretary
Board of Regents
University of Nebraska

**ATTACHMENT 2
ADDENDUM IX-C-2**

Addition to the *Policies of the Board of Regents of the University of Nebraska*, RP-1.1.3,
Reporting Suspected University-Related

University of Nebraska Board of Regents' Policy

**RP-1.1.3 Reporting Suspected University-Related Misconduct and Prohibition
Against Retaliation (Whistleblower Policy)**

The general purpose of this policy is to protect any University of Nebraska student, employee or other member of the University community (hereinafter "Individuals") who makes a good-faith disclosure of suspected University-related misconduct. This policy supplements the existing Nebraska whistleblower law, the Nebraska State Effectiveness Act, Neb. Rev. Stat. § 81-2701 to § 81-2711, which protects state employees who report wrongdoing to elected State officials.

1. Reporting Suspected University-Related Misconduct

The University of Nebraska places a high value on its ability and commitment to conduct its affairs ethically and in compliance with the law. The University encourages individuals to make good-faith reports of suspected University-related misconduct. Under this policy, misconduct includes a violation of the law or University policies or procedures and may occur on or off campus. Retaliation in response to such reports is prohibited and is a violation of University policy.

Individuals (including groups) wishing to report suspected University-related misconduct may use the University online reporting system/hotline (hotline). Reports made on the hotline will be directed to a designated University official. The University of Nebraska hotline is available for online reporting at <https://secure.ethicspoint.com/domain/media/en/gui/52126/index.html> or by phone at 844-348-9584. Individuals may also report suspected University-related misconduct to a supervisor, campus Ombudsperson or Compliance Office.

Reports of suspected misconduct may be made anonymously. Reports and the related investigations will be kept confidential to the extent possible under law and consistent with the need to conduct an adequate investigation and take corrective action.

2. Retaliation Prohibited

No individual shall take retaliatory action against any other individual for reporting suspected University-related misconduct or for assisting in an authorized investigation of alleged University-related misconduct. Retaliation under this policy means an adverse action or threat made against an individual in response to a good-faith report of a known or suspected violation of law or policy. Retaliation, which includes any action that is likely to deter whistleblowing, may result in disciplinary action up to, and including, expulsion, termination of employment or termination of contract.

Individuals who believe they have been subjected to retaliation in violation of this policy should submit a report with the University's hotline or file a complaint with the Executive Vice President and Provost or the Associate Vice President for Human Resources.

3. Exclusions

This policy does not protect an individual who files a report or provides information that the individual knows to be false or has a reckless disregard for or willful ignorance of the report or information's truth or falsity. An individual who is determined to have provided such information may be subject to disciplinary action, up to and including expulsion, termination of employment or termination of contract.

Furthermore, this policy is not intended to prohibit supervisors or management from taking other valid action, including disciplinary action, in the usual scope of their duties.

4. Other Protections

Rights under the Nebraska State Effectiveness Act

a. The Nebraska State Effectiveness Act seeks to encourage employee whistleblowing activities by providing some legal protections for state employees who disclose information about wrongdoing in state government to the Nebraska Public Counsel, also referred to as the Ombudsman's Office, or to an elected state official. Employees who believe they have information about any violation of law, gross mismanagement or gross waste of funds, or any situation that creates a substantial and specific danger to public health or safety, may report that information to the Public Counsel or to an elected state official.

b. Rights under Federal Grants & Contracts

Additionally, employees of contractors, grantees, subcontractors, and subgrantees, when working on Federal grants and contracts in connection with the University of Nebraska, have certain whistleblower rights and remedies afforded by statute, including but not limited to 41 U.S.C. § 4712 (Enhancement of Contractor Protection from Reprisal for Disclosure of Certain Information). Accordingly, all such contractors, grantees, subcontractors, and subgrantees are required to comply with all applicable laws.

**UNIVERSITY OF NEBRASKA BOARD OF REGENTS
MARCH 29, 2019**

FACULTY SENATE PRESIDENTS

Grace Mims, University of Nebraska at Kearney, Professor and Department Chair, Counseling and School Psychology Department

Kevin Hanrahan, University of Nebraska-Lincoln, Associate Professor, Voice and Vocal Pedagogy

Corrine Hanson, University of Nebraska Medical Center, Associate Professor, Division of Medical Nutrition Education, College of Allied Health Professions

Chris Kelly, University of Nebraska at Omaha, Associate Professor, Department of Gerontology

COMMITTEE SPEAKERS

ACADEMIC AFFAIRS COMMITTEE PRESENTATIONS

Topic: Technology and Nebraska Workforce Development

Lance Pérez has been a faculty member in the Department of Electrical and Computer Engineering at the University of Nebraska-Lincoln (UNL) since August 1996 where he is currently the Omar H. Heins Professor of Electrical and Computer Engineering. He received his Bachelor of Science degree in electrical engineering from the University of Virginia and his Masters of Science and doctor of philosophy degrees in electrical engineering from the University of Notre Dame. From August 2008 to August 2010, Dr. Pérez was a Program Director in the Division of Undergraduate Education at the National Science Foundation where he managed a portfolio of awards totaling more than \$30M and also worked on projects involving the National Academy of Engineering and the White House Office of Science and Technology Policy. From August 2010 to June 2016, Dr. Pérez was an Associate Vice Chancellor for Academic Affairs at UNL and from August 2013 to June 2016, Dr. Pérez was the Dean of Graduate Studies at UNL. Dr. Pérez became the Interim Dean of the College of Engineering in July 2016 and Dean in May 2018.

Tim Burkink has served as Dean of the College of Business and Technology at the University of Nebraska at Kearney, since 2009. He served as Associate Dean of the College from 2004 to 2009. He joined the UNK marketing faculty in 2001 after serving three years on the faculty at Arizona State University. He received his Ph.D. in Marketing from the University of Nebraska-Lincoln and has eight years of industry experience. His research interests include consumer and supply chain management issues related to food consumption and marketing as well as rural economic development. He has published articles in numerous national and international journals, presented his research at national and international conferences, worked as an active marketing consultant and been associated with several federally-funded grants. Since November 2017, he also has served as UNK's Senior International Officer and Director of the UNK Office of International Education. He will assume this role permanently in July 2019.

Hesham Ali is a Professor of Computer Science and the Lee Seaman Distinguished Dean of the College of Information Science and Technology at UNO. He also is the director of UNO Bioinformatics Core Facility that supports Nebraska biomedical research groups. He has published over 200 articles in IT areas including scheduling, wireless networks, high performance computing and bioinformatics. He also has published two books in scheduling and graph algorithms, and written several book chapters on bioinformatics. He has served as the PI or Co-PI on NSF or NIH-funded projects in data analytics, wireless networks and bioinformatics. He has been leading a

Bioinformatics Research Group at UNO since 2001 that focuses on developing innovative computational approaches to analyze complex bioinformatics data. The research group is developing a correlation networks approach for analyzing large biological data associated with aging, cancer research and infectious diseases.

BUSINESS AFFAIRS COMMITTEE PRESENTATION

Topic: The University's Economic Impact on Nebraska

Paul Umbach is a nationally and internationally renowned strategist who pioneered innovative market research, community health assessment, and economic impact analysis. Prior to founding Tripp Umbach, Paul was the Executive Director of Economic Development in Elmira, New York, where he was a founding member of the New York State Urban Council. Paul's first professional appointment after graduate school in 1985 was as Director of Environmental Education for the US Soil and Water Conservation District in Cleveland, Ohio. Paul is a graduate of Harvard University, where he completed an AMDP with a concentration in Economic Design from the Graduate School of Design. He also holds a Master of Arts from the University of Akron in Economic Geography and Regional Planning and a Bachelor of Arts in Geography and English Literature from Concordia University in Nebraska.



IMPACT • ACCESS • INCLUSION

Lance C. Pérez, PhD
Dean
March 29, 2019



C O L L E G E O F E N G I N E E R I N G

Technology-related Undergraduate Programs

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- City/East (Lincoln) Campus Programs

Agricultural Engineering

Biological Systems Engineering

Chemical Engineering

Civil Engineering

Computer Engineering

Construction Engineering

Construction Management

Electrical Engineering

Mechanical Engineering

Software Engineering

- Scott (Omaha) Campus Programs

Architectural Engineering

Civil Engineering

Computer Engineering

Construction Engineering

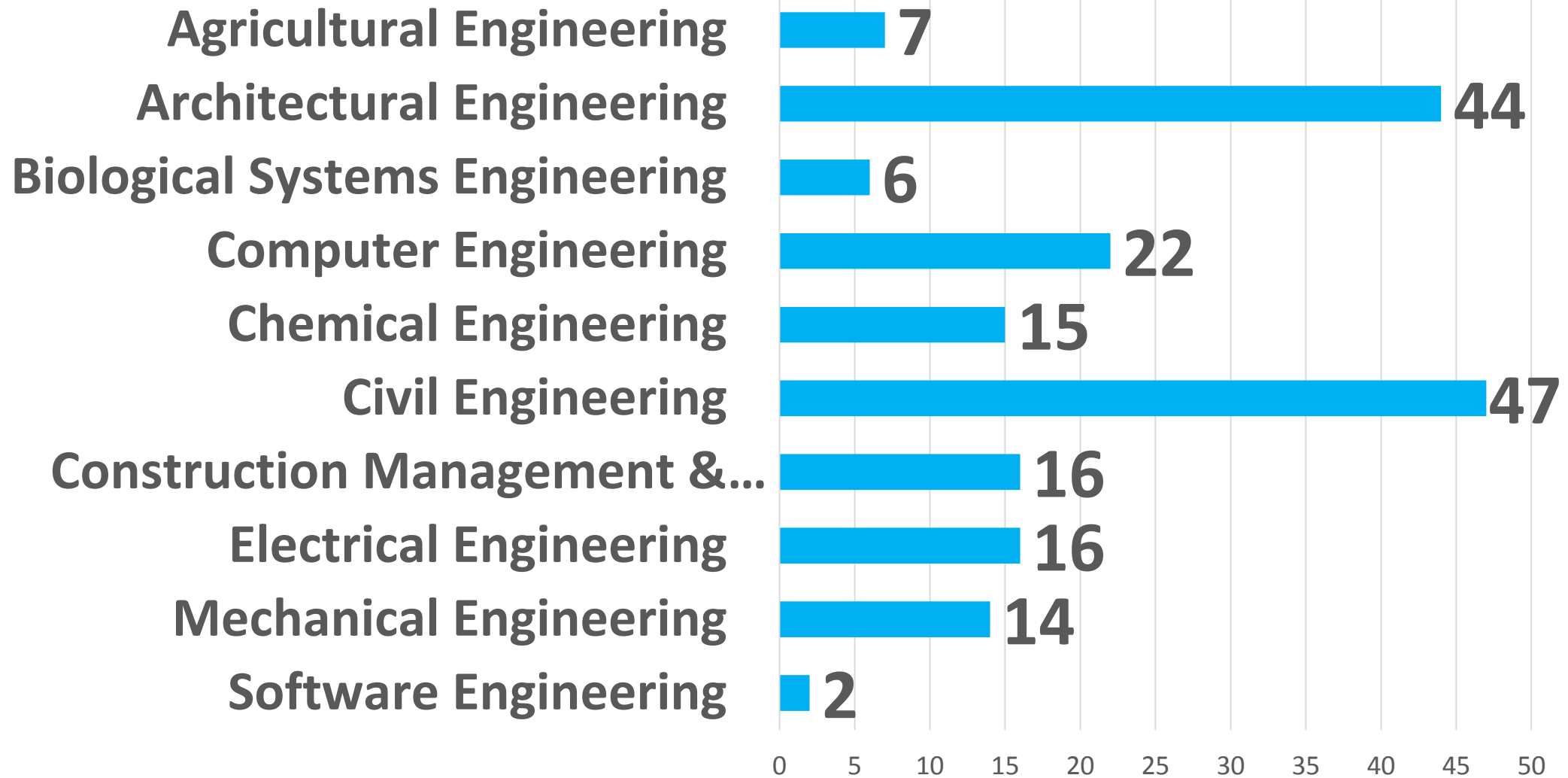
Construction Management

Electrical Engineering



Engineering Internships by Major 2017-18AY

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Internship Data (self-reported) 2017-18 AY

IMPACT • ACCESS • INCLUSION ● ● ● ● ● ●

olsson

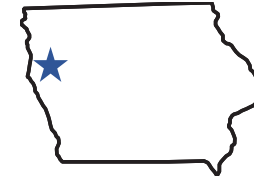
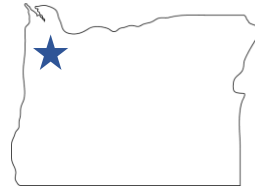
HDR



Cargill

benesch
engineers · scientists · planners

First Data



Average Salary 2017-18 AY

Average Full-Time Salary (First Destination)

- Computer Engineering \$67,603
- Electrical Engineering \$63,939
- Software Engineering *Program started 2016*

For actual UNL graduates, self-reported

Locations for Full Time Employment 2017-18 AY

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Computer Engineering

- Omaha, NE (surrounding area)
- Lincoln, NE (surrounding area)
- Kansas City (surrounding area)
- Carter Lake, IA
- Littleton, CO

Electrical Engineering

- Lincoln, NE (surrounding area)
- Omaha, NE (surrounding area)
- Columbus, NE
- Norfolk, NE
- Kansas City (surrounding area)
- Austin, TX
- Palo Alto, CA

Nebraska Occupational Projections 2016 to 2026

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Electrical Engineers

- 2026 projected employment: 1,297 (204,500 nationally)
- Projected Growth in this Occupation: **13.7%** (8.6% projected national growth)
- Average Annual Salary: **\$90,253**

Computer and Information Systems Managers

- 2026 projected employment: 2,267 (411,800 nationally)
- Projected Growth in this Occupation: **13.5%** (12% projected national growth)
- Average Annual Salary: **\$123,433**

Nebraska Department of Labor, 2016-2026 Long-term Occupational Projections, July 2018

Nebraska Occupational Projections 2016 to 2026

IMPACT • ACCESS • INCLUSION 

Computer Network Architects

- 2026 projected employment: 1,381 (173,200 nationally)
- Projected Growth in this Occupation: **11.6%** (6% projected growth nationally)
- Average Annual Salary: **\$91,735**

Computer Hardware Engineers

- 2026 projected employment: 481 (77,600)
- Projected Growth in this Occupation: **20.3%** (5% projected growth nationally)
- Average Annual Salary: **\$84,251**

Nebraska Department of Labor, 2016-2026 Long-term Occupational Projections, July 2018

Nebraska Occupational Projections 2016 to 2026

IMPACT • ACCESS • INCLUSION 

Software Developers, Applications

- 2026 projected employment: 6,748
- Projected Growth in this Occupation: **31.4%**
- Average Annual Salary: **\$89,563**

**Software Developers
2026 National Outlook
Projected employment: 1,558,700
Projected National Growth: 24%*

Software Developers, Systems Software

- 2026 projected employment: 2,747
- Projected Growth in this Occupation: **17.0%**
- Average Annual Salary: **\$87,709**

Nebraska Department of Labor, 2016-2026 Long-term Occupational Projections, July 2018

Future Plans

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- Grow enrollment from ~3200 to 5000 by 2027
- Grow graduate enrollment from ~500 to 1100 by 2027
- Build the *best undergraduate software engineering program* in the country and rapidly grow enrollment
- Evaluate opportunities for new technology-related majors, e.g.,
Systems Engineering



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College of Engineering
114 Othmer Hall, P.O. Box 880642, Lincoln, NE 68588-0642
100 Peter Kiewit Institute, 110 South 67th Street, Omaha, NE 68182-0176
402-472-5259 | engineering.unl.edu





COLLEGE OF BUSINESS
& TECHNOLOGY

Tim Burkink, PhD
Dean & Professor of Marketing
March 29, 2019

Fit In, Stand Out & Get Ahead!

“Preparing Students to Compete”

- **Business Programs**
 - Management
 - Marketing
 - Economics
 - Agribusiness
 - Finance
 - Accounting
 - Supply Chain Mgt.
 - Secondary Business Education
- **Technology**
 - **Cyber Systems**
 - › **Computer Science**
 - › **Cyber Security**
 - › **Management Information Systems**
 - › **Information Networking**
 - Industrial Technology
 - › Industrial Distribution
 - › Construction Management
 - › Aviation Systems
 - › Interior Design



Fit In, Stand Out & Get Ahead!

From Silos to Systems

- **Cyber Systems – the merger of four existing IT programs**
 - Computer Science, Information Technology, Management Information Systems, & Information Networking and Telecommunications
 - Produced a new, high demand degree program – Cyber Security Operations
- **IT portal to UNK for students and employers**

Fit In, Stand Out & Get Ahead!

From Silos to Systems

- **Recruited a world-class “systems” expert as first chair**
 - Dr. Liaquat Hossain, Cope Professor and Inaugural Chair, UNK Cyber Systems
 - › Associate Dean of Research & Professor, Faculty of Education, Division of Information and Technology Studies, University of Hong Kong
 - Areas of expertise include complex systems, social networks, bio-security, epidemics and public health

Fit In, Stand Out & Get Ahead!

STEM Building

- **The \$30 million STEM building will promote collaboration and innovation across multiple academic program and feature cutting-edge technology, including:**
 - Robotics lab
 - Augmented reality/VR lab
 - Building Information Modeling (BIM) lab
 - Concrete research lab
 - Marker space/fabrication lab
 - Sales simulation lab
 - Aviation simulator and flight lab
- **Anticipated open April 2020**

AERIAL VIEW SOUTH EAST



Cyber Systems Demand is Building

Cyber Systems Programs	2018 Enrollment	Enrollment Change - 2010 to 2018
Computer Science and Information Technology	102	+26%
Information Networking	32	+10%

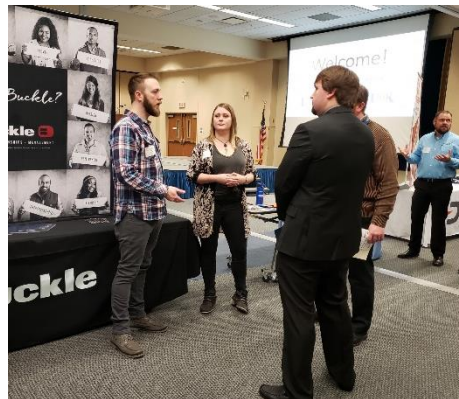
- **Cyber Security Operations launched in 2018**
- **13 students admitted for fall**

AERIAL VIEW SOUTH EAST



Connecting Students & Employers

- 2019 IT Career Showcase
 - 17 Employers
 - 49 Employer Representatives
- Started in 2006 as an informal networking meet and greet and has grown to a half-day industry-specific career event



Fit In, Stand Out & Get Ahead!

Cyber Systems Internships

- **2017-2018 AY**
 - Computer Science, Information Technology: 11
 - Information Networking & Telecommunications: 7
 - Management Information Systems: 3
- **Employers Providing Internships for Students**



Fit In, Stand Out & Get Ahead!



Fit In, Stand Out & Get Ahead!

Cyber Systems Placement

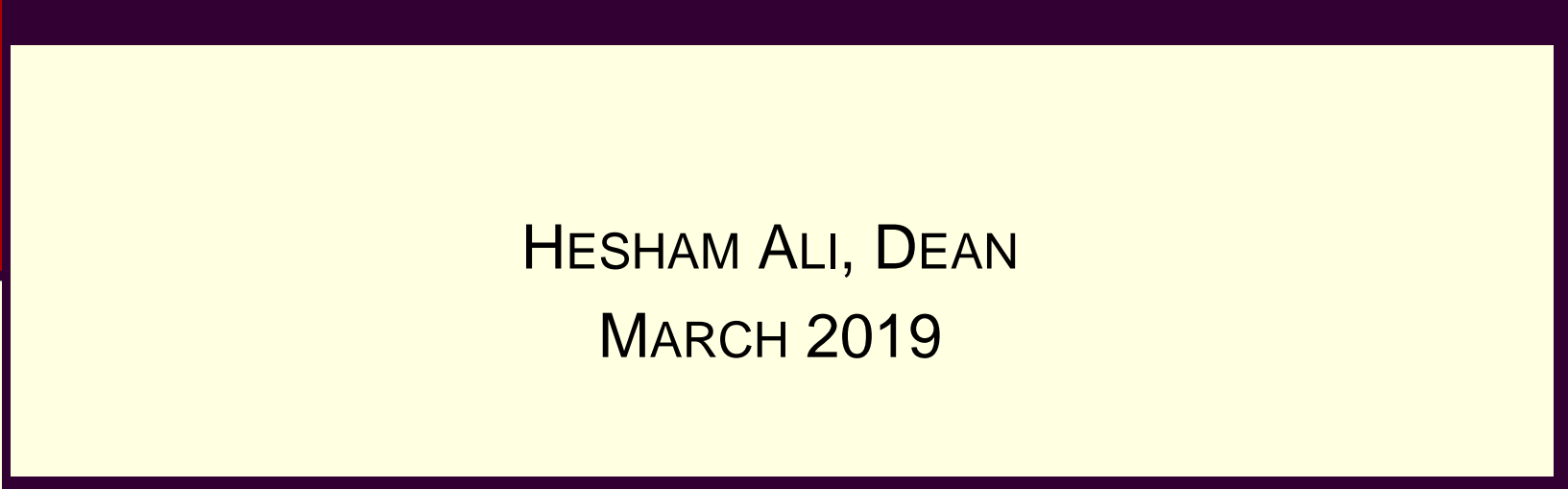
- **2017-18 AY (29 major/8 minor graduates)**
 - Computer Science 100%
 - Information Technology 100%
 - Information Networking & Telecommunications: 89%
 - Management Information Systems: 100%
- **UNK Cyber Systems grads impact Nebraska**
 - 74% are employed in Nebraska
 - 52% are employed in Kearney



Fit In, Stand Out & Get Ahead!



*University of Nebraska at Omaha
College of Information Science &
Technology*



HESHAM ALI, DEAN
MARCH 2019

Great Time for IT - Diversity of IT Jobs and Education

SOC Code ¹	Title ¹	Total Ads ²	Typical Education Needed for Entry ¹	Work Experience in Related Occupation ¹
15-1151	Computer user support specialists	535	Some college, no degree	None
15-1132	Software developers, applications	464	Bachelor's degree	None
15-1142	Network and computer systems administrators	393	Bachelor's degree	None
15-1122	Information security analysts	168	Bachelor's degree	Less than 5 years
15-1199	Computer occupations, all other	519	Bachelor's degree	None
15-1134	Web developers	113	Associate's degree	None
15-1121	Computer systems analysts	114	Bachelor's degree	None
11-3021	Computer and information systems managers	103	Bachelor's degree	5 years or more
15-1141	Database administrators	90	Bachelor's degree	None
15-1111	Computer and information research scientists	20	Master's degree	None
15-1131	Computer programmers	14	Bachelor's degree	None
15-1143	Computer network architects	10	Bachelor's degree	5 years or more
17-2061	Computer hardware engineers	4	Bachelor's degree	None
15-1133	Software developers, systems software	3	Bachelor's degree	None

(1) Source: Employment Projections program, U.S. Bureau of Labor Statistics

(2) Source: JobsEQ®; Data reflect online job postings for the 30 day period ending 2/20/2019.

Tech Talent – Supply and Demand (Omaha – Council Bluffs region)

SOC	Title	Employed	New Demand
11-3021	Computer and Information Systems Managers	1,366	123
15-1111	Computer and Information Research Scientists	63	6
15-1121	Computer Systems Analysts	2,550	196
15-1122	Information Security Analysts	434	45
15-1131	Computer Programmers	1,688	92
15-1132	Software Developers, Applications	2,979	293
15-1133	Software Developers, Systems Software	1,485	119
15-1134	Web Developers	592	51
15-1141	Database Administrators	600	48
15-1142	Network and Computer Systems Administrators	1,707	122
15-1143	Computer Network Architects	813	61
15-1151	Computer User Support Specialists	2,384	208
15-1152	Computer Network Support Specialists	810	69
15-1199	Computer Occupations, All Other	977	78
17-2061	Computer Hardware Engineers	268	20
Tech Talent		18,715	1,537

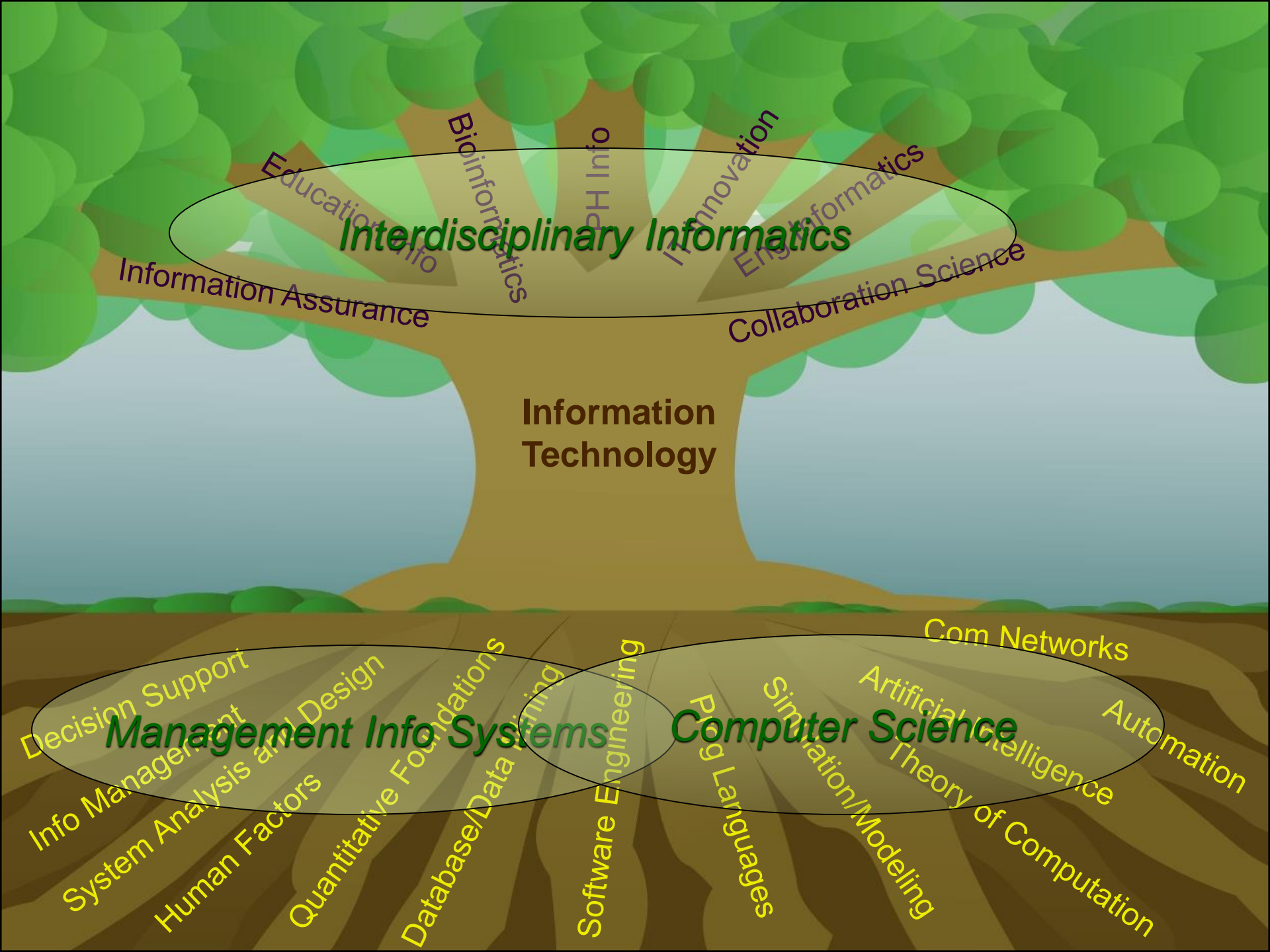
- Unemployment rate in IT is 1.8%
- Total IT Jobs = 4% of all occupations
- IT average salary: \$82,000
- Non-IT average salary: \$46,740

UNO IT Programs

- ❑ Core IT Programs:
 - ❑ Computer Science
 - ❑ Management Information Systems

- ❑ Innovative Interdisciplinary IT programs:
 - ❑ Cyber Security
 - ❑ Bioinformatics – Biomedical Informatics
 - ❑ IT Innovation

- ❑ Advanced Degrees for Targeted Groups:
 - ❑ Executive Master's in IT
 - ❑ Computer Science Teacher Education



Interdisciplinary Informatics

**Information
Technology**

Information Assurance

Collaboration Science

Management Info Systems

Computer Science

Decision Support
Info Management
System Analysis and Design
Human Factors

Quantitative Foundations
Database/Data Mining

Software Engineering

Prog Languages
Simulation/Modeling
Theory of Computation
Artificial Intelligence
Automation
Com Networks

Selected Academic Collaborations

- ❑ Dual Degrees:
 - ❑ MSc in MIS/MPA: CIST – CPACS
 - ❑ MSc in MIS/MBA: CIST - CBA
- ❑ Joint PhD Degrees:
 - ❑ Biomedical Informatics: CIST – UNMC
 - ❑ Information Technology: CIST - UNL
- ❑ MSc in Data Science: CIST - CBA - CAS
- ❑ MSc in CS Teacher Education: CIST - COE
- ❑ Undergraduate IT certification classes for BS in ED
- ❑ Center for Collaboration Science: All UNO Colleges

IS&T Students and Alumni

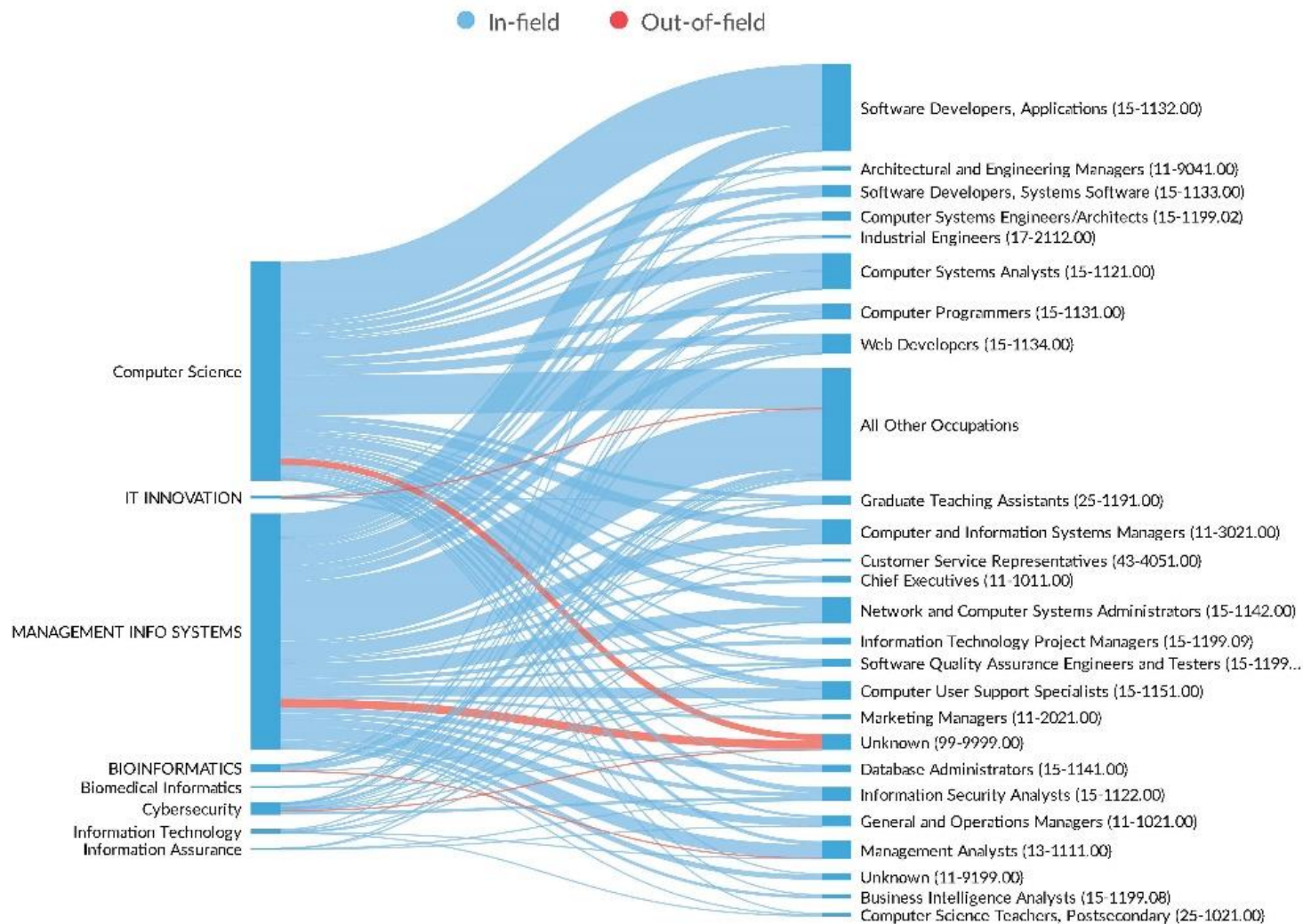
■ IS&T Students

- Total Enrollment = 1376 (AY 17/18)
- 61% plan to stay in the region after graduation
- 70% have completed at least one semester of internship
- 83% were already working or had a job offer in the IT field at time of graduation

■ Alumni

- Number of Graduates = 290 (AY 17/18)
- 69% reside in the region
- 91% employed in their field
- Salary range = \$55K to \$70K

IS&T Alumni: Program to Career Outcomes



Workforce Development Goals

1. Provide IT education pathways for adults through general and targeted degrees and graduate certificates
2. Provide certificates and Bachelor of Science degrees for adults with associate degrees
3. Provide non-credit training
4. Develop strong and diverse undergraduate student pipelines through K-12 recruitment initiatives
5. Expand IT student retention strategies

Future Plans and Directions

- Diversify student population
- Extensive IT program marketing and recruitment
- Expanded K-12 involvement and teacher training
- Partnerships
 - National and international institutions
 - Industries to develop new education models
 - Joint Capstone Projects: UNL College of Engineering
 - Center for Biomedical Informatics with UNMC and other NU units