AGENDA
THE BOARD OF REGENTS
OF THE UNIVERSITY OF NEBRASKA
Room 238 (Center Section) of the Nebraskan Student Union
University of Nebraska at Kearney
905 West 25ᵗʰ Street
Kearney, Nebraska
Saturday, April 24, 2004
8:30 a.m.

I.   CALL TO ORDER

II.   ROLL CALL

III.   APPROVAL OF MINUTES AND RATIFICATION OF ACTIONS TAKEN ON
        FEBRUARY 28, 2004

IV.   KUDOS AND RESOLUTIONS

V.   STRATEGIC OR POLICY ISSUES:
                BIENNIAL OPERATING AND CAPITAL BUDGET REQUEST

VI.   HEARINGS

VII.   PUBLIC COMMENT

        The Standing Rules of the Board provide that any person may appear and address the Board of
        Regents on any item on the agenda for this meeting. Each person will be given up to five minutes
        to make his or her remarks.

VIII.   COMMITTEE REPORTS AND APPROPRIATE ACTION

IX.   UNIVERSITY CONSENT AGENDA

        A.   ACADEMIC AFFAIRS

        B.   BUSINESS AFFAIRS

X.   UNIVERSITY ADMINISTRATIVE AGENDA

        A.   ACADEMIC AFFAIRS

        B.   BUSINESS AFFAIRS

        C.   FOR INFORMATION ONLY

        D.   REPORTS

XI.   ADDITIONAL BUSINESS

IX. UNIVERSITY CONSENT AGENDA

A. ACADEMIC AFFAIRS

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

2. Approve the requests for outside employment at the University of Nebraska-Lincoln. Addendum IX-A-2

3. Approve the request for outside employment at the University of Nebraska Medical Center. Addendum IX-A-3

4. Approve the Memorandum of Understanding between the Board of Regents of the University of Nebraska and the Nebraska Educational Telecommunications Commission. Addendum IX-A-4

B. BUSINESS AFFAIRS

University of Nebraska at Kearney

1. Approve the Fund B, University Program and Facilities Fee (UPFF) 2004-2005 Allocation for the University of Nebraska at Kearney. Addendum IX-B-1

University of Nebraska-Lincoln

2. Approve the Fund B, University Program and Facilities Fees (UPFF) 2004-2005 Allocations for the University of Nebraska-Lincoln. Addendum IX-B-2

3. Approve the project for the UNL Veterinary Diagnostic Center Heating, Ventilation, and Air Conditioning Replacement. Addendum IX-B-3

4. Approve the UNL Campus Recreation replacement of existing turf at the Cather-Pound Recreation Fields with synthetic turf. Addendum IX-B-4

5. Accept a $400,000 bequest from the William N. Forman Estate. Addendum IX-B-5

6. Approve the Contract between the Nebraska Department of Education and the University of Nebraska-Lincoln for the project entitled "Reviewing Assessment Portfolios for Mathematics: 2004." Addendum IX-B-6

University of Nebraska Medical Center

7. Approve the Fund B, University Program and Facilities Fees (UPFF) 2004-2005 Allocation for the University of Nebraska Medical Center. Addendum IX-B-7

University of Nebraska at Omaha

8. Approve the Fund B, University Program and Facilities Fees (UPFF) 2004-2005 Allocation for the University of Nebraska at Omaha. Addendum IX-B-8

9. Approve the designation of the William M. Christy Scholarship Fund as a quasi-endowment fund. Addendum IX-B-9

President's Personnel Recommendations
Meeting Date: April 24, 2004

University of Nebraska at Kearney

New Appointment

Leroy Hardesty, Dean of Library (Special), Professor of Library (Continuous), $95,000 FY,
1.00 FTE.

University of Nebraska-Lincoln

Leaves of Absence***

University of Nebraska Medical Center

Leave of Absence***

University of Nebraska at Omaha

Leaves of Absence***

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

John P. Lenich, Professor (Continuous), Law; Faculty Development Fellowship with half pay effective 08/16/04 through 05/13/05, $107,530 AY, 1.00 FTE.

Marjorie F. Lou, Professor (Continuous), Veterinary and Biomedical Sciences; Faculty Development Fellowship with full pay effective 07/01/04 through 12/31/04, $130,444 FY, 1.00 FTE.

Diana J Pilson, Associate Professor (Continuous), Biological Sciences; Faculty Development Fellowship with full pay effective 08/16/04 through 01/02/05, $57,953 AY, 1.00 FTE.

Nelson Potter, Professor (Continuous), Philosophy; Faculty Development Fellowship with full pay effective 08/16/04 through 01/02/05, $61,001 AY, 1.00 FTE.

Benjamin G. Rader, Professor (Continuous), History; Faculty Development Fellowship with full pay effective 08/16/04 through 01/02/05, $102,618 AY, 1.00 FTE.

Marcela Raffaelli, Associate Professor (Continuous) Psychology, Associate Professor and Chairperson (Special) Ethnic Studies; Faculty Development Fellowship with half pay effective 08/16/04 through 05/13/05, $68,000 AY, 1.00 FTE.

Nicole Smith, Professor (Continuous), Modern Languages and Literatures; Faculty Development Fellowship with full pay effective 08/16/04 through 01/02/05, $56,138 AY, 1.00 FTE.

Norman D. Smith, Professor (Continuous) Geosciences, Chairperson (Special) Geosciences; Leave without pay effective 07/01/04 through 07/31/04; Faculty Development Fellowship with full pay effective 08/16/04 through 01/02/05, $149,074 FY, 1.00 FTE.

William E. Wagner, Associate Professor (Continuous), Biological Sciences; Faculty Development Fellowship with full pay effective 08/16/04 through 01/02/05, $56,520 AY, 1.00 FTE.

Mark E. Walker, Associate Professor (Continuous), Mathematics; Faculty Development Fellowship with half pay effective 08/16/04 through 05/13/05, $67,236 AY, 1.00 FTE.

Brian L. Wilcox, Professor (Continuous) Psychology, Director (Special) Center for Children, Family, and Law; Faculty Development Fellowship with half pay effective 08/01/04 through 07/31/05, $124,304 FY, 1.00 FTE.

Grenville K. Yuill, Professor (Continuous), Architectural Engineering; Faculty Development Fellowship with full pay effective 08/16/04 through 01/02/05, $156,344 FY, 1.00 FTE.

University of Nebraska Medical Center

Leave of Absence

Magda G. Peck, Professor (Health Professions Appointment) and Associate Chairperson for Community Health (Special), Pediatrics; Professor (Courtesy), Preventive and Societal Medicine; and Director for Health Policy and Planning (Special), Munroe-Meyer Institute; Faculty Development Fellowship with full pay effective 08/15/04 to 12/15/04, $109,902 FY, 1.00 FTE.

University of Nebraska at Omaha

Leaves of Absence

Nora A. Bacon, Associate Professor (Continuous), English; Faculty Development Fellowship with full pay, effective 01/03/05 to 05/13/05, $49,383 AY, 1.00 FTE

Karen K. Dwyer, Associate Professor (Continuous), Communication: Faculty Development Fellowship with full pay, effective 01/03/05 to 05/13/05, $52,951 AY, 1.00 FTE

Steve G. From, Associate Professor (Continuous), Mathematics; Faculty Development Fellowship with half pay, effective 08/16/04 to 05/13/05, $62,240 AY, 1.00 FTE

Kenneth Geluso, Associate Professor (Continuous), Biology; Faculty Development Fellowship with half pay, effective 08/16/04 to 05/13/05, $59,562 AY, 1.00 FTE

Joan Latchaw, Associate Professor (Continuous), English; Faculty Development Fellowship with full pay, effective 08/16/04 to 01/02/05, $48,937 AY, 1.00 FTE

Darryll M. Lewis, Associate Professor (Continuous), Finance, Banking and Law; Faculty Development Fellowship with half pay, effective 08/16/04 to 05/13/05, $63,191 AY, 1.00 FTE

Boyd Littrell, Professor (Continuous), Sociology; Faculty Development Fellowship with full pay, effective 08/16/04 to 01/02/05, $74,885 AY, 1.00 FTE

Richard B. Lomneth, Associate Professor (Continuous), Chemistry; Faculty Development Fellowship with full pay, effective 01/03/05 to 05/13/05, $52,323 AY, 1.00 FTE

Anna Monardo, Associate Professor (Continuous) and Chairperson (Special), Writers Workshop; Faculty Development Fellowship with half pay, effective 08/16/04 to 05/13/05, $45,733 AY, 1.00 FTE

John M. Noble, Associate Professor (Continuous), Health, Physical Education, and Recreation; Faculty Development Fellowship with half pay, effective 08/16/04 to 05/13/05, $48,647 AY, 1.00 FTE

Pamela Specht, Professor, (Continuous), Information Systems and Quantitative Analysis; Faculty Development Fellowship with half pay, effective 08/16/04 to 05/13/05, $80,587 AY, 1.00 FTE

Nicholas Stergiou, Associate Professor (Continuous), Health, Physical Education and Recreation; Faculty Development Fellowship with full pay, effective 01/03/05 to 05/13/05, $51,082 AY, 1.00 FTE

Gwen K. Weber, Professor (Continuous), Social Work; Faculty Development Fellowship with half pay, effective 08/16/04 to 05/13/05, $72,275 AY, 1.00 FTE

Sharon Wood, Associate Professor (Continuous), History; Faculty Development Fellowship with full pay, effective 01/03/05 to 05/13/05, $49,401 AY, 1.00 FTE

Qiuming Zhu, Professor, (Continuous), Computer Science; Faculty Development Fellowship with half pay, effective 08/16/04 to 05/13/05, $85,098 AY, 1.00 FTE.

TO: The Board of Regents

                             Academic Affairs

MEETING DATE: April 24, 2004

SUBJECT: Requests for Approval of Outside Employment

RECOMMENDED ACTION: Approval of the following requests to participate in an activity
                             outside the University in accordance with University policy as
                             follows.

                             Jessica Kennedy, Marketing Manager, Sheldon Art Gallery to
                             provide announcing services for KFOR radio.

                             Richard A. DeFusco, Associate Professor, Finance, to serve as
                             a member of the Nebraska Investment Council.

PREVIOUS ACTION: None

EXPLANATION: The request by Jessica Kennedy for approval of outside
                             activity is in accordance with Section 3.4.5 (a) of the *Bylaws
                             of the Board of Regents of the University of Nebraska* specifying
                             that University employees must have the approval of the
                             Board of Regents to accept retainer fees or other remuneration
                             on a permanent or yearly basis. The request by Richard A. De
                             Fusco for approval of outside activity is in accordance with
                             Section 3.4.5(d) of the *Bylaws of the Board of Regents of the
                             University of Nebraska* specifying that University employees
                             must have the approval of the Board of Regents if they are
                             providing professional services for remuneration to a
                             department or agency of state government.

                             Jessica Kennedy is requesting permission of the Board of
                             Regents to provide announcing services for KFOR radio.
                             These duties will be performed beginning April 26, 2004 for
                             an ongoing period of time. This activity will not interfere or
                             conflict with Jessica Kennedy's's performance of his
                             University duties and responsibilities.

                             Richard A. DeFusco is requesting permission of the Board of
                             Regents to serve as a member of the Nebraska Investment
                             Council. He will serve as a member of the Council of
                             Examiners Association for Investment Materials and
                             Research. They are responsible for setting policy for
                             Nebraska State Pension Plans. These duties will be
                             performed beginning April 26 through September 30, 2006.
                             This activity will not interfere or conflict with Richard A.
                             DeFusco's performance of his University duties and
                             responsibilities.

TO: The Board of Regents

COMMITTEE: Academic Affairs

MEETING DATE: April 24, 2004

SUBJECT: Requests for approval of outside employment.

RECOMMENDED ACTION: Request for approval of outside employment from the University of
                              Nebraska Medical Center (UNMC) to participate in activities outside the
                              University in accordance with University policy as follows:

                              OFFICE OF REGULATORY AFFAIRS

                              Ernest D. Prentice, Ph.D., Associate Vice Chancellor for Academic
                              Affairs, Regulatory Compliance and Professor, Genetics, Cell Biology
                              and Anatomy, to serve as advisor (external consultant) to the Research
                              Ethics Committee National Healthcare Group (NHG), Singapore.

PREVIOUS ACTION: None.

EXPLANATION: This request for approval of outside activities is in accordance with
                              Section 3.4.5 of the *Bylaws of the Board of Regents of the University of
                              Nebraska* specifying that University employees (a) being paid a retainer
                              fee or any other form of remuneration on a permanent or yearly basis
                              must have the approval of the Board of Regents.

                              Dr. Prentice is requesting permission of the Board of Regents to accept
                              the invitation to be External Consultant for NHG in the area of Research
                              Ethics Committee (REC) . The scope of the engagement is a) to advise
                              the REC on the entire research ethics framework in NHG, including
                              policy and planning, implementation, evaluation and training; b)
                              continuously review the established research ethics policies and
                              guidelines, and provide advice and directions for the NHG Human
                              Research Protection Programme; c) conduct training annually for NHG
                              staff during the Annual NHG Research Ethics Forum and REC meeting;
                              and d) provide continuous via e-mail and tele-conferencing on issues
                              related to research ethics. Dr. Prentice will be involved in these activities
                              during the period of April 26, 2004 to April 25, 2006. For these efforts
                              he will receive remuneration on a yearly basis.

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

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

DATE: April 1, 2004

TO: The Board of Regents

Academic Affairs

MEETING DATE: April 24, 2004

SUBJECT: Memorandum of Understanding (MOU) between the Board of Regents of the University of Nebraska and the Nebraska Educational Telecommunications Commission (NETC)

RECOMMENDED ACTION: Approve the MOU Between UNL and NETC

PREVIOUS ACTION: December 19, 1965 – The University of Nebraska entered into an agreement with the Nebraska Educational Telecommunications Commission.

EXPLANATION: The proposed MOU is an extension of an existing 1965 agreement which will be replaced by the proposed agreement.

The effect of the agreement will allow the University of Nebraska-Lincoln to provide the Nebraska Educational Television Network (NETN) with all educational television programs broadcast by UNL over Station KUON-TV's analog and digital channels. It is anticipated that on-campus and remote television equipment and facilities of the University and of the Commission will be used for presenting programs for broadcast over KUON as well as the Commission's networks. The University and Commission agree to use their best efforts to make such equipment and facilities available for all such uses, while retaining title to any equipment or facilities provided.

The full agreement is provided as an addendum.

PROJECT COST: None

SOURCE OF FUNDS: None

SPONSOR: Harvey Perlman, Chancellor
University of Nebraska-Lincoln

APPROVAL: _____
L. Dennis Smith
President

DATE: April 1, 2004

AGREEMENT BETWEEN
THE BOARD OF REGENTS OF THE UNIVERSITY OF NEBRASKA
AND
THE NEBRASKA EDUCATIONAL TELECOMMUNICATIONS COMMISSION

This agreement made and entered into this _____ day of _____ _____, by and between The Board of Regents of the University of Nebraska, a body corporate of the State of Nebraska, hereinafter designated the "University," and the Nebraska Educational Telecommunications Commission, an instrumentality of the State of Nebraska, hereinafter designated the "Commission,"

W I T N E S S E T H:

WHEREAS, Nebraska Educational Telecommunications is a joint undertaking of the University and the Commission, and

WHEREAS, the Mission of Nebraska Educational Telecommunications is to educate, challenge and inspire Nebraska, the Nation and the World through excellence in non-commercial telecommunications, and

WHEREAS, the University serves as licensee of educational Station KUON-TV's analog and digital channels as issued by the Federal Communications Commission, and

WHEREAS, the Commission serves as licensee for all other Nebraska educational and public telecommunications network stations and facilities as granted by the Federal Communications Commission, and

WHEREAS the University and Commission have a long history of working together to accomplish the mission of Nebraska Educational Telecommunications, and

WHEREAS, (1) The University has the experience and resources to provide educational and public television programming and services and (2) the Commission has a statutory power and duty to arrange for and provide educational and public telecommunications and services to Nebraska citizens and institutions, and (3) the objects and purposes of both the University and the Commission will be promoted by the agreement hereinafter set forth, and

WHEREAS, the primary interface between the University and the Commission is the General Manager,

NOW THEREFORE, in furtherance of the Mission of Nebraska Educational Telecommunications and in consideration of the mutual promises hereinafter set forth, it is agreed by and between the parties hereto as follows:

1. The University agrees to make available to the Commission for broadcast over the Nebraska Educational Television Network all educational television programs broadcast by the University over Station KUON-TV's analog and digital channels.

    The University and the Commission agree to review, or cause to be reviewed by the appropriate staff, all programs presented on the network prior to broadcast or transmission to insure that the programs are suitable for viewing and listening. Such suitability shall be determined by evaluating the content of the program, and screening the programs if necessary, as to their educational or public service value and whether they enhance the cultural appreciation of the viewer and listener.

2. The University will present all programs in such manner as to include all necessary clearances to enable the broadcast of such programs over all stations of the Commission's educational television network. The Commission, at its own cost, will undertake and retain appropriate affiliation for its stations with all appropriate educational and public telecommunications agencies, organizations and services to enable University-presented programs to be simultaneously broadcast or re-broadcast over the stations of the Commission's network.

    It is contemplated that on-campus and remote television equipment and facilities of the University and of the Commission will be used for presenting programs for broadcast over Station KUON-TV's digital and analog channels as well as the Commission's networks. The University and the Commission agree to use their best efforts to make said equipment and facilities available for all such uses, but each shall retain its title to any equipment or facilities so provided.

3. It is mutually agreed and understood between the parties that under applicable law and the policies of the Federal Communications Commission and other applicable state and federal laws each party is ultimately responsible for all phases of the operation of the broadcast facility or facilities authorized to it, including the determination of the programming to be presented over such facility or facilities, and nothing in this agreement is to be construed as being in derogation of the preservation of such ultimate responsibility by the respective parties.

4. It is mutually agreed and understood between the parties that costs of personnel, facilities and operations will be shared as agreed upon by both parties through the budgeting process. It is further mutually agreed that this agreement may at any time be cancelled or terminated by the Commission or the University without penalty or liability in the event the Federal Communications Commission revokes, deletes or fails to renew any broadcast license held by the Commission or the University or in the event the

Legislature fails to appropriate the funds necessary to undertake the responsibilities of either party as herein set forth.

5. It is agreed that content and programming will be free from undue or improper influence and the Commission and the University will adopt policies and procedures which will enable professional management to operate in a way which will give the public full confidence in the editorial integrity of Nebraska Educational Telecommunication's programming.

6. It is agreed that the hiring and annual reviews of the General Manager are the responsibility of the University with involvement of the Commission, and

7. The Commission and the University have had a mutually beneficial relationship since 1963 and entered into an agreement on October 15, 1965 which is replaced by this agreement, and

8. This agreement shall continue unless either party shall notify the other by registered mail received at least six (6) months in advance of its desire to terminate. Otherwise it shall remain in full force and effect, subject to all terms and conditions thereof.

IN WITNESS WHEREOF, the parties hereto have caused these presents to be executed by their duly authorized agents on the day and year first above written.

NEBRASKA EDUCATIONAL
TELECOMMUNCIATIONS
COMMISSION

By _____

THE BOARD OF REGENTS OF THE
UNIVERSITY OF NEBRASKA

By _____
    President

By _____
    Corporation Secretary

TO: The Board of Regents

                                  Business Affairs

MEETING DATE: April 24, 2004

SUBJECT: Fund B, University Program and Facilities Fee (UPFF):
                                  2004-2005 Allocation for the University of Nebraska at Kearney

RECOMMENDED ACTION: Approve the Fund B, University Program and Facilities Fee (UPFF)
                                  2004-2005 Allocation for the University of Nebraska at Kearney:

UPFF Fund B Category	Approved Allocation 2003-2004	Recommended Allocation 2004-2005
Health Services	$ 408,000	$ 400,000
Student Events	602,454	585,000
Facilities	932,000	920,000
Union Renovation	584,000	550,000
Student Recreation/ Weight Room	120,000	-
Total	$2,646,454	$2,455,000

PREVIOUS ACTION: General policies governing the administration of the University Program
                                  and Facilities Fees were approved by the Board of Regents in 1973,
                                  1978, 1979, 1980 and 2003. The 2003-2004 Fund B allocation cited
                                  above was approved by the Board on April 26, 2003.

EXPLANATION: This recommended allocation received appropriate student and
                                  administrative reviews as directed by Board of Regents policy. The
                                  proposed allocation includes $7.50 increase in the Student Health Fee to
                                  include a fee for Counseling Services. A February 2004 student body
                                  election and vote failed to approve continuance of the recreation fee of
                                  50¢ per student credit hour ($7.50/15 hours) implemented for the 2003-
                                  04 year. Therefore, the UPFF Fund B fee will remain at $241.25 per
                                  semester.

PROJECT COST: None.

SOURCE OF FUNDS: None.

SPONSORS: Galen D. Hadley
                                  Interim Senior Vice Chancellor for Academic Affairs

                                  Randal L. Haack
                                  Vice Chancellor for Business & Finance

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

DATE: April 12, 2004

TO: The Board of Regents

                                      Business Affairs

MEETING DATE: April 24, 2004

SUBJECT: Fund B, University Program and Facilities Fees (UPFF):
                                      2004-2005 Allocations for the University of Nebraska-Lincoln

RECOMMENDED ACTION: Approve the Fund B, University Program and Facilities Fees (UPFF):
                                      2004-2005 Allocations for the University of Nebraska-Lincoln:

UPFF Fund B Category	Approved Allocation 2003-2004	Recommended Allocation 2004-2005
Facilities:		
Recreation	$ 671,220	$ 760,716
Debt Service	1,419,376	1,419,376
Nebraska Unions	2,954,699	3,096,987
Campus Recreation	3,039,703	3,209,394
Health Center	4,204,577	4,332,710
Transit Services	373,646	366,173
Total	$12,663,221	$13,185,356

PREVIOUS ACTION: General policies governing the administration of University Program
                                      and Facilities Fees were approved by the Board of Regents in 1973,
                                      1978, 1979, 1980 and 2003. The 2003-2004 Fund B allocation cited
                                      above was approved by the Board on April 26, 2003.

EXPLANATION: The 2004-2005 recommended allocations received appropriate student
                                      and administrative reviews as directed by Board of Regents policy. The
                                      proposed allocations are based on UPFF fees to be collected in 2004-
                                      2005. At projected yields per dollar of UPFF assessment, the
                                      recommended budgets for 2004-2005 will require a $15.68 increase in
                                      the current full-time student Fund B fee from $307.28 per semester to
                                      $322.96.

PROJECT COST: None

SOURCE OF FUNDS: None

SPONSORS: James V. Griesen
Vice Chancellor for Student Affairs

Christine A. Jackson
Vice Chancellor for Business & Finance

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

DATE: March 31, 2004

TO: The Board of Regents

                                 Business Affairs

MEETING DATE: April 24, 2004

SUBJECT: University of Nebraska-Lincoln Veterinary Diagnostic Center Heating,
                                 Ventilation, and Air Conditioning Replacement

RECOMMENDED ACTION: Approve the project for the UNL Veterinary Diagnostic Center Heating,
                                 Ventilation, and Air Conditioning Replacement for the University of
                                 Nebraska-Lincoln.

PREVIOUS ACTION: None

EXPLANATION: This maintenance project will replace the heating, ventilation, air
                                 conditioning (HVAC), and exhaust systems in the entire building. The
                                 HVAC system lacks the capacity to provide adequate heating, cooling,
                                 and ventilation rates appropriate to the current design standards for
                                 laboratory space. Approximately one-half of the building is utilized as
                                 laboratory space. The age of the system in addition to the increases in
                                 internal heat loads from electronic equipment combine to require
                                 complete replacement rather than renovation of the system.

                                 The HVAC system replacement includes replacing the lamps and ballasts
                                 in existing light fixtures with new energy efficient models. The project
                                 also includes cutting, patching, and painting of existing walls, ceilings,
                                 and floors as required to accommodate the installation of the new HVAC
                                 system.

                                 Note: This project is pending funding from the 309 Task Force.

                                 Proposed start of construction   August 2004
                                 Proposed completion of construction   February 2005

PROJECT COST: $1,676,000

ON-GOING FISCAL   Annual Operating Costs (will be included in the FY06 budget) $20,881
    IMPACT: 2% Assessment   33,520

SOURCE OF FUNDS: 309 Task Force $1,271,672
                                 General Funds   404,328

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

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

DATE: March 31, 2004

TO: The Board of Regents

                                      Business Affairs

MEETING DATE: April 24, 2004

SUBJECT: University of Nebraska-Lincoln (UNL) Campus Recreation replacement
                                      of existing turf at the Cather-Pound Recreation Fields with synthetic turf.

RECOMMENDED ACTION: Approve the UNL Campus Recreation replacement of existing turf at the
                                      Cather-Pound Recreation Fields with synthetic turf.

PREVIOUS ACTION: None

EXPLANATION: Four natural turf campus recreation fields located on the southeast corner
                                      of 17th and Vine Streets are used primarily for intramural flag football
                                      teams to play more than 900 games during the fall season. This
                                      extremely heavy use deteriorates the fields to the point that they can no
                                      longer be used. It then takes eight months of the year to restore the
                                      natural turf for the next season.

                                      This project will replace two of the existing natural turf fields with
                                      synthetic turf. The synthetic turf will assure quality, versatility, and
                                      safety for programming throughout the year. The renovated fields will
                                      be used by several Campus Recreation programs including Intramural
                                      Sports, Sport Clubs, Youth Programs, Instructional Programs, and
                                      informal recreation.

                                      Proposed start of construction   May 2004
                                      Proposed end of construction   August 2004

PROJECT COST: $1,570,000

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

SOURCE OF FUNDS: Auxiliaries and Services Funds (Student Fees)

SPONSORS: James V. Griesen
                                      Vice Chancellor for Student Affairs

                                      Christine A. Jackson
                                      Vice Chancellor for Business & Finance

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

DATE: March 31, 2004

TO: Board of Regents

                Business Affairs

MEETING DATE: April 24, 2004

SUBJECT: Bequest from the William N. Forman Estate

RECOMMENDED ACTION: Accept a $400,000 bequest from the William N. Forman Estate.

PREVIOUS ACTION: None

EXPLANATION: With approval of this item the Board of Regents accepts a most generous bequest from the estate of William N. Forman to be applied for unrestricted use as designated by the Chancellor of the University of Nebraska-Lincoln.

                With acceptance of this gift, the Regents express on behalf of the University of Nebraska-Lincoln their deepest gratitude and appreciation for the generosity of the William N. Forman family.

SPONSOR: Harvey Perlman, Chancellor
                University of Nebraska-Lincoln

APPROVAL: _____
                L. Dennis Smith
                President

DATE: April 2, 2004

TO: The Board of Regents

Business Affairs

MEETING DATE: April 24, 2004

SUBJECT: Contract between the Nebraska Department of Education (NDE) and the University of Nebraska-Lincoln (UNL) for the project entitled "Reviewing Assessment Portfolios for Mathematics: 2004."

RECOMMENDED ACTION: Approve the Contract between the Nebraska Department of Education and the University of Nebraska-Lincoln for the project entitled "Reviewing Assessment Portfolios for Mathematics: 2004."

PREVIOUS ACTION: None

EXPLANATION: Under this contract UNL will coordinate and conduct a review and rating of school district assessment portfolios for mathematics for grades 4, 8, and 11 prepared by all Nebraska school districts as required by state standard, Rule 10. NDE will provide funds up to $334,963 for this project, which takes place from March 24, 2004 through December 30, 2004.

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

PROJECT COST: Not Applicable

SOURCE OF FUNDS: Contract with the Nebraska Department of Education.

SPONSORS: Prem S. Paul
Vice Chancellor for Research

Christine A. Jackson
Vice Chancellor for Business & Finance

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

DATE: March 31, 2004

TO: Board of Regents

                  Business Affairs

MEETING DATE: April 24, 2004

SUBJECT: Fund B, University Program and Facilities Fees (UPFF):
                  2004-2005 Allocation for the University of Nebraska Medical Center

RECOMMENDED ACTION: Approve the following allocation of projected UPFF Fund B income for
                      2004-2005 at the University of Nebraska Medical Center:

UPFF Fund B Category	Approved Allocation 2003-2004	Recommended Allocation 2004-2005
Student Health Services	$318,700	$346,730
Supplemental Counseling	34,500	35,550
Campus Recreation	136,230	136,230
TOTAL	$489,430	$518,510

PREVIOUS ACTION: General policies governing the administration of University Program and
                  Facilities Fees were approved by the Board of Regents in 1973, 1978,
                  1979, 1980 and 2003. The 2003-2004 Fund B allocation cited above was
                  approved by the Board on April 26, 2003.

EXPLANATION: Although this recommended action does not increase the Fund B fee, the
                  2004-2005 allocation for UPFF Fund B is higher than the 2003-2004
                  allocation due to an increase in the number of students enrolled in the
                  student health services program.

                  This recommended allocation was reviewed by appropriate student and
                  administrative reviews as directed by Board of Regents policy. The
                  proposed allocation is based on actual fees to be collected in 2004-2005.
                  The recommendation, if approved, will maintain the Fund B fee at
                  $147.25 per semester.

PROJECT COST: None.

SOURCE OF FUNDS: None.

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

                  Donald S. Leuenberger
                  Vice Chancellor for Business & Finance

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

DATE: April 5, 2004

TO: The Board of Regents

                                  Business Affairs

MEETING DATE: April 24, 2004

SUBJECT: Fund B, University Program and Facilities Fee (UPFF): 2004-05
                                  Allocation of the University of Nebraska at Omaha

RECOMMENDED ACTION: Approve the Fund B, University Program and Facilities Fee (UPFF)
                                  2004-05 Allocation for the University of Nebraska at Omaha:

UPFF Fund B Category	Approved Allocation 2003-04	Recommended Allocation 2004-05
Campus Recreation	$736,408	$825,093
Milo Bail Student Center	627,471	646,295
Bond Issue	1,014,357	1,014,357
Men's Athletics	465,366	479,327
Women's Athletics	266,939	348,947
Musical Groups	48,000	49,440
Health Services	391,616	429,493
Reserve	12,406	-
Facilities	25,504	25,504
Intercampus Shuttle	-	150,124
Total	$3,588,067	$3,968,580

PREVIOUS ACTION: General policies governing the administration of the University Program
                                  and Facilities Fees were approved by the Board of Regents in 1973,
                                  1978, 1979, 1980 and 2003. The 2003-04 Fund B allocation cited above
                                  was approved by the Board on April 26, 2003.

EXPLANATION: This recommended allocation received appropriate student and
                                  administrative reviews as directed by Board of Regents policy. For
                                  2004-05, students will be charged a flat fee of $50 ($42 for Fund B and
                                  $8 for Fund A) plus $8.80 per credit hour with a maximum of 12 credit
                                  hours or $155.60.

                                  Consistent with the Board's 2003 UPFF policy change to permit the use
                                  of Fund B monies for student transit services, the 50¢ per student credit
                                  hour (sch) intercampus shuttle fee has been incorporated into UPFF Fund
                                  B. An 80¢/sch increase has been allocated for inflationary costs,
                                  additional personnel in Campus Recreation and Health Services and to
                                  offset hockey revenues from student ticket sales that support the
                                  Women's Athletic program.

Historically UNO students have been given free admission to regular season athletic events excluding the Division I hockey program. Effective 2004-05, students will also be admitted free of charge for upper bowl seating in the hockey arena.

PROJECT COST: None.

SOURCE OF FUNDS: None.

SPONSORS: John Christensen
                     Vice Chancellor for Academic & Student Affairs

                     James R. Buck
                     Vice Chancellor for Administration

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

DATE: April 5, 2004

TO: The Board of Regents

Business Affairs

MEETING DATE: April 24, 2004

SUBJECT: Quasi-Endowment Fund for William M. Christy Scholarship Fund

RECOMMENDED ACTION: Approve the designation of the William M. Christy Scholarship Fund as a quasi-endowment fund.

PREVIOUS ACTION: None.

EXPLANATION: The University of Nebraska at Omaha has received $56,019 from the William M. Christy Trust. Consistent with Mr. Christy's wishes, as conveyed by his personal representative, the University will establish a need-based scholarship fund known as the William M. Christy Scholarship Fund. It is the University's intent to use the investment earnings from the quasi-endowment for need-based scholarships, retaining the right to expend the principal as necessary for the same purpose.

With the establishment of this fund the Regents express on behalf of the University their deepest gratitude and appreciation for the generosity of Mr. Christy.

PROJECT COST: None.

SOURCE OF FUNDS: None.

SPONSOR: James R. Buck
Vice Chancellor for Administration

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

DATE: April 1, 2004

X. UNIVERSITY ADMINISTRATIVE AGENDA

A. ACADEMIC AFFAIRS

1. Approve the Proposed Bachelor of Science in Bioinformatics Degree Program in the Colleges of Arts and Sciences and Information Science and Technology at the University of Nebraska at Omaha. Addendum X-A-1

2. Approve the Joint Proposal for a Low Residency Master of Fine Arts in Writing Degree Program at the University of Nebraska at Omaha and the University of Nebraska at Kearney. Addendum X-A-2

3. Ratify the earlier approval of the proposed major in Philosophy leading to the Bachelor of Arts Degree at the University of Nebraska at Kearney and that the proposal be resubmitted to the NCCPE. Addendum X-A-3

4. Approve Regents' Policy RP-5.7.7 of the *Board of Regents' Policies of the University of Nebraska* creating Guaranteed Tuition Grants for Qualified full-time students. Addendum X-A-4

Additional Item

5. Approve the establishment of a Gallup Leadership Institute at the University of Nebraska-Lincoln. Addendum X-A-5

B. BUSINESS AFFAIRS

University of Nebraska at Kearney

1. Approve University of Nebraska at Kearney Residence Hall Room and Board Rates for Academic Years 2004-05 through 2008-09. Addendum X-B-1

2. Approve the University of Nebraska at Kearney Food Service Contract with Chartwells' Division of Compass Group USA, Inc. to operate food services for a seven year period July 1, 2004 through June 30, 2011. Addendum X-B-2

University of Nebraska at Omaha

3. Approve the University of Nebraska at Omaha Optional Board Plans for the 2004-2005 academic year and report on housing rates established by Century Development for 2004-05. Addendum X-B-3

4. Approve the Revised Program Statement for the UNO Library.
Addendum X-B-4

5. Approve the Resolution authorizing the transfer of $265,000 from the 1993 Series Surplus Fund to the 1993 Series Replacement Fund and authorizing the expenditure of up to $265,000 from the Replacement Fund to make Student Center improvements. Addendum X-B-5

Nebraska College of Technical Agriculture

6. Approve NCTA Room and Board Rates for the 2004-2005 academic year.
Addendum X-B-6

University of Nebraska-Lincoln

7.   Approve the program statement and budget for the UNL Renovation of the 2nd
        and 3rd Floors of Seaton Hall. Addendum X-B-7

8.   Approve the Resolution (1) adopting a General Resolution authorizing and
        providing for the issuance of Revenue Bonds of the Board, (2) adopting a First
        Series Resolution authorizing the issuance of not to exceed $13,000,000
        aggregate principal amount of Revenue Refunding Bonds (University of
        Nebraska–Lincoln Memorial Stadium Project), Series 2004, (3) authorizing the
        sale of such Series 2004 Refunding Bonds at a public sale, or at a negotiated sale
        as determined by the Vice President for Business and Finance, approving the
        Notice of Sale, a Bond Purchase Agreement and the Preliminary Official
        Statement and authorizing the Vice President for Business and Finance to
        determine interest rates (not to exceed an average rate of three and one-half
        percent (3.50%)), principal amounts, principal maturities and redemption
        provisions of such Revenue Refunding Bonds, Series 2004, and (4) approving the
        preparation and use of a Final Official Statement.   Addendum X-B-8

9.   Approve the Resolution (1) adopting a First Supplemental Resolution to First
        Series Resolution authorizing the issuance of not to exceed $53,000,000 principal
        amount of Revenue Bonds (University of Nebraska–Lincoln Memorial Stadium
        Project), Series 2004, for the Memorial Stadium Improvement Project, (2)
        authorizing the sale of such Series 2004 Bonds at a public sale, or at a negotiated
        sale as determined by the Vice President for Business and Finance, approving the
        Notice of Sale, a Bond Purchase Agreement and the Preliminary Official
        Statement and authorizing the Vice President for Business and Finance to
        determine interest rates (not to exceed an average rate of five percent (5.00%)),
        principal amounts, principal maturities and redemption provisions of such Series
        2004 Bonds and (3) approving the preparation and use of a Final Official
        Statement. Addendum X-B-9

TO: The Board of Regents

Academic Affairs

MEETING DATE: April 24, 2004

SUBJECT: Proposed Bachelor of Science (B.S.) in Bioinformatics Degree Program in the Colleges of Arts and Sciences and Information Science and Technology at the University of Nebraska at Omaha (UNO)

RECOMMENDED ACTION: Approve the Proposed B.S. in Bioinformatics Degree Program in the Colleges of Arts and Sciences and Information Science and Technology at UNO

PREVIOUS ACTION: None

EXPLANATION: Bioinformatics is an emerging, rapidly expanding science that addresses problems associated with the storage, retrieval, and analysis of data describing the structure and function of biological systems. Analysis of the vast amounts of data produced by ongoing genomic DNA sequencing and mapping projects (e.g., the Human Genome Project) is expected to uncover hitherto unknown relationships between genes and diseases; have a profound impact on drug development and clinical trials; and affect medical diagnostics, pharmacogenomics and agricultural and industrial technology. Bioinformatics is an interdisciplinary science bringing together complex aspects of molecular biology, computer science, chemistry, mathematics, and physics.

Since 1999, the UNMC Department of Pathology and Microbiology (Path/Micro) and the UNO Departments of Biology and Computer Science have collaborated to offer a bioinformatics track in the M.S. and Ph.D. Path/Micro program. The need for rigorous undergraduate preparation in the field has become increasingly apparent: the proposed program is designed to prepare students for positions in industry and research organizations as well as advanced graduate study. The program builds on successes of the graduate program, external funding (e.g., NIH BRIN and NSF EPSCoR grants), research, and outreach activities for middle and high school students.

The proposed program represents a joint effort of the UNO Colleges of Arts & Sciences and Information Science and Technology in collaboration with the University of Nebraska Medical Center. The program will be managed by a Program Oversight Committee consisting of one member each from the participating UNO departments (Biology, Chemistry, Mathematics, and Computer Science) and at least one ex officio member each from UNMC and UNL.

Interdisciplinary in nature, the 132-hour program requires completion of existing courses totaling 21 semester hours in computer science, 20 hours in mathematics, 16 hours in biology, and 20 hours in chemistry, as well as 13 hours of new courses in bioinformatics. The program will be offered through both the College of Arts and Sciences and the College of Information Science and Technology, with A&S students taking 12 additional hours of general education requirements, while IS&T students will take 12 hours of recommended electives.

Physical resources available to support the program include the state-of-the-art Peter Kiewit Institute, the 4-node Nebraska Computer Super-Cluster (NCSC), the facilities of the Nebraska Informatics Center for the Life Sciences (NICLS) to be housed in the new Scott Technology Transfer Center on UNO's south campus, and the laboratory and classroom facilities of UNO's Departments of Biology, Chemistry, and Mathematics.

Existing faculty in the four participating departments are sufficient to offer the program, including existing courses and new bioinformatics courses. In addition, it is anticipated that the person being recruited for the new faculty position in bioinformatics (with a joint appointment in the Departments of Biology and Computer Science) established with Excellence funds will participate in developing and teaching the new courses.

The proposed program has been recommended for approval by the curriculum committees of the Colleges of Arts & Sciences and Information Science & Technology, Deans Forum, Educational Policy Advisory Committee, and Faculty Senate.

PROJECT COSTS: A 2003-2004 allocation of $95,000 in reallocated funding will support the program. No additional resources are required.

SPONSORS: Shelton Hendricks
Dean, College of Arts & Sciences

David Hinton
Dean, College of Information Science & Technology

John Christensen
Vice Chancellor for Academic and Student Affairs

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

DATE: April 1, 2004

PROPOSAL FOR NEW UNDERGRADUATE MAJOR IN BIOINFORMATICS
UNIVERSITY OF NEBRASKA AT OMAHA

College of Information Science & Technology
College of Arts and Sciences
Spring 2004

Introduction

Bioinformatics is an emerging, rapidly expanding science that addresses problems related to the storage, retrieval and analysis of data describing the structure and function of biological systems. Bioinformatics analysis of vast amounts of data, produced by ongoing genomic DNA sequencing and mapping projects, such as the Human Genome Project, is expected to uncover hitherto unknown relationships between genes and diseases, have a profound impact on drug development and clinical trials, and affect medical diagnostics, pharmacogenomics and agricultural and industrial biotechnology. Bioinformatics is a truly interdisciplinary science, bringing together aspects of molecular biology, computer science, chemistry, mathematics and physics.

The need for bioinformatics reflects the radical changes that the biological sciences have undergone over the last decade. The explosion of data being generated by sequencing efforts, like the Human Genome Project, requires an associated increase in the scale and sophistication of the systems and tools that researchers use to analyze and make use of this data. Specific needs include the effective storage of data and the associated data models**;** the design of efficient algorithms to automate data mining procedures; and the development of software systems to support database curation and mining. As more biological elements and their roles in complex biological systems are discovered, it is becoming apparent that additional progress in fields such as structural biology and functional genetics will not be possible without the integration of computational and experimental methods.

Despite its importance and potential benefits, the lack of appropriate curricula for education in bioinformatics has recently been identified as one of the major challenges facing the continued development of the field (Genome Technology, 17, January 2002). Since 1999, through a joint effort between Department of Pathology and Microbiology (Path/Micro) at the University of Nebraska Medical Center (UNMC) and the Departments of Computer Science and Biology at the University of Nebraska at Omaha (UNO), a Bioinformatics track has been

available at the M.S. and Ph.D. levels in Path/Micro graduate program. Recently, the need for rigorous undergraduate preparation in this area has become apparent from discussions with bioinformatics researchers and during the training of University of Nebraska bioinformatics graduate students. We therefore propose a new undergraduate major in bioinformatics that would prepare our students for positions in industry and research, as well as provide them with the foundation necessary to succeed in bioinformatics and other related graduate programs.

It is important to note that an undergraduate degree in bioinformatics at UNO would not duplicate any currently available program in the University of Nebraska system and would be unique in the surrounding region. Indeed, the proposed degree would be among very few such degrees in the country. Furthermore, the degree would represent a natural progression in the evolution of bioinformatics within the UN system, following the development of the Bioinformatics track in the Path/Micro graduate program at UNMC. Also important is that the proposed degree would be distinct from the existing biotechnology major offered by the Department of Biology at UNO, as this degree provides only modest training in mathematics and computer science. Finally, it is important to note that a number of both potential and current UNO students have already expressed interest in the program and that it is anticipated that demand for the program will be quite strong upon its inception.

Bioinformatics at the University of Nebraska

In a relatively short time and with modest resources, the University of Nebraska has developed solid research, educational and outreach programs in bioinformatics. As mentioned earlier, since 1999 the University has offered a Bioinformatics Track in the Path/Micro graduate program at both the Masters and Ph.D. levels. The first students to enter the program are just now getting ready to graduate. In addition, we have won major grants, conducted joint research projects, and developed new courses, seminars, and academic programs. Bioinformatics outreach activities include a summer science camp for middle school and high school students and the formation of the BioInformatics Interest Group (BIIG).

External funding for bioinformatics at UN currently comes, in part, from infrastructure grants from the National Institutes of Health (NIH) BRIN and the National Science Foundation (NSF) EPSCoR programs. Funds from NIH are being used to support a new bioinformatics faculty position in the Department of Biology; funds from the EPSCoR grant have been used to develop BIIG, which supports research and introduces students at various levels to information

technology in general and bioinformatics in particular. Both grants provide funds for summer support, equipment, and graduate assistantships, which in turn are helping to establish infrastructure for bioinformatics education and research in Nebraska.

Expected Impact of the Proposed Degree

An undergraduate degree in bioinformatics would provide students with multiple career-paths. For example, individuals with bioinformatics training would be prepared for bioinformatics-related positions in industry or research institutes. Around the country, many job openings in bioinformatics presently go unfilled for lack of qualified applicants. Investigators at UNMC currently have great need for students and interns with bioinformatics training. An undergraduate degree would also prepare students for graduate programs in bioinformatics or related areas. Experience has shown that most post-baccalaureates entering a graduate program in Bioinformatics have to spend several semesters taking "background" courses in either computer science or biology as most enter with experience in only one of the two fields. Students entering with an undergraduate degree would enter the program better prepared, would be able to participate more fully in research and would be able to graduate from the program faster. Finally, an undergraduate degree would provide strong training for students interested in the health professions and further education in allied areas of biomedical research/molecular biology.

An undergraduate degree in bioinformatics would serve the University and the state of Nebraska in a number of ways. For instance, it is anticipated that the uniqueness of the program and the challenge of the curriculum will serve to attract students of very high quality from across the state and from around the country. Furthermore, the tools and algorithms developed to address various computational problems in bioinformatics have the potential to improve education and infrastructure for health care in rural Nebraska and could improve disease control by allowing for the more rapid identification of micro-organisms. The federal government is expected to increase its interest in bioinformatics as it enacts homeland security provisions addressing disease control and bio-security. An undergraduate degree program would enhance UN's ability to participate in federally funded research and educational activities in this area.

The ability of the State to produce talented graduates in bioinformatics at both the graduate and undergraduate level would make the state in general, and Omaha in particular, a

desirable destination for biotechnology companies. The opening of the Peter Kiewit Institute of Information Science, Technology and Engineering at UNO in 1999 has already enticed several high-tech firms to locate partially or exclusively in Omaha.

Management of the Proposed Degree

The proposed degree will be offered simultaneously by both the College of Information Science and Technology and the College of Arts and Sciences (although essentially the same, the curriculum of the program will differ slightly between the two colleges—see below). The proposed degree will be jointly managed by the participating departments from UNO College of Information Science and Technology and the College of Arts and Sciences with input from the University of Nebraska Medical Center and the newly-formed Nebraska Informatics Center for the Life Sciences. No new administrative unit would be required to develop or administer the degree, as this would be done purely through collaboration between the participating entities. Through articulation agreements that exist between UNO colleges and local community colleges, students would potentially be able to begin this program at a community college and complete it at the University.

It is anticipated that five or six courses in bioinformatics would need to be developed to support the degree (an introductory course, several senior-level courses, and a senior research project). These courses could be developed by existing faculty. Although no new faculty members would need to be hired to support the degree, it is anticipated that the individual hired to fill the new faculty position in bioinformatics, with a joint appointment between Department of Biology and Department of Computer Science, would participate in the development and teaching of these courses. In is also anticipated that the degree will grow sufficiently in the coming years to support new faculty lines at some point in the future.

An oversight committee would be created to manage operational aspects of the program. The "Program Oversight Committee" (POC) would be responsible for maintaining the academic integrity of the program. It would approve new courses; approve changes to existing courses; set entrance requirements, etc. Each participating department will be represented in the POC by one member. Additionally, at least one member from UNL and UNMC will be serving on the committee as ex-officio members. The responsibilities of advising students and managing the day-to-day operations of the degree will be handled by the undergraduate program committees and the student advisors of the participating departments.

Facilities and Current Infrastructure

As mentioned earlier, the proposed degree will be provided through a collaboration between the UNO College of Information Science and Technology; the UNO Departments of Mathematics, Chemistry and Biology, the University of Nebraska Medical Center and the newly formed Nebraska Informatics Center for the Life Sciences. Combined, the participating entities will be able to make an extraordinarily vast infrastructure available to faculty, staff and students participating in the program.

UNO College of IS&T

The College of IS&T is part of The Peter Kiewit Institute of Information Science, Technology and Engineering. A new, $37.5 million facility, housing PKI, was completed in 1999. The new building provides students and faculty with a state-of-the-art infrastructure for teaching and research, as well as access to the latest in computer hardware and software. The building includes over two thousand square feet of computing lab space that is divided into a general-purpose lab, instruction labs and research labs. The general-purpose lab contains over one hundred high-end workstations and each of the many teaching labs in the building has at least thirty-five, and as many as fifty, workstations. There are over twelve advanced research labs, including ones dedicated to multimedia technology, UNIX-based circuit design, software engineering, and bioinformatics. The facilities also include two IBM S/670 mainframe computers running IBM DB2 Universal Database and an IBM supercomputer. Supported by an NSF EPSCoR Infrastructure grant, the development of the four-node Nebraska Computer Super-Cluster (NCSC), devoted to bioinformatics research, has recently been completed. The super-cluster spans four university campuses (University of Nebraska at Omaha, University of Nebraska Medical Center, University of Nebraska–Lincoln and Creighton University); and the node at PKI consists of sixteen dual-processor Intel Xeon computers.

NICLS:

The Nebraska Informatics Center for the Life Sciences (NICLS) was recently formed through support of a National Science Foundation EPSCoR grant. NICLS' mission is to facilitate the integration of the Biocomputing/Informatics disciplines with the life sciences and to coordinate cross-campus and state-wide efforts in Bioinformatics, Chemoinformatics, Pharmacoinformatics, Computational Chemistry, and Computational Biology. The UNMC

component of NICLS currently resides on the campus of the University of Nebraska Medical campus. However, the UN Board of Regents has recently approved a ten-year lease of approximately ten thousand square feet of space in the new Scott Technology Transfer Center for use by NICLS. This space will be available to those participating in the proposed degree program. NICLS can provide training for students.

In addition to housing a node of the NCSC, NICLS has significant computing resources including high-end workstations and bioinformatics software. Also associated with NICLS are a DNA microarray facility, a molecular modeling facility, and a genetic sequence analysis facility. All would be available to faculty and staff participating in the program.

UNO College of A&S

The UNO departments of Chemistry and Biology and UNMC will also provide laboratory facilities for research and teaching. Recently renovated teaching facilities (Allwine Hall 408, 403) will enhance student learning in an introductory bioinformatics survey course and enable students to obtain hands-on laboratory experiences in upper-level molecular biology courses. Many faculty in these departments actively use Bioinformatics tools in their own research laboratories, setting the stage for a stimulating collaborative environment for student research projects.

The Proposed Bioinformatics Curriculum

New programs in bioinformatics have emerged recently at a number of universities around the country. Most of the existing programs offer degrees at the graduate level. Also, most of the undergraduate programs are offered as special tracks within degrees in Biology or Computer Science. While there are differences in the structure, course offerings and research expectations of the few recently introduced undergraduate programs elsewhere in the U.S. (see the attached Appendix), they share the common goal of providing students with foundational strengths in four areas: computer science, mathematics, chemistry and biology. The curricula of the proposed undergraduate degree described below will provide students with a strong foundation in all of these areas as well as a solid, integrated perspective of the field through upper level courses and participation in research. The committee understands that as both the degree and the field of bioinformatics matures that some changes to the curriculum might

become desirable or necessary. Making such changes would be the responsibility of the Program Oversight Committee.

The degree is being proposed to be offered by the College of Information Science and Technology and by the College of Arts and Sciences at the University of Nebraska at Omaha. The degree would require a total of 132 credit hours. The curricula for the degree offered by each college are nearly identical. It includes 21 hours of computer science, 20 hours of math, 16 hours of biology, 20 hours of chemistry, and 13 hours of bioinformatics courses, for a total of 90 hours. Also, the degree at each college includes general education requirements that satisfy the UNO guidelines for general education. The only difference between the two curricula is that the IS&T curriculum includes 12 hours of electives, while the A&S curriculum includes an additional 12 hours of general education requirements (6 hours of World Civilization, 3 hours humanities, 3 hours of social studies). The slight difference reflects the fact that A&S degrees have a larger liberal arts focus, while IS&T degree offers more professional oriented degrees. The elective hours can be used to take up to four courses in one of the four basic disciplines of Bioinformatics (Computer Science, Biology, Chemistry and Mathematics). This can provide the students the opportunity to have an added focus in one of the four disciplines. The planned degree was designed to take advantage of the current offerings at UNO and requires few new courses. It is expected that with the potential growth of the degree and the subsequent increase in students, that special courses will be developed for students seeking such degrees. This will in turn reduce the total number of required hours in the four basic disciplines, allowing for more electives and new courses in Bioinformatics.

Curriculum of the Proposed UNO Undergraduate Degree in Bioinformatics

Goals:

1- Prepare students for Bioinformatics-related positions in industry or research institutes
2- Prepare students for graduate programs in Bioinformatics or related areas
3- Provide strong training for students interested in the health professions and further education in allied areas of biomedical research/molecular biology

IS&T

Required:

CIST 1400	Intro to Computer Science I (3)
CSCI 1620	Intro to Computer Science II (3)
CSCI 2710	Computer Organization (3)
CSCI 3320	Data Structures (3)
CSCI 4830	Introduction to Software Engineering (3)
CSCI 4850	Database Management Systems (3)
CSCI/ISQA 4890	Data Warehousing and Data Mining (3)
	OR
CSCI/MATH 4150	Graph Theory & Applications (3)

Recommended electives:

CSCI 2830	Java Programming
CSCI 2840	C++ & Object Oriented Programming
CSCI 2850	Programming on the Internet
CSCI 4450	Introduction to Artificial Intelligence
CSCI 4470	Pattern Recognition
CSCI 4500	Operating Systems
CSCI 4620	Computer Graphics
CSCI 4860/ISQA 4300	Database Administration

Mathematics

Required:

MATH 1950	Calculus I (5)
MATH 1960	Calculus II (5)
MATH 1970	Calculus III (4)
MATH 2040	Discrete Mathematics for Engineering (3)
STAT 3800	Applied Engineering Probability and Statistics (3)

Recommended electives:

MATH 2050	Applied Linear Algebra
MATH 4030	Applied Modern Algebra
MATH 4740	Introduction to Probability and Statistics I
MATH 4750	Introduction to Probability and Statistics II

Biology

Required:

BIOL 1450	Principles of Biology (5)
BIOL 2140	Genetics (4)
BIOL 3020	Molecular Biology of the Cell (3)
BIOL 4130	Molecular Genetics (4)
	OR
BIOL 4140	Cellular Biology (4)

Recommended electives:

BIOL 1750	Biology II
BIOL 4230	Organic Evolution
BIOL 4850	Developmental Biology
BIOL 4030	Genetics, Evolution & Development

Chemistry

Required:

CHEM 1180	General Chemistry I (3)
CHEM 1184	General Chemistry I Laboratory (1)
CHEM 1190	General Chemistry II (3)
CHEM 1194	General Chemistry II Laboratory (1)
CHEM 2250	Organic Chemistry I (3)
CHEM 2260	Organic Chemistry II (3)
CHEM 2274	Organic Chemistry Laboratory (2)
CHEM 4650	Biochemistry I (3)
CHEM 4654	Biochemistry I Laboratory (1)

Recommended electives:

CHEM 4660	Biochemistry II (3)
CHEM 4664	Biochemistry II Laboratory (1)

New BioInformatics Courses – 13 Credit Hours

Required:

Introduction to Bioinformatics (3)
Algorithms for Computational Biology (3)
Database search and pattern discovery in Bioinformatics (3)
Senior Project in Bioinformatics (3)
Seminar (Colloquium) in Bioinformatics (1)

General Education and Electives - College of IS&T: (42)

   Humanities and Ethics – 9 Credit Hours

   Social Studies – 9 Credit Hours

   Cultural Diversity – 6 Credit Hours (May be satisfied using Humanities and/or social Studies)

   English/Speech –12 Credit Hours

   General Electives – 12 Credit Hours

General Education - College of A&S: (42)

   Humanities and Ethics – 12 Credit Hours

   Social Studies – 12 Credit Hours

   Cultural Diversity – 6 Credit Hours (May be satisfied using Humanities and/or social Studies)

   World Civilization – 6 Credit Hours

   English/Speech –12 Credit Hours

Appendix
Bioinformatics Undergraduate Programs (United States)

A search of the Internet reveals that twelve American universities currently offer bioinformatics degree or specialization programs with at least five schools offering a bachelor's degree (or concentration) in bioinformatics. The B.S. programs all provide a foundation in mathematics, chemistry, computer science, and biology but to varying degrees; most provide one or more specialized courses in bioinformatics. The chart below compares the curriculum of our proposed degree program with a number of others.

	COMPUTER SCIENCE	MATHEMATICS	BIOLOGY	CHEMISTRY	
UNO Proposed B.S. in Bioinformatics (132 semester hours)	24 credit hours required	20	16 including Genetics	20	
CANISIUS COLLEGE (B.S. in Bioinformatics): Intro. to Bioinformatics, Bioinformatics Capstone, and (elective) Bioinformatics Internship (128-136 semester hours)	16 (Large Scale Programming; Information Organization & Processing)	12 (Calculus I; Inferential Statistics and Computers for Science; Discrete Math)	13 (Intro to Cellular/Subcellular Biology; Organismal Biology; Cellular Biochemistry)	15 (General and Organic)	"Foremost an informatics degree". Electives: 6 courses including 3 at 300/400 level.
BAYLOR (Bioinformatics major, B.S. in Informatics, Computer Science Dept.): "A broad range of topics, including application and systems programming, database design, digital networks, molecular biology" (124 semester hours)	31+ (including summer internship; Numerical Methods; Digital Networks; Database Design I)	12 (including Biomedical Statistics or Statistical Methods)	24 (including Genetics and Molecular Genetics)	17	Developed by Biology & CS Depts. "Some classes collaborate with local companies"
UNIV. OF CALIF AT SANTA CRUZ (B.S. in Bioinformatics, biomolecular engineering program, Computer Engineering Dept.): Either "senior thesis or the graduate project course: Computer Science 243, Bioinformatics." Plus 2 electives (129 semester hours)	30 including Data Structures; Abstract Data Types; Database Systems; advanced programming; Tech Writing	35 (including Calculus, Statistics, Discrete Math)	10 (Cell and Molecular Biology)	20 (4 to 5 courses including biochemistry [molecular biology])	Engineering: Biomolecular Engin. 100, Intro to Bioinformatics; programming; algorithms; databases
UNIVERSITY OF THE SCIENCES IN PHILADELPHIA (B.S. in Bioinformatics): "As seniors, students will immerse themselves in the Bioinformatics I and II 'capstone' course sequence." 21 hours of electives and core requirements during senior year. (132 semester hours)	12 Emphasis "on practical skills in computer programming…working with different bioinformatics software & computer platforms"	10 (three courses in Math Analysis)	15+ including Bioinformatics Colloquium (1); Molecular Biology; Microbiology	28+ "molecular biology, computer modeling of chemical and biological compounds"	Year 4: Bioinformatics I & II; Special Topics in Bioinformatics. "in-depth study of genomics and bioinformatics"
RENSSELAER (B.S. in Bioinformatics and Molecular Biology): "Concentration in Computational Biology … or	0 (Computational Biology Option stresses computer science).	8 (32 hours electives: Data Structures & Algorithms;	32	16 Molecular Biology, Algorithms in Computational	Other electives: Graph Theory; Database Systems; Math

Molecular Biology". Courses include Bioinformatics I & II; Drug Discovery. (124 semester hours)		Computer Algorithms; etc.)		Biology	& Statistical Analysis; etc.
ROCHESTER INST. OF TECHNOLOGY (Bioinformatics Option, biotechnology program, Biological Sciences Dept.) (187 quarter hours)	Several courses were created for Bioinformatics including 2 Intro courses	Other courses: Genomics, Bioinformatic Computing	Adv Bioinformatics Computing, High-Performance Computing for Bioinf.	Molecular Modeling and Proteomics	plans "BS and MS programs in Bioinformatics"
CALIF. AT SAN DIEGO (Bioinformatics specialization, B.S. in CS, Dept. of C.S. and Engineering, 152 units) (176 quarter hours)	44 (This major also offered by Department of Bioengineering)	28	8+ (This major also offered by Division of Biology)	39 (major also offered by Dept. of Chemistry & Biochemistry)	"interdisciplinary major will…be offered by 3 other programs".
UCLA (Concentration in Bioinformatics, Cybernetics major, Cybernetics Interdepartmental Program) Comb (124 semester hours)	18+ units	"requirements cover much of the needed math, basic science, and engineering/computer science"			"The concentration then provides the additional selection of upper division… Bioinformatics"
GEORGE WASHINGTON UNIV. (Bioinformatics Option, B.S. in CS) (130 semester hours)	42+	12	10 (biochemistry and genetics)	22	Year 4: Intro to Bioinformatics
MASSACHUSETTS (concentration in Bioinformatics/Cheminformatics, B.S. in CS) ((120 semester hours)	34	24+ (Math students can get this degree within their major)	6 (Biological Sciences students can get this degree)	8+ (Chemistry students can get this degree)	"multidisciplinary degree" also offered in other departmnts
SOUTHERN POLYTECHNIC STATE UNIV. (Bioinformatics Track, B.S. in Biology) (120 semester hours)	11 (Computer Science I; CS II; Database Systems)	7 (Calculus I; Probability and Statistics I)	28 (including Biochemistry; Bioinformatics I & II)	16+ (Chem. I & II; Organic Chem. I & II)	ENGL 2010 Tech Writing; 7 hours free electives
WRIGHT STATE UNIV. (Bioinformatics Option, B.S. in CS, Computer Science and Engineering Dept.) (195 quarter hours)	63 (Including 16+ in Computer Engineering; Bioinformatics; Algorithms for Bioinformatics)	25 including Matrix Algebra, Discrete Math, Statistics	29 including Diversity & Ecology, Molecular Biology, Molecular Genetics	33 Submicroscopic, Macroscopic, Reaction Dynamics	($500,000 from National Science Foundation)
UNIV. OF PENNSYLVANIA (computational biology concentration, B.S. in Biology) (37 credit units (courses))	Including Advanced Algorithms; Artificial Intelligence	Calculus I and II, Statistics			Also in Math Dept.; Computer and Info. Science Dept.

TABLE 1:   PROJECTED INCREMENTAL PROGRAM EXPENSES

STAFF	(FY 05) Year 1		(FY _____) Year 2		(FY _____) Year 3		(FY _____) Year 4		(FY _____) Year 5	
	FTE	COST	FTE	COST	FTE	COST	FTE	COST	FTE	COST
Staffing:										
Additional Faculty [1]	1.0	$95,000								
Additional Non-Teaching Staff [2] *Administrative*										
Professional										
Support										
Sub-Total of Personnel Expenses	1.0	$95,000								
Incremental Program Budget: *General Operating Expenses [3]*										
Equipment [4]										
Facilities [5]										
Additional Library Resources [6]										
Additional Other Expenses [7]										
Sub-Total of Program Budget										
Total Proposed Program Expenses		$95,000								

1. Additional Faculty: Show the number of additional full-time equivalent faculty and related salary and fringe benefit expenditures needed to implement the program. Each year should represent any new additional faculty above the prior year's level.

2. Additional Non-Teaching Staff: Show the number of additional full-time equivalent administrative, professional and support or other staff and related salary and fringe benefit expenditures needed to implement the program. Each year should represent the incremental increase above the prior year's expenses.

3. General Operating Expenses: Included in this category should be allowances for faculty development, laboratory supplies, travel, memberships, office supplies, communications, data processing, equipment maintenance, rentals, etc. Each year of the five-year plan should represent the incremental increase in operating expenses such as new commitments.

4. Equipment: Show anticipated expenditures for the acquisition or upgrades of equipment necessary for the implementation and/or operation of the program.

5. Facilities: Show projected expenditures for any special facilities (general classroom, laboratory, office, etc.) that will be required for the proposed program. Include renovation of existing facilities and construction of new facilities.

6. Additional Library Resources: Show anticipated expenditures for library material directly attributable to the new program.

7. Additional Other Expenses: Show other expenses not appropriate to another category.

TABLE 2:   REVENUE SOURCES FOR PROJECTED INCREMENTAL EXPENSES

REVENUE	(FY 05) Year 1	(FY _____) Year 2	(FY _____) Year 3	(FY _____) Year 4	(FY _____) Year 5
REALLOCATION OF EXISTING FUNDS [1]	$95,000				
REQUIRED NEW PUBLIC FUNDS [2]					
1. STATE FUNDS					
2. LOCAL FUNDS					
TUITION AND FEES REVENUES [3]					
OTHER FUNDING [4]					
1.					
2.					
3.					
4.					
5.					
*TOTAL REVENUE	$95,000				

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

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

TO: The Board of Regents

                              Academic Affairs

MEETING DATE: April 24, 2004

SUBJECT: Joint Proposal for a Low Residency Master of Fine Arts (MFA) in
                              Writing Degree Program at the University of Nebraska at Omaha (UNO)
                              and the University of Nebraska at Kearney (UNK)

RECOMMENDED ACTION: Approve the Joint Proposal for a Low Residency MFA in Writing
                              Degree Program at UNO and UNK.

PREVIOUS ACTION: None

EXPLANATION: The UNK English Department and the UNO Writer's Workshop
                              Department will jointly administer a low residency, 60 credit hour MFA
                              degree in creative writing. The MFA in Writing is a two-year program
                              of intensive training for apprentice writers with a strong commitment to a
                              literary career. The program is comprised of four 16-week distance
                              seminars of tutorial study scheduled between five 10-day periods of in-
                              state residencies. The emphasis in the seminars and residencies is on the
                              improvement and support of the students' writing skills to better equip
                              them to participate in and contribute to the wider domain of
                              contemporary American letters.

                              A combination of individualized long-term tutoring, using electronic
                              technologies to link faculty with students in their seminar groups, and
                              short-term 10-day residencies, involving all students and faculty in the
                              program, promotes the serious study of practical techniques and
                              contemporary theories of crafting literature. This combination of
                              residency and tutorial instruction immerses each student in a strict
                              regimen of writing and critical thinking to hone her/his literary skills.

                              The joint MFA in Writing will be the first such low residency program
                              offered by a public university in the United States.

PROJECT COST: Administration of the program will require a part-time faculty director
                              and a full-time administrative coordinator to manage the daily operations
                              of the program over a 12-month period. The faculty director will be
                              chosen from the program's resident core graduate faculty at UNO or
                              UNK as no more than .5 F.T.E. of his or her workload. The
                              administrative coordinator position carries an annual base salary of
                              $30,000 plus benefits. The cost of this line will be shared equally by
                              UNK and UNO reallocated funds. The program will also have an
                              operating budget of $10,000. In the first year, this budget will be funded
                              equally by UNO and UNK from reallocated resources within each
                              university. Thereafter, the operating budget will be covered by program
                              revenue and yearly increments of the staff line will be substituted from
                              the same revenues until the entire line is absorbed within the program
                              budget.

SOURCE OF FUNDS: The instructional and operating budget for the MFA program derives from the out-of-state differential tuition revenue of $180 per credit hour (based on $326 per credit hour out-of-state tuition) paid by each out of state student at the time of registration. In addition, all students pay a Distance Education fee of $60 per course (4 courses per year). These funds will provide the resources both to hire replacements for core UNK and UNO faculty who teach a seminar in the program and to hire distinguished adjunct faculty from outside the University on a per semester contractual basis. No additional resources will be needed to fund the program.

SPONSORS: Douglas A. Kristensen
Chancellor
University of Nebraska at Kearney

Kenneth W. Nikels
Dean for Graduate Studies and Research
University of Nebraska at Kearney

Nancy Belck
Chancellor
University of Nebraska at Omaha

Thomas B. Bragg
Dean for Graduate Studies and Research
University of Nebraska at Omaha

APPROVAL: _____
Jay Noren
Executive Vice President and Provost

DATE: March 26, 2004

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SUMMARY **DESCRIPTION OF**
JOINT **UNO – UNK**
MASTER OF **F**INE **A**RTS IN **W**RITING

</div>

ADMINISTRATIVE MAKEUP OF THE PROGRAM:

The UNO College of Fine Arts Writer's Workshop department and the UNK College of the Fine Arts and Humanities English department will jointly administer a low residency, 60 credit hour Master of Fine Arts degree in creative writing.   The Master Fine of Arts in Writing program combines a core faculty in the writing programs of both campuses to form the governing Graduate Program Committee.   The program will be administered by a .5 F.T.E. faculty director from one of the campuses and a full-time staff program coordinator. The director shall be chosen by the Graduate Program Committee and serve a period of five years.

DESCRIPTION OF THE PROGRAM:

The MFA in Writing is a two-year program comprised of 4 sixteen-week distance-taught seminars sandwiched between 5 ten-day periods of in-state residencies. The emphasis in the program's writing seminars and residencies is on the improvement and support of the students' writing skills to better equip them successfully to participate in and contribute to the wider domain of contemporary American letters.

Using electronic technologies to link faculty with students during their seminar periods, and short-term in-state residencies to bring students and faculty together in person, each student will be immersed in an ongoing regimen of writing and critical thinking to hone his or her literary skills and artistic discipline. During the complete course of study over two years the student will earn 60 credit hours toward a Masters of Fine Arts degree in one of three genres: fiction, poetry or nonfiction. The Master of Fine Arts is recognized as a terminal degree in the literary arts.

Seminars

All students will work with a different faculty mentor for each of the four seminar periods. During the seminar the student will correspond with the faculty mentor on work proposed in a written study plan worked out between the mentor and the student during the preceding residency session. At least four times a semester, creative and critical work will be submitted to the faculty mentor who then responds with detailed suggestions for revision and further reading. Additionally, students will have the opportunity, through their seminar web site, to participate in on-line discussion groups with other members of the seminar, share works-in-progress with their peers, and discuss pertinent literary topics and readings of interest generated by the faculty mentor or other students in the group. Faculty mentors will use the web site to post announcements, lectures, or examples of professional writing pertaining to the study of the genre.

In the first and second seminars periods the student will concentrate mainly on new original writing, on studying books from a prescribed reading list, and on development of critical thinking. The readings, which derive from a list of published works developed during the preceding residency session, may be augmented by additional readings suggested by the faculty mentor as relates to the student's particular work during the seminar. These readings will generate a series of ten or more "critical annotations," short papers which address and illuminate some specific technical aspect of craft which the student notes in each of the works from his

reading list. These papers are intended to heighten the student's critical thinking and create awareness of structural, imagistic, stylistic and aesthetic choices writers make in bringing a piece through its various drafts to completion.

The third seminar requires, in addition to the ongoing focus on original writing and critical reading, a 40 to 50 page critical theory paper. The student and faculty mentor for that seminar together determine a subject and outline an in-depth study of an aspect of writing craft or literary theory of particular value to the student's own writing. The paper will be adjudicated by a faculty member other than the student's current mentor. As well, work continues during this seminar on the student's creative writing, principally through rewriting, with an eye toward the thesis due by the end of the fourth seminar.

In the fourth seminar, the student completes the thesis manuscript based on the creative work undertaken in prior seminars. The thesis, a book-length original work in the student's major genre, will be adjudicated by a committee of at least three faculty.

Students are expected to devote a minimum of 25 hours per week to their studies. This amount of time still permits them to maintain commitments to family or job while they pursue their literary studies within a flexible structure of writing, guided readings, criticism and response. While this is functionally an independent study methodology, students are closely supervised each step of the way. Optimally, the student will produce and send via Blackboard a "packet" of written work to the faculty mentor every four weeks (4 packets over the semester) consisting of new original work, revisions, and critical annotations on their reading. Each student will include a letter with the packet discussing the progress of his or her study plan, as well as general questions or issues of craft not addressed in the critical annotations. Faculty mentors respond within two weeks in a detailed report addressing such areas as technical and aesthetic development of the work, notes for revision, suggestions for further reading, and new issues and directions the student might take stemming from the work. This regular dialogue concerning issues of craft, criticism and aesthetics becomes the working medium for study and growth.

At the end of each seminar project period the student returns to Nebraska to evaluate the completed supervised writing project, to participate in the current residency session, and to design another project with a new faculty mentor for the upcoming seminar period.

Residencies
Each student must complete five 10-day residency sessions which convene for all the MFA students in January and August. The site for these short residency sessions will be a suitable facility in Nebraska that offers lodging, meals and conference rooms. These residencies are important times when students congregate and connect with other writers among their faculty and peers. During this period, they are introduced to various literary concepts and aesthetics through lecture/discussion classes, workshop critiques of student manuscripts, readings of original work by faculty and visiting writers, and individual conferences and planning sessions with their faculty mentors. The residency session is a time for inspiring and for refueling each student with commitment and enthusiasm for their own work in the long solitary undertaking during their distance seminar periods. The residency serves to close one semester and begin the next.

A student's fifth residency session, capping the fourth semester seminar in which the student's creative thesis is completed and submitted for adjudication, is the Graduation Residency Session which not only celebrates with a small commencement exercise those who have successfully completed the MFA requirements for the terminal degree but provides other students in the program with the opportunity to hear the graduating students present readings from their theses and lectures from their critical papers. During the first part of the Graduation Residency Session, the student will undergo the oral examination of his or her creative thesis by a thesis committee.

PROGRAM INSTRUCTIONAL BUDGET

The instructional budget for the MFA in Writing derives from the differential between in-state and out-of-state tuition. While the program will serve qualified Nebraska residents paying resident tuition and fees, it has been designed to serve a wider, national pool of students beyond the state and the region. We anticipate 75-80% of the students applying will come from other parts of the country and should constitute the majority of students selected for this nationally-envisioned program. The nonresident tuition differential will yield $2,160 per seminar (12 credit hours) and $540 per residency session (3 credit hours) for each nonresident graduate student. In addition, a Distance Education Fee of $60 per course would yield $240 (4 courses per year) per student, resident and nonresident. All students will pay their individual expenses for travel, lodging and meals at the conference rates negotiated for each residency session.

Revenue Projections based on current UNO Graduate rate of $146 in-state tuition / $326 MFA out-of-state tuition rate.

	Year 1	Year 2	Year 3	Year 4
Total Students in the Program	20 (initial students)	40 (add 20 students)	50 (add 10 students)	60 (add 10 students)
DE Course Fee= $60/course X 4 courses/yr.	$4,800	$9,600	$12,000	$14,400
Differential in Nonresident Tuition ($326/ch-$146/ch)= $180/ch: **if 50%** Nonresident	$54,000	$108,000	$135,000	$162,000
Differential in Nonresident Tuition ($326/ch-$146/ch)= $180/ch: **if 75%** Nonresident	$81,000	$162,000	$202,500	$243,000
Differential in Nonresident Tuition ($326/ch-$146/ch)= $180/ch: **if 80%** Nonresident	$86,400	$172,800	$216,000	$259,200
Total Revenue **if 50%** Nonresident Students	$58,800	$117,600	$147,000	$176,400
Total Revenue **if 75%** Nonresident Students	$85,800	$171,600	$214,500	$257,400
Total Revenue **if 80%** Nonresident Students	$91,200	$182,400	$228,000	$273,600

Affordability to student:

    The total cost to nonresident students, combining Distance Education fees plus nonresident graduate tuition, is on a par with, or less costly than, the tuition and fees of private schools currently offering similar low-residency graduate writing programs.   It is less costly, as well, than tuition and fess for the majority of resident MFA programs at most major universities. Taking into account, as well, that students in the program will not have to uproot themselves, their families, and possibly their livelihoods for two years in order to move to a comparable resident MFA program in another part of the country, the low-residency MFA in Writing at the University of Nebraska is quite affordable for its students.

Annual Tuition & Fees for MFA degree in peer programs

Institution	*Annual Tuition & Fees*
UNO-UNK	$10,020*
Spaulding	$10,080
Farleigh-Dickenson	$10,200
Goddard College	$10,536
Vermont College	$11,110
University of Iowa	$15,285
Warren Wilson	$16,674

*Based on a UNO graduate out-of-state tuition rate of $326 X 30 ch + $240 DE fee / student
    (***Tuition & fees per Nebraska student = $4,620***)

TO: The Board of Regents

COMMITTEE: Academic Affairs

MEETING DATE: April 24, 2004

SUBJECT: Resubmission to the Nebraska Coordinating Commission for
                           Postsecondary Education (NCCPE) of the proposed major in Philosophy
                           leading to the Bachelor of Arts Degree at the University of Nebraska at
                           Kearney (UNK).

RECOMMENDED ACTION: Ratify the earlier approval of the proposed major in Philosophy leading
                           to the Bachelor of Arts Degree at UNK and that the proposal be
                           resubmitted to the NCCPE.

PREVIOUS ACTION: The Board of Regents approved the previous proposed major in
                           Philosophy on July 15, 1995. It was sent to the NCCPE on September
                           20, 1995. The Coordinating Commission denied it on January 11, 1996.

EXPLANATION: UNK seeks ratification of the Board of Regent's intention to offer a
                           major in Philosophy leading to the Bachelor of Arts Degree. The
                           original initiative was in response to two dynamic realities specific to
                           UNK: (1) the growth of this institution into a comprehensive university
                           broadly committed to excellence in undergraduate education, and (2) the
                           growth within UNK of the Philosophy program as a minor field and as a
                           key feature of a strong General Studies curriculum with firm grounding
                           in the liberal arts.

                           The original 1995 proposal has been revised to bring the proposal up-to-
                           date. A Program Review Committee examined it and revisions were
                           suggested and completed. The revised major adds six additional
                           semester hours as electives from outside of existing Philosophy Program
                           course offerings. Course equivalencies have been established with the
                           University of Nebraska at Omaha and the University of Nebraska-
                           Lincoln. The UNK Faculty Senate has approved it.

                           The proposal to offer a major in Philosophy leading to the Bachelor of
                           Arts Degree will now be resubmitted to the NCCPE for its further
                           consideration.

PROJECT COST: No new resources will be required to offer the major.

SPONSOR: Galen D. Hadley
                           Senior Vice Chancellor for Academic Affairs

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

DATE: April 8, 2004

<h1 style="text-align:center">Requirements for the Bachelor of Arts Degree in Philosophy</h1>

Philosophy Major Requirements (33 hours required)

A. Core Requirement (3 hours required)
    PHIL 100GS   Introduction to Philosophy
    PHIL 120GS   Introduction to Ethics

B. Logic Requirement (3 hours required)
    PHIL 110   Introduction to Logic
    SPCH 332   Logic Argumentation and Reasoning
    PHIL 201   Formal Logic

C. History Requirement (6 hours required)
    PHIL 250   Ancient Philosophy
    PHIL 251   Medieval Philosophy
    PHIL 253   Modern Philosophy
    PHIL 254   Contemporary Philosophy
    PHIL 260GS   Philosophy of Culture

D. Intermediate Level Courses (6 hours required)
    PHIL 305   Social and Political Philosophy
    PHIL 314GS   Philosophy of Religion
    PHIL 309   Philosophy of Mind
    PHIL 360GS   Philosophy of Science

E. Advanced Level Courses (9 hours required)
    PHIL 400   Ethics
    PSY 416   Eastern Psychology
    PHIL 425   Aesthetics
    PHIL 451   Philosophy in Literature

    PHIL 410   Metaphysics
    PHIL 420   Independent Study

F. Capstone Course (3 hours required)
    PHIL 490   Seminar in Philosophy (may be repeated for elective credit)

The remaining 3 hours required for the major can be elected from any course in the curriculum.

There are three changes between the 1995 Philosophy Major Proposal and the current Philosophy Major Proposal. They are:

1) The 1995 proposal was for a 30-hour major; the new proposal is for a 33-hour major. The 33-hours is more common, and it prepares the students a little better for graduate school by making them take broader range of courses.

2) We have added two courses from outside the department to supplement our offerings: a course in Eastern Thought (PSY 416, Eastern Psychology, taught by a member of the Psychology Department) as an advanced course elective, and a course on informal logic (SPCH 332, Logic Argumentation and Reasoning, taught by a member of the Speech Department) that can be substituted for our Introductory Logic course (PHIL 110), since the size of our faculty limits the frequency with which we can offer this course.

3) In the 1995 proposal our senior-level seminar (PHIL 490) was included as an advanced level elective along with all our other 400-level courses; the requirement was to take a minimum of twelve hours at the advanced level. The new proposal still requires twelve hours at the advanced level, but it requires that at least 3 of those hours be in a seminar (PHIL 490). This change was made to follow UNK's effort to have a "capstone course" for each major program. It also reflects the usual requirement of other philosophy major programs.

Summary of Requirements for the B.A. Degree

Minimum General Studies = 45
English Language minimum = 9
Humanities minimum = 9
Mathematics, Statistics & Computer Science minimum = 3
Natural Sciences minimum = 7
Social and Behavioral Sciences minimum = 9
Personal Development minimum = 2
Additional General Studies Courses = 6
Minimum BA Language requirement = 6
> The BA requires completion of two intermediate or advanced courses in a single modern language. Students coming to campus having met the admission requirements taking effect in 1997 will typically have a 5-6 hour requirement. Students without two years of high school language study will typically take 10 hours of first year language before completing this requirement for intermediate or advanced courses.

Major Requirements = 33
Minor or Second Major Minimum Requirements = 24
Minimum total hours required coursework = 108
Unrestricted electives in 125 hour program = 17
Minimum total hours required for BA in Philosophy = 125
> *All UNK degrees require a minimum of 125 hours. Forty (40) of the hours required for all UNK degrees must be upper division hours, which are courses numbered 300 or above taken at a 4-year college or university.*

TO: The Board of Regents

                                Academic Affairs

MEETING DATE: April 24, 2004

SUBJECT: Adoption of Regents' Policy RP-5.7.7 of the *Board of Regents' Policies
                                of the University of Nebraska* creating a Tuition Assistance Program for
                                qualified full-time students who are Pell recipients.

RECOMMENDED ACTION: Approve Regents' Policy RP-5.7.7 of the *Board of Regents' Policies of
                                the University of Nebraska* creating a Tuition Assistance Program for
                                Qualified full-time students.

PREVIOUS ACTION: October 17, 2003 – The Board adopted the current *Board of Regents'
                                Policies of the University of Nebraska.*

EXPLANATION: It is proposed that RP-5.7.7 of the *Board of Regents' Policies of the
                                University of Nebraska* be adopted as follows:

                                **RP-5.7.7 <u>Tuition Assistance Program for Full-Time Pell-Recipient
                                Students</u>**

                                <u>Eligibility</u>:

                                The economic benefits of a college education have been well established.
                                Statistics show that students from the poorest backgrounds are many
                                times less likely to enjoy these benefits by earning a bachelors degree.
                                To help rectify this situation, the University of Nebraska will provide a
                                Tuition Assistance Program to qualified full-time, undergraduate,
                                Nebraska resident students. The Tuition Assistance Program will cover
                                the cost of up to 30 credit hours in an academic year, but do not include
                                summer sessions. The Tuition Assistance Program does not substitute
                                for but rather supplements existing University of Nebraska need-based
                                aid, which is allocated to students by campus financial aid offices based
                                upon unmet need analyses performed by campus financial aid staff and
                                following federal financial aid guidelines.

                                <u>Criteria</u>:

                                In order to receive a Tuition Assistance Program, a student must meet the
                                following criteria:

                                1. Be a Nebraska undergraduate resident, full-time (greater than or equal
                                    to 12 credit hours per semester).
                                2. Be a recipient of a Pell grant.
                                3. Make satisfactory academic progress as defined by the campus for
                                    financial aid purposes.
                                4. Meet general federal financial aid requirements.

5. Each student must maintain a 2.5 minimum grade point average to retain this tuition supplement.
6. If a student drops below 2.5 GPA on a cumulative basis, he/she will be placed on "probation" for the supplement. The student must meet or exceed a 2.5 GPA in the next succeeding semester(s) or summer session(s) attended in order to regain and maintain eligibility for this benefit. This 2.5 GPA will be on a single semester or summer session basis.
7. The 2.5 GPA requirement for this supplemental tuition benefit will begin with the 2005/2006 school year with incoming first-year students and will continue with subsequent entering classes until discontinued by the Board of Regents.
8. The Chancellor of each campus has the right to create and implement an appeals process to deal with extreme circumstances for students who were originally granted this tuition supplement and who subsequently become ineligible.

All scholarship/grant assistance the student receives from all sources, including scholarships received from outside the University of Nebraska, will be taken into account in determining the grant amount necessary to meet the tuition guarantee.

The student and his or her family (in the case of dependent students) must apply for financial aid using the Free Application for Federal Student Aid (FAFSA) by April 1 and complete the application process with the University no later than June 1 prior to the commencement of the academic year for which financial aid is sought.

After the first year of implementation it is the intent of the Tuition Assistance Program to commit funding up to $1 million per year in increased funding for need-based aid.

PROJECT COST: $2,584,059 in the first year of implementation
Subsequent years funding of eligible students up to additional $1 million per year.

SOURCE OF FUNDS: State-aided budget

SPONSOR: Jay Noren
Executive Vice President and Provost

APPROVAL: _____
L. Dennis Smith
President

DATE: April 24, 2004

TO: The Board of Regents

                                 Academic Affairs

MEETING DATE: April 24, 2004

SUBJECT: Gallup Leadership Institute at the University of Nebraska-Lincoln

RECOMMENDED ACTION: Approve the establishment of a Gallup Leadership Institute at the
                                 University of Nebraska-Lincoln.

EXPLANATION   The Gallup Leadership Institute will bring to focus and facilitate
                                 interdisciplinary, cutting-edge research, instructional opportunities, and
                                 outreach programs in the area of authentic leadership development. The
                                 continuance of the success already recognized in this area through
                                 previous initiatives and investments has potential to enhance our
                                 institutional productivity and national visibility, including the generation
                                 of significant external funding in an area of disciplinary specialization
                                 that is important to our state and economic well-being.

PROJECT COSTS: All activities to be brought together under the umbrella of the Institute
                                 are already being funded though previously allocated or reallocated
                                 funds and support from external sources. New programmatic costs that
                                 may emerge over time will be connected with successful efforts to secure
                                 additional commitments of external funding.

SOURCE OF FUNDS: Components of the Institute are supported by Programs of Excellence
                                 (PoE) funds which have been committed through 2006/2007. These
                                 funds permitted the enhancement of faculty lines previously allocated by
                                 the College of Business Administration to support leadership initiatives.
                                 Other sources of funding that will support the institute's programs during
                                 the next five years include contract revenues and program fees generated
                                 by existing partnerships with The Gallup Organization. This includes an
                                 additional $144,000 per year to support doctoral assitantships and
                                 $70,000 to administer the joint Gallup/UNL MBA/MA program. Other
                                 private sources of funding augment these revenues. Together with
                                 increasing amounts of external grants and contracts, these revenues will
                                 be sufficient to sustain and grow the proposed Institute into a globally
                                 recognized institute for excellence in leadership research and practice.
                                 Through these efforts, the proposed Institute will be expected to become
                                 self-supporting within five (5) years of its creation.

SUPPORT FOR PROGRAM: The College of Business Administration is strongly committed to the
                                 development of the Institute. The proposal for the Gallup Leadership
                                 Institute was unanimously approved by UNL's Academic Planning
                                 Committee at its March 10, 2004 meeting. The proposed Center has also
                                 been approved by the Council of Academic Officers of the University of
                                 Nebraska.

SPONSOR: David Brinkerhoff
                            Interim Senior Vice Chancellor for Academic Affairs

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

DATE: April 19, 2004

Proposal for:

THE GALLUP LEADERSHIP INSTITUTE

Submitted by:

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Introduction

The impetus for creating a Leadership Institute at the University of Nebraska-Lincoln has grown out of numerous initiatives and investments undertaken in recent years, through the College of Business Administration. These efforts have been aimed at fostering interdisciplinary, cutting-edge research, instructional opportunities and outreach programs in the emerging area of authentic leadership development. Together, these investments have spawned a diverse range of scholarship and research activity, and have created some unique advanced instructional opportunities for students in the college's masters and doctoral programs. The synergy generated by these investments has potential for enhancing both institutional productivity and national visibility, while generating significant external funding, in an area of disciplinary specialization strategically important to both state and national economic well-being.

The opportunity to capitalize upon the potential created by these investments would be greatly enhanced by the creation of a Leadership Institute at UNL. Because the individuals and programmatic activities relating to the university's leadership initiatives span across departmental and college lines, forming an institute would provide an identity and focal point for enhancing collaboration. It would further recognize the success of the university's leadership initiatives, and its commitment to continued excellence in this field. The visibility an institute would provide could further strengthen the university's ability to attract both research funding and eminent scholars to its research, instructional and outreach programs.

Designating the institute the Gallup Leadership Institute (GLI) would both recognize and formalize the unique partnership that has developed between the university and the Gallup Organization. Gallup has long been recognized as one of the foremost corporate resource centers for fostering leadership in both the public and private sector, and has a demonstrated commitment to training that is based upon sound empirical research. The mutually beneficial partnership with this organization has resulted from the university's commitment to scholarship, instruction and outreach in authentic leadership development, and the success in these initiatives has, in part, been spurred on through this partnership. Gallup's willingness to lend its name to the University's leadership institute further testifies to the quality, value and long-term potential of these initiatives.

This proposal outlines the university's initiatives and investments in leadership research, instruction and outreach. In addition, it discusses activities that are either underway, or will be initiated, that would benefit from the coordination an institute could provide to help achieve their full potential for positive impact on leadership research, education and practice.

UNL's authentic leadership development focus specifically defines authentic leaders as those who are deeply aware of how they think and behave and are perceived by others as being aware of their own and others' values/moral perspectives, knowledge, and strengths; aware of the context in which they operate; and who are confident, hopeful, optimistic, resilient, and of high moral character. Our focus on authentic leadership development takes us beyond merely identifying leaders with these qualities to constructing and validating methods to accelerate their positive development. What differentiates the proposed Institute from any other in the world, is that our specific focus is on assuring what is recommended for leadership development has a strong theoretical base, and has been validated. Currently, there is no comprehensive theory of leadership development, and less than 10% of all leadership development efforts globally are evaluated beyond initial reactions to whether participants liked or disliked the intervention. We intend to motivate the leadership field to authenticate its interventions.

Programmatic Activities and Linkages to the University's Strategic Priorities Initiative

Creation of the Gallup Leadership Institute is proposed to enhance the coordination and visibility of ongoing instructional, research and outreach activities at the University, in partnership with educators and professionals across the state. These programs are focused on understanding and promoting empirically sound methods of developing leadership in students and professionals in business, education and public life.

Instructional Initiatives
- *The College of Business Administration (CBA) offers an MBA/MA with specialization in executive leadership.* This program, with a current enrolment of 30 students from top corporate organizations around the United States, offers an innovative way to help organizations develop authentic leadership among their top emerging leaders.
- *A collaborative partnership exists with Washington University* in St. Louis to offer as part of the MBA/MA specialization in leadership with a focus on healthcare management.
- *Undergraduate Leadership Initiatives.* Two undergraduate initiatives provide top students at UNL the opportunity to incorporate leadership into their personal and collective development. The "Dean's Leadership Class" provides students the opportunity to interact with CEO's about careers in leadership development. The J.D. Edwards two year leadership development program engages students in exercises with leadership experts focused on enhancing their individual and collective leadership potential.
- *CBA's Doctoral Specialization in Leadership offers advanced study in leadership development.* Of the eleven students currently enrolled eight are funded by the Gallup Organization, while the remaining three are funded by the U.S. Military and the Singaporean government. Two program graduates are slated to become instructors at the U.S. West Point Academy.

Research & Grant Activities
- Two current grants with the Army Research Institute (ARI) and the National Science Foundation (NSF) support ongoing activities on leadership development. The ARI project involves a true field experimental test of leadership with U.S. Army officers and the NSF project is a field experiment being conducted in partnership with Unisys to examine how best to develop virtual leadership.
- Recent research grants have been submitted to NSF, the Department of Homeland Security, the Kellogg Foundation and the ARI. Proposals focus on research relating to theory and methods for accelerating the development of authentic leadership.
- Grant proposals are being prepared for submission in collaboration with Dr. Roni Reiter-Palmon from UNO's Psychology Department.
- Research projects are also underway with Dr. Lynn Harland from UNO's Business school examining core constructs in the authentic leadership development model.
- Potential opportunities for developing collaborative research projects with Dr. James R. Jones, in UNO's Department of Marketing and Management have also been discussed.
- The Nebraska Educational Leadership Institute (NELI) is a joint leadership initiative between the College of Business Administration, the Nebraska Commissioner of Education, The Gallup Organization, and the Nebraska Council of School Administrators. NELI is working with public school superintendents throughout the state, to promote leadership development among principals. Additional grant support is being sought from the U.S. Department of Education, NSF, and private foundations such as Carnegie and Union Pacific.
- Joint efforts with faculty from the University of Minnesota, University of Toronto, and Miami University of Ohio are underway to study whether leaders are 'made vs. born'. This project began in the Fall 2003 using a thirty year longitudinal data base comprised of twins collected at

the University of Minnesota. A grant to support this research has been submitted to the ARI and has received favorable evaluations with potential funding pending.
- Researchers at UNL are working with Gallup research scientists on a nationwide evaluation of leadership in Singapore. This project has been jointly funded by the Singapore Institute for Management and the Gallup Organization in the amount of $75,000. Additional country-wide investigations are being planned for India and the United States. The long-term goal of these projects is to build a global database regarding the quality of authentic leadership in each country.

Outreach & Collaboration
- Collaborative educational and research activities are underway with the psychology departments at UNO and UNL, Peter Kiewit Institute, UNO's College of Business Administration, UNL's College of Education and Human Sciences, the J.D. Edwards program, and the Department of Agricultural Leadership, Education, and Communication.
- A region-wide 'dialogues in leadership' program was initiated a year ago, which brings to Nebraska top scholars and practitioners in leadership, to speak to colleagues from UNL, UNO, PKI, Creighton University, Bellevue University, Gallup Organization, and invited members of the community based on current trends in leadership theory and practice.
- The first bi-annual global summit on leadership in June 2004, with support from the business community will bring to Nebraska some top scholars and practitioners in the field of leadership.
- The Leadership Quarterly journal, the top scientific journal in the field of leadership, will provide a special issue on the best papers selected from this conference. Elsevier Press will provide a research volume for additional papers that will be edited by Dr. Jerry Hunt from Texas Tech, and Drs. Bruce Avolio and William Gardner at UNL.
- A national board of public and private sector advisors are being solicited to participate in the University's leadership initiative to help resource some of the programs that will be undertaken, as well as to support grant initiatives.

The Need for a Leadership Institute

The range of programmatic activities underway provides a strong basis for requesting an institute be established to coordinate and strengthen these existing initiatives, to broaden collaborations both internally within the University of Nebraska system, as well as externally with additional public and private partnerships, and to leverage additional external funding to support an aggressive agenda for research, education and service. An institute would also facilitate recruitment of students to both graduate and undergraduate programs who would come to Nebraska to study the very best theories and practices around authentic leadership development.

The proposed institute would function as an internal coordinating agency for the various programs and collaborations as well as provide a link to pubic and private organizations that have a growing interest in authentic leadership development. Based on meetings with various federal agencies in Washington, D.C., such as the NSF, the establishment of an institute will provide Nebraska with greater visibility in securing grant support for longer-term leadership development projects.

Descriptive Information

The name of the institution proposing the new unit: University of Nebraska–Lincoln

The name of the unit proposed: Gallup Leadership Institute

Other programs offered in this field by this institution:

The creation of this institute would provide a unique organizational unit at UNL allowing for greater coordination of the various interdisciplinary leadership initiatives at the University, and involving partnerships with the Gallup Organization and other off-campus entities. The proposed institute will also enhance internal collaboration with faculty and students in two other programs at UNL that include leadership components. These other programs are offered by the department of Agriculture Leadership, Education & Communication (AGLEC) in the Institute of Agriculture and Natural Resources (IANR) and the Doctoral Program in Educational Administration offered by the College of Education and Human Sciences (CEHS). Students in these programs often include in their coursework, leadership courses offered in CBA, and some include faculty from CBA on their doctoral committees. The proposed institute would provide a means of continuing to foster collaboration among these units. In addition, the proposed institute will further infuse leadership curriculum throughout the College of Business Administration by enhancing the existing Program in Business, Ethics, and Society directed by Dr. Douglas R. May, Professor of Management, which integrates ethics research and education within the college's array of undergraduate and graduate course offerings. For more information on the curriculum and research projects underway in the College visit the Ethics Program's website at www.cba.unl.edu/outreach/BusEthSoc/.

The Department of Agricultural Leadership, Education and Communication (AgLEC), located in the College of Agricultural Sciences and Natural Resources, has approved leadership programs at the undergraduate and graduate levels. At the undergraduate level, AgLEC offers 13 undergraduate leadership courses and faculty also participate in programs such as the College of Agricultural Sciences and Natural Resources (CASNR) Dean's Scholars in Experiential Leadership (DSEL). Faculty also instruct in graduate level programs in leadership (e.g., a Masters of Science in Leadership Education with 65 students enrolled), as well as a doctoral specialization in Leadership Studies through the Human Sciences doctoral program in the College of Education and Human Sciences with 27 students currently enrolled.

Administrative units for the new unit:

The proposed institute will be a College-wide initiative encompassing faculty from many departments within the College of Business Administration, as well as from other units on campus. Dr. Bruce Avolio will serve as director of the proposed institute and will report directly to the Dean of the College of Business Administration. Faculty working in the institute will continue to have their tenure home appointments in their primary disciplinary units.

Proposed date (term/year) the unit will be initiated: June 2004

Description and Purpose of the Proposed Unit

The proposed institute's main priority will be to show how exemplary leadership can have a positive influence on individual and collective development and performance. The proposed institute will differentiate itself from other research centers by focusing its research on conducting both lab and field experiments to determine how authentic leadership can be best developed and how it impacts the positive development of followers, groups, organizations and entire communities.

The proposed director of the Gallup Leadership Institute has been best known for his twenty year record of research on transformational leadership. His leadership research program at his former university was funded by a variety of federal and private agencies with grants totaling over five million dollars. The agencies that funded his research included: the National Science Foundation, Army Research Institute, U.S. Department of Education, Kellogg Foundation, IBM and N.Y. State Department of Education.

Leadership is a strategic priority at UNL. The Business Leadership Program in CBA/Department of Management was established in 2002 as one of UNL's strategic priority areas with the goal of providing a global research lab/program for students and faculty involved in the study of authentic leadership development.   The proposed institute's focus on authentic leadership development is both unique and timely. Literally billons of dollars are spent each year on the identification and development of leaders throughout the public and private sector. Yet, there is little, if any, evidence supporting these interventions, which oftentimes promise or 'guarantee' positive results. The GLI will focus on establishing both theory and methods to assure the leadership development process itself is authentic and its impact on performance is veritable. Moreover, and coupled with the ongoing efforts around ethics and positive organizational behavior in the College of Business Administration, the GLI research agenda will also focus on examining what constitutes authentic leadership development in all types of organizations.

Overall Objectives:
- The Leadership Institute will aggressively pursue grants and research contracts in the core areas described above and become a 'living' lab for doctoral, masters, and undergraduate students focused on 'state of the art' leadership research and practice.
- Over time, the proposed institute will become a resource for the campus community working at all levels to provide education, training, and consultation services. We expect the proposed institute to emerge as a national resource center providing support for the development of high potential leaders, teams, organizations and communities.
- We will establish a national and international reputation for UNL's doctoral specialization in leadership as a unique and highly competitive program for students seeking advanced study in business administration.
- The proposed institute's leadership initiatives will link up with other initiatives that are already underway, including the J.D. Edwards program and Peter Kiewit Institute. Faculty from other institutions around the nation and internationally will be invited to participate in the proposed institute, as well as faculty within the University of Nebraska.
- The establishment of an institute will position UNL to be competitive in obtaining grants in the areas of leadership training, education, applied and basic research. In a recent visit to NSF with Vice Chancellor Dr. Prem Paul, the director of the NSF behavioral science division indicated that the proposed leadership work at UNL is directly in line with a major new initiative within NSF to focus on human and social dynamics.

The Gallup Connection:
- Over the last ten years, the Gallup organization has literally paid tens of millions of dollars to regain the rights to its name in countries around the world. Gallup currently has a presence in nearly 40 countries. The name Gallup and its founder Dr. George Gallup are associated with the core vision of "helping people be heard" and "searching for the truth" in people's views. We believe that authentic leadership and its development is all about helping people be heard, and searching for the truth. More importantly, the Gallup name is associated with high integrity business applications, mission and focus throughout the world. The Gallup in GLI provides our proposed research institute with immediate global recognition.
- Choosing the Gallup name helps to solidify a growing partnership with the Gallup Organization on many levels. For example, the proposed director has already been invited to meet with the executive operating committee of the company twice a year to discuss ongoing research projects, future projects and funding possibilities. The genesis of this partnership comes from Dr. Clifton's original vision to build a research center focus on graduate education and leadership. Access to the senior executive team for potential additional funding of the proposed institute's research agenda, provides one source of funding in addition to grants and other sources. Importantly,

since the proposed institute's name is not endowed there is no obligation to pursue any particular research agenda.
- Hence, any funding provided by the Gallup Organization would be associated with specific projects of mutual interest to Gallup and the GLI.

Review Criteria

A. Centrality to Role and Mission

The purposes to which the proposed Gallup Leadership Institute will be dedicated are central to UNL's missions of: 1) graduate education informed by basic and applied research, and 2) research and outreach that directly benefit the economic health of the state. In addition to enhancing the unique educational programs offered by the university in the area of leadership development, the proposed institute will promote effective partnerships with other educational and business entities that result in shared knowledge and maximum impact. The fundamental emphasis on research for sustaining both the educational and outreach activities of the proposed Institute represents the unique character of the initiatives it will coordinate, and upholds UNL's commitment to rigorous scholarship and the creation of new knowledge as the basis for all its programmatic activities.

UNL's commitment to scholarship in authentic leadership has been demonstrated both within the College of Business Administration, through the reallocation of resources and faculty lines, and by the Office of Academic Affairs, through the allocation of Programs of Excellence Funds. The success already realized by these institutional commitments has created the impetus for establishing the Gallup Leadership Institute, and doing so is viewed as an essential next step in ensuring the long-term viability of these endeavors, ensuring the ability to attract the increasing levels of external funding needed to sustain program excellence.

Three key University documents demonstrate the synergy between the establishment of the proposed institute and the direction the University and College of Business Administration: the *Vision 2020 Report on the Future of Research and Graduate Education*, the *Blue Sky Committee Report on the Future of Undergraduate Education*, and the *CBA Strategic plan*.

The establishment of the proposed institute will reinforce and support each of the following strategic points/milestones of the college:
- Attract a world-class researcher/educator for each department.
- Nurture priority programs as defined in the University planning process.
- All doctoral programs will be ranked in the top 50% of their respective fields nationally.
- Improve research and publishing possibilities for Ph.D. students.
- The College will be competitive with its strategic peer group in attracting a sufficient number of quality graduate students to support teaching and research missions.

A primary mission of UNL is contributing important knowledge to the state, nation and world. The University needs to attract, develop, and retain a world-class faculty and professional staff to produce scholarship, teaching and outreach judged to be of the highest quality. Again, a high level of intellectual engagement is critical to fostering and sustaining a campus environment that will attract the best employees and promote the best discovery, innovation and achievement. *(Blue Sky Committee)*

Additional funding for graduate student research and doctoral dissertations is needed, both through external funding and the indirect cost recovery funds and through other sources. To attract top students,

competitive stipends are also essential. We need to attract donors to provide named assistantships and to increase the stipends associated with assistantships. *(Vision 2020 Report)*

The emphasis of basic and applied research programs is on quality, with several highly visible national centers and preeminence in selected areas in the sciences, humanities, social sciences and professions. *(Vision 2020 Report)*

B. Evidence of Need and Demand

    1. Need for the program: Potential for the program to contribute to society and economic development where appropriate.

As noted above, leadership and its development can have a profound impact on an organization's and community's success. Evidence exists in Gallup's research that shows that successful communities oftentimes at their core have effectively developed their future leadership potential.

The proposed institute will create and test theories of leadership development, which currently do not exist. The proposed institute will test the theory and provide the standards for what constitutes 'authentic leadership development' processes and programs.

In addition to its core research mission, the proposed institute will work with emerging and established leaders in Nebraska to provide valid information on what constitutes authentic leadership development. The proposed Gallup Leadership Institute and Nebraska will quickly become associated with taking the initiative to validate what constitutes authentic leadership development in organizations. Consequently, the proposed institute will not only draw students and faculty to the University, but will also become a draw for future leaders who are considering Nebraska as a place to grow or transfer their business.

    2. Demand for the program – the extent of student interest in the proposed program:

Since the College of Business Administration began offering a specialization in leadership to students enrolled in its doctoral program, there has been over several hundred inquiries from around the world. Within the next year, the program will achieve its target of enrolling12 students funded by the Gallup Organization. Currently, the program has 11 full-time students with eight funded by the Gallup Organization; two funded by the U.S. Army and one by the Singapore government. The PhD with specialization in leadership is a unique program as there are no other programs in the United States offered in a Business school with such a comprehensive focus on leadership. The doctoral students admitted to the program are of a very high caliber with average GMAT scores at 642.

Similarly, the MBA/MA program jointly offered with Gallup has had over 500 inquiries over the last year, with 30 full-time students to be enrolled in this program by January and 40 by June 04. This program is very unique in that it is targeting senior emerging leaders who currently do not have a Masters degree. In the first pilot program that was started last January, senior leaders from State Farm, Toyota, Citigroup, and Stryker were enrolled in the program. In the second program, senior level managers have enrolled from: Cinergy, American Express, Auglaize Provico, Seimens, Hewlett Packard, Toyota, Gallup and CitiGroup.

C. Adequacy of Resources

Over the past several years, the University has invested significant resources in developing initiatives associated with its strategic leadership priority. The success of these investments gives impetus to the creation of an institute:

- Two Named Professorships Created
  Scholarship and excellence in leadership at UNL has been stimulated in recent years by the creation of two named professorships. Both the Donald and Shirley Clifton Chair in Leadership, and the Howard Hawks Chair in Leadership and Ethics were funded by significant external contributions. The support demonstrated through the funding of these endowed professorships speaks to the importance and value of the university's leadership initiatives, to both the corporate and academic community. Both chairs have subsequently been filled by prominent scholars in the field.
- Program of Excellence (PoE) Designation
  The University of Nebraska-Lincoln selected CBA's Leadership Initiative as one of its strategic priority areas to receive Programs of Excellence funding in its first round distributions in 2002. Funding was awarded to support and strengthen this initiative, with particular focus on "authentic leadership" and its development. Activities completed to date include filling the Hawks Chair in Leadership and Ethics with the recruitment of Dr. William Gardner, a highly visible and well-known scholar in the field. During 2003-04, efforts have focused on developing the program, planning the first global leadership conference to be held at UNL, and continuing to develop research grant proposals and teaching programs in business leadership and ethics. The critical mass of diverse, cutting edge initiatives achieved to date at UNL call for the establishment of an institute, to more effectively support and coordinate current and future efforts in this priority area.
- Allocation of Space for Leadership Programming
  In recognition of the importance of these leadership initiatives, and the need to provide a place for the diverse colleagues collaborating on these programs to come together for engagement, 1,782 sq ft. of office and conference space was reallocated to the initiative in the Fall of 2003. These offices provide a presence for faculty from various departments both within and outside of CBA to meet to discuss their research, instructional and outreach initiatives. More importantly, it recognizes the need to afford a place where visiting scholars, graduate and post doctoral students, and off-campus collaborators can come to engage university faculty and participate in the research and activities carried out by UNL's leadership initiative.

As noted above, the establishment of the institute coincides with the emphasis on leadership being a University funded priority for which the proposed institute already receives funds to partially support the Hawk's chair in ethics and leadership, staff and office expenses. Based on the partnership with Gallup, the proposed institute will benefit from $144,000 each year to support doctoral assistantships. In addition, the proposed institute will benefit from the $70,000 per year in direct contract revenues, currently received by CBA, to coordinate the UNL/Gallup MBA/MA with specialization in executive leadership.

Additional funds to support the proposed institute's projects will come from grant awards and contracts. As noted above, the proposed institute currently manages subcontract awards from ARI and NSF. Numerous additional grant applications already submitted or under development, are described elsewhere in this proposal.

In sum, the proposed institute has adequate funds to support its current mission, and has the potential to bring in significant new resources as its relationship with the Gallup Organization grows along with

successes in bringing in external monies. Through it grants, contracts and direct program fees, the proposed institute will be expected to become self-supporting within five (5) years of its creation.

1. **Faculty and Staff Resources.**

- There is an existing full-time staff person prepared to support the proposed director's activities including the coordination of grants, contracts, conferences, visitations, etc. Linda Hietbrink serves in this position, which is partially funded by the CBA Dean's office. The position is Administrative Coordinator -904.
- The proposed director has a full-time post doc prepared to work on a variety of foundation research projects including the submission of grants to the National Science Foundation.
- The proposed institute is partnering with the Information & Technology Systems department in the College of Business Administration to train a full-time programmer to develop software applications for examining how to develop leadership at a distance mediated through technology. Currently, programs are being developed to collect surveys on the web, as well as to conduct coaching at a distance via technology. It is expected that some of these programs and applications could eventually be patented and marketed to generate revenue for the proposed Institute, College and University.
- The Gallup Organization has committed initial funds in the amount of $144,000 per year to launch the PhD specialization in leadership. All students are actively involved in the formation and implementation of the proposed institute's research agenda.
- Professor William Gardner was hired as the Howard Hawk's chair in Leadership and Ethics with partial funding coming from University priorities money. Dr. Gardner is working closely with the proposed director to build the research agenda for the Institute, and is involved in offering courses and supervising students in the doctoral specialization in leadership. Dr. Gardner also works with Dr. May on developing research and educational offerings in the CBA on ethics. He will serve as a bridge between the proposed institute and the program on ethics. Dr. Gardner receives each year $23,937 from the Merrill Lynch settlement, which he is using to support initiatives within the GLI.
- Additional faculty who will work with the proposed institute in CBA include:
  - o Dr. Douglas May
  - o Dr. Gwen Combs
  - o Dr. Fred Luthans
  - o Dr. Colleen Jones
  - o Dr. Sang Lee
  - o Dr. Mary Jane Hancock
  - o Dr. Fred Walumbwa
  - o Dr. William Gardner
- The Dean has recently announced that the next hire of a junior faculty member for the Department of Management will be in the area of leadership. Combined with faculty in Organizational Behavior, Ethics, Human Resources and Leadership, the existing faculty will comprise one of the largest groups of faculty in the country with a sole purpose of advancing the science and practice of leadership
- The proposed institute is also working with faculty from the AgLEC program, the College of Education & Human Sciences, faculty in psychology from UNO—Dr. Roni Reiter Palmon, and in UNO's College of Business Administration—Drs. Lynn Harland and James R. Jones, as well as the Director of IAADS in the Peter Kiewit Institute—Dr. Gerry Wagner.

2. Physical Facilities.

Staff of the proposed institute is currently housed in CBA 114. The proposed director, staff and doctoral students moved into this reallocated office space this summer. The suite includes the proposed director's office, staff offices, post doc/visiting faculty office, library, offices for all doctoral students, two meeting rooms and office space for technology support staff.

In addition to onsite facilities, the proposed director maintains an office at the new Gallup University campus in Omaha, as well as at the Global headquarters in Washington, DC. Access to meeting rooms are available to the proposed institute at these and other Gallup sites around the globe.

3. Budget Projections – for the first five years of the program.

Programs of Excellence (PoE) funds have already been awarded to support UNL's initiative to strengthen and develop CBA's leadership area with particular focus on "authentic leadership". This initiative is being undertaken in partnership with The Gallup Organization. PoE support has been pledged through 2006-07. These funds supplement resources and faculty lines previously reallocated within the College of Business Administration to support leadership initiatives. Other sources of funding that will support the institute's programs during the next five years include contract revenues generated by the existing partnerships with Gallup to offer the MBA/MA with specialization in executive leadership, and doctoral assistantships for students specializing in leadership. Other private sources of funding augment these revenues, including Merrill Lynch settlement funds provided to the College and proposed institute in the amount of $23,937per year.

The proposed institute will continue to benefit from funding from the Gallup Organization for the doctoral program and bi-annual conference, and revenue generated by special program fees associated with the graduate MBA/MA program with specialization in executive leadership. Together with increasing amounts of external grants and contracts, these resources will be sufficient to sustain and grow the proposed institute into a globally recognized center for excellence in leadership research and practice. Through these efforts, the proposed institute will be expected to become self-supporting within five (5) years of its creation.

D. Consistency with the Comprehensive Statewide Plan for Postsecondary Education.

In Nebraska and in fact in the USA, there is no other business program with as concentrated an effort on graduate education in leadership and research as the proposed institute. The other programs in the University of Nebraska-Lincoln that focus on leadership are in education, and do not serve the specific needs of the business sector. Moreover, there is considerable synergy to be gained by doctoral students taking courses in these respective programs. During the first year in which the doctoral leadership specialization has been offered in CBA, students from AGLEC and the College of Education and Human Sciences have enrolled in seminars. This interdisciplinary fertilization is expected to continue and will be fostered by other partnership efforts by the institute.

Examining other programs in the NU system and around the State of Nebraska, none reflect the concentrated research focus on authentic leadership development that would be the programmatic focus of the proposed Gallup Leadership Institute. In addition, there are no other programs at the Masters and or Doctoral level that offer a primary focus on executive leadership. Kearney's MBA program offers a professional educational experience for students interested in managerial positions. It focuses on "bridging the gap between theory and practice" (UNK website). UNO's Executive MBA is a highly structured program targeted for established professionals that focuses on skills development, including one course on leadership development. But neither provides the intensive focus, and emphasis on

primary research that characterize UNL's MBA/MA with specialization in executive leadership. At the doctoral level, the leadership specialization offered by UNL's College of Business Administration is entirely unique within the state. Strategic partnerships with programs in business and education at other institutions in the state will provide opportunities for collaboration, and afford benefits through the dissemination of scholarship beyond UNL.

Creation of the Gallup Leadership Institute is consistent with the Comprehensive Statewide Plan for Postsecondary Education, and will promote the goals articulated by the Coordinating Commission for Postsecondary Education. Specifically, it will promote the unique educational opportunities available at UNL for students seeking graduate education in business leadership, at any stage of their professional careers. It will enhance the ability to secure external funding for the research programs that inform these instructional programs, and ground them in rigorous scholarship with direct "real-world" application to corporate and civic environments. Through its partnerships with Gallup and other funding sources, it will generate revenue to render these programs accessible to a wide variety of students.   The proposed institute will further promote partnerships among higher education institutions in the state, through collaborative initiatives, shared resources and research. The knowledge generated through the proposed institute's research programs will be extended to other institutions and residents of the state through investments in P-16 initiatives, technology transfer, and regional symposia. The proposed institute will improve the university's ability to leverage its investment of state funding in this program of excellence, by attracting external funding from both public and private sources, in an emerging area of emphasis. Below are some specific benefits to be promoted by the proposed institute.

TABLE 1: PROJECTED INCREMENTAL PROGRAM EXPENSES

STAFF	(FY 2004) Year 1		(FY 2005) Year 2		(FY 2006) Year 3		(FY 2007) Year 4		(FY 2008) Year 5
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	
Staffing: Additional Faculty[1]	-0-		-0-		-0-		-0-		-0-
Additional Non-Teaching Staff[2]	-0-		-0-		-0-		-0-		-0-
Professional	-0-		-0-		-0-		-0-		-0-
Support	-0-		-0-		-0-		-0-		-0-
Sub-Total of Personnel Expenses	-0-		-0-		-0-		-0-		-0-
Incremental Program Budget: General Operating Expenses[3]	-0-		-0-		-0-		-0-		-0-
Equipment[4]	-0-		-0-		-0-		-0-		-0-
Facilities[5]	-0-		-0-		-0-		-0-		-0-
Additional Library Resource[6]	-0-		-0-		-0-		-0-		-0-
Additional Other Expenses[7]									
Sub-Total of Program Budget	-0-		-0-		-0-		-0-		-0-
Total Proposed Program Expenses	-0-		-0		-0-		-0-		-0-

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[1] Additional Faculty: Show the number of additional full-time equivalent faculty and related salary and fringe benefit expenditures needed to implement the program. Each year should represent any new additional faculty above the prior year's level.

[2] Additional Non-Teaching Staff: Show the number of additional full-time equivalent administrative, professional and support or other staff and related salary and fringe benefit expenditures needed to implement the program. Each year should represent the incremental increase above the prior year's expenses.

[3] General Operating Expenses: Included in this category should be allowances for faculty development, laboratory supplies, travel, memberships, office supplies, communications, data processing, equipment maintenance, rentals, etc. Each year of the five-year plan should represent the incremental increase in operating expenses such as new commitments.

[4] Equipment: Show anticipated expenditures for the acquisition or upgrades of equipment necessary for the implementation and/or operation of the program.

[5] Facilities: Show projected expenditures for any special facilities (general classroom, laboratory, office, etc.) that will be required for the proposed program:

[6] Additional Library Resources: Show anticipated expenditures for library material directly attributable to the new program

[7] Additional Other Expenses: Show anticipated expenditures for other materials directly attributable to the new program.

TABLE 2: REVENUE SOURCES FOR PROJECTED INCREMENTAL EXPENSES

Revenue	(FY 03-04) Year 1	(FY 04-05) Year 2	(FY 05 -06) Year 3	(FY 06-07) Year 4	(FY 07-08) Year 5
REALLOCATION OF EXISTING FUNDS[1]	0	0	0	0	0
REQUIRED NEW PUBLIC FUNDS[2]					
1. STATE FUNDS	0	0	0	0	0
2. LOCAL FUNDS	0	0	0	0	0
TUITION AND FEES REVENUES[3] (on going)	0	0	0	0	0
OTHER FUNDING[4] **					
*TOTAL REVENUE	0	$0	$0	0	0

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

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[1] This represents the total amount of dollars which the institution will reallocate from its budget to support this program. The primary sources of funds are state dollars and tuition and fee payments that already are a part of the budget at the institution.

[2] This represents a requirement for additional public funds to support this program. If additional state funds are required, this request will have to be included in the institution's budget request. Separately detail all sources for additional funds. For community colleges, this would include local tax funds.

[3] This represents additional tuition and fee revenues that will be used to support this program.

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

TO: The Board of Regents

                                Business Affairs

MEETING DATE: April 24, 2004

SUBJECT: University of Nebraska at Kearney Residence Hall Room and Board
                                Rates for Academic Years 2004-05 through 2008-09.

RECOMMENDED ACTION: Approve University of Nebraska at Kearney Residence Hall
                                Room and Board Rates for Academic Years 2004-05 through 2008-09.

                                Double Occupancy Room and Board Rates (Academic Year):

Meals/Wk	2004-05	2005-06	2006-07	2007-08	2008-09
20	$4,990	$5,327	$5,687	$6,000	$6,330
15	$4,952	$5,286	$5,643	$5,953	$6,281
10	$4,838	$5,165	$5,514	$5,817	$6,137
135 block	$5,128	$5,474	$5,844	$6,166	$6,504

                                Rates for renovated halls will be 15% higher than shown above.

PREVIOUS ACTION: March 1, 2003 - The Board of Regents approved the current room and
                                board rates for double occupancy:

                                Double Room, 20 meals/week $4,436
                                Double Room, 15 meals/week $4,402
                                Double Room, 10 meals/week $4,300

EXPLANATION: A study of current and projected revenues and expenditures for the
                                operation of residence halls was begun in October and concluded in
                                April 2004. The proposed rates will generate the income required to
                                cover obligations and enhancements planned through the 2008-09 year.
                                The proposed rates for 2004-05 represent a 12.5% increase for first time
                                residents selecting the 20 meal plan. For the following two years
                                (2005-06 and 2006-07), the rates reflect a 6.75% annual increase, and
                                the final two years (2007-08 and 2008-09) reflect a 5.5% annual increase
                                for students selecting the 20 meal plan residing in a double occupancy
                                room.

                                The incentive plan, where room and board rates remain constant for each
                                successive academic year after their first year, is being discontinued in
                                order to support the significant improvements being made to the physical
                                plant.

                                These rates reflect increased costs of employee salaries and wages,
                                employee benefits, raw food costs, telephone rates, materials and
                                supplies, and computing enhancements. These rates will also support the
                                debt service related to the facility renovation projects included in Phase I

of the University Housing Master Plan and the planned improvements in food service. The current double room charge (20 meals/week) for new residents is the fourth lowest among institutions in the UNK peer group, $481 (10.8%) below the average annual charge at the other ten schools.

PROJECT COST: None

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

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

DATE: April12, 2004

TO: The Board of Regents

                              Business Affairs

MEETING DATE: April 24, 2004

SUBJECT: University of Nebraska at Kearney Food Service Contract

RECOMMENDED ACTION: Approve the University of Nebraska at Kearney Food Service Contract with Chartwells' Division of Compass Group USA, Inc. to operate food services for a seven-year period July 1, 2004 through June 30, 2011.

PREVIOUS ACTION: June 7, 2003 – The Board approved an extension of the Chartwells' contract for one year, July 1, 2003 through June 30, 2004.

                              August 27, 1999 – The Board approved a contract with Chartwells' Division of Compass Group USA, Inc. to operate food services for the period July 1, 1999 through June 30, 2003 inclusive.

EXPLANATION: Chartwells (formerly Professional Food Management) has operated the food service for the University of Nebraska at Kearney campus in the Nebraskan Student Union continuously since 1984.

                              UNK and Chartwells have negotiated a continuance of service based on new contract terms. Since the fees and consideration under the contract exceed $500,000 over its term, the contract requires Board of Regents approval.

                              Contract highlights: (consideration to the University of Nebraska at Kearney):

Annual facilities license fee	$100,000
Annual facilities enhancement	$25,000
Annual endowed scholarship contribution	$9,000
Estimated annual commissions on sales other than sales pursuant to meal plans and casual meals	$70,000 to $77,600
Facilities upgrades over four years	$1,700,000

                              These highlights are in addition to the provision of high quality food service to residence hall students at competitive rates.

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

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

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

DATE: April 1, 2004

TO: The Board of Regents

                                 Business Affairs

MEETING DATE: April 24, 2004

SUBJECT: University of Nebraska at Omaha Housing Rates and Optional Board
                                 Plan for the 2004-05 Academic Year.

RECOMMENDED ACTION: Approve the Optional Board Plan Available to Housing Students and the
                                 Room Rates for Scott Village for the 2004-05 Academic Year.

PREVIOUS ACTION: March 1, 2003 – The Board of Regents approved the Optional Board
                                 Plans available to housing students for the 2003-04 Academic Year.

EXPLANATION: Optional Board Plan
                                 The following board plan is offered through the Milo Bail Student Center
                                 to any student whether living on or off campus:

                                     5 meals per week (5 lunches) $ 920

                                 This rate is the same as 2003-04.

                                 Scott Village Housing Rates
                                 Scott Village, located on the South campus, was purchased by the Board
                                 in November, 2003. Rate increases ranging from 4.0% to 4.2% are
                                 proposed for 2004-05.

| | Twelve-Month | | Percentage |
	2003-04	2004-05	Increase
Monthly Payment Plan	$4,500	$4,680	4.0%
Semi-Annual Payment Plan	$4,400	$4,580	4.1%
Annual Payment Plan	$4,300	$4,480	4.2%

                                 Scott Village rates include: furniture rental, basic cable, electricity and
                                 data/internet services.

                                 Century Housing Rates – For Information
                                 Housing is provided on the North campus in University Village through
                                 a totally privatized arrangement with Century Development. Rate
                                 increases of 5% are planned for room rent and 3% for furniture rental.

| | Nine-Month | | Twelve-Month | |
	2003-04	2004-05	2003-04	2004-05
Rent	$ 2,772	$ 2,911	$ 3,564	$ 3,744
Furniture	306	315	408	420
Total	$ 3,078*	$ 3,226*	$ 3,972*	$ 4,164*

                                 *Plus Electricity

<u>Scott Hall Boarding and Housing Rates – For Information</u>
Housing and boarding rates have not yet been established for the 2004-05 year for Scott Hall by the Suzanne and Walter Scott Foundation. The 2003-04 rate is $6,000 for a nine-month contract.

PROJECT COST: Not applicable.

SOURCE OF FUNDS: Not applicable.

SPONSORS: John Christensen
                       Vice Chancellor for Academic & Student Affairs

                       James R. Buck
                       Vice Chancellor for Administration

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

DATE: April 1, 2004

TO:	The Board of Regents
	Business Affairs
MEETING DATE:	April 24, 2004
SUBJECT:	Revised Program Statement for the UNO Library
RECOMMENDED ACTION:	Approve the Revised Program Statement for the UNO Library
PREVIOUS ACTION:	December 13, 2003 – The Board approved naming of the UNO Library the "Dr. C.C. and Mabel L. Criss Library" and the Library Addition, the "Dr. Guinter Kahn Addition".
	July 11, 1992 – The Board approved Executive Summary of the Program Statement for the UNO Library.
EXPLANATION:	The addition/renovation project for the library is a two phase project. Phase I adds a 31,500 gross square foot three-story addition on the north that will function as an integral part of the library. Phase II provides for total renovation, refurnishing and redesign of the existing three story library.

The revised Program Statement deviates considerably from 1992 in that the UNO library philosophy places emphasis on both solving the major shortage of student seating and providing adequate infrastructure to support contemporary research activities. This document updates the 1992 Program Statement to reflect the philosophical and technological changes that have occurred over the last eleven years.

Phase I

Proposed start of construction:	March, 2005
Proposed completion of construction:	April, 2006

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

PROJECT COST:	Phase I Addition		$ 6,875,149
	Phase II Renovation		11,424,851
	Total		$18,300,000
ON-GOING FISCAL IMPACT:	Operation and Maintenance		
	Phase I	$ 165,300	
	Phase II	160,200	$ 325,500

2% Building Renewal Assessment
    Phase I $ 137,500
    Phase II   228,500 $ 366,000

SOURCE OF FUNDS: Project Cost – Trust funds
                     On-going Costs – General funds

SPONSOR: James R. Buck
                     Vice Chancellor for Administration

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

DATE: April 8, 2004

Program Statement

For

University Library

September 8, 2003

UNIVERSITY OF Nebraska
Omaha
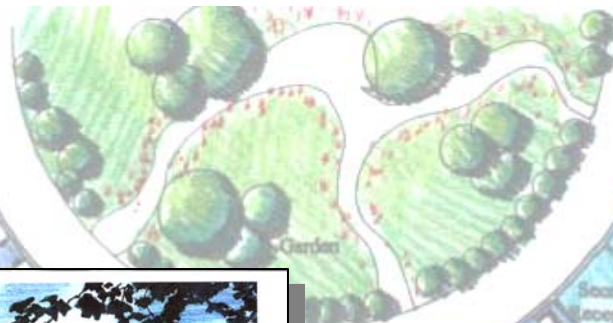
North Addition

New Second Floor Entry
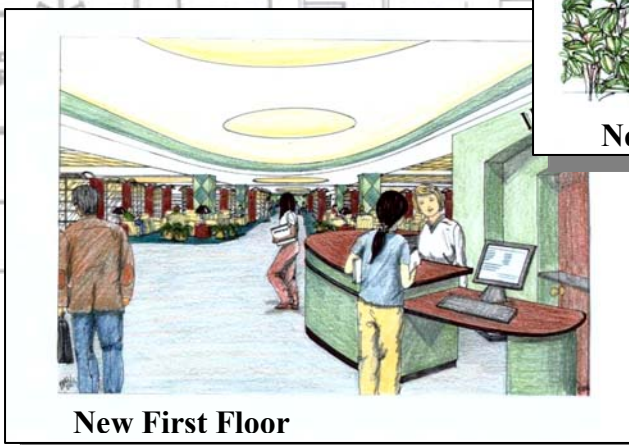
New First Floor

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9/8/2003

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Project Title: Library Renovation / Addition

Campus: **University of Nebraska at Omaha**

Date: **September 8, 2003**

Prepared by: **BMWConsulting, Inc.**

1. Introduction

1.a.   Background and history

This update and revision of the 1992 University of Nebraska at Omaha (UNO) Library Program Statement provides a two phase contemporary evaluation of the library and information needs of UNO's students, faculty, staff and community as a new century begins. Phase One is the construction of new 31,500 square foot facility to the north. Phase Two is the total renovation and redesign of the existing 147,200 square foot facility.

In the eleven years since the original program statement was prepared, dramatic changes have fundamentally altered the way students and researchers use the Library.   Technology, disability access codes, teaching methodologies, and research practices have taken on new forms that change the expectations and demands of the typical library user.

The major focus of the 1992 Program Statement was construction of new square footage to warehouse an ever-growing book collection.   No accommodation was made for a comprehensive technology infrastructure in either existing or planned new space.   Only 2% of the original budget was allocated for renovation of the existing library.   Since that time, the Library has been faced with both the continued deterioration of the building and an urgent need to modernize the infrastructure and facility to effectively utilize technology.   In addition, a major shift occurred in UNO Library philosophy that strives for zero collection growth and places emphasis on solving the major shortage of student seating and providing adequate infrastructure to support contemporary research activities. Given these changes, it becomes clear that the 1992 Program Statement provides an inadequate formula to meet present and future needs.

The 2003 UNO Library Program Statement was developed as a two phase response to the new information environment and strives to respond effectively to new developments in providing information services.   The major changes to the program statement include:

PHASE I

- Reducing the 1992 proposed addition from 73,226 gsf to a smaller and more efficient 31,500 gsf addition.
- Purchase all new Student seating and study furnishings for the new addition.
- Installing a state of the art technology network in the new facility.
- Bringing the toilets and elevators into full compliance with ADA (Americans with Disabilities Act) requirements. The ADA legislation was enacted at the time the 1992 Statement was written and the Statement fails to anticipate its impact. The existing book stack aisles spacing will become wider in phase two.

PHASE II

- Renovating the existing facility to repair and upgrade the structural, mechanical and electrical systems. The 1992 Program Statement allocated only 2% of the budget for renovation and this was only for the mechanical system.
- Installing an up-to-date technology network in the existing facility. The 1992 Program Statement had no provision for a technology network.
- Replacing the majority of the existing seating and furnishings, all of which have reached the end of their useful life. The 1992 Program Statement only included funding for furnishing and equipment for a new addition.
- Consolidating the staff in a central location for better service, efficiency and control of library materials. The 1992 program statement left the majority of staff in inefficient isolated locations scattered throughout the facility.

As previously noted, the service activities of the library changed dramatically over the last eleven years, rendering conclusions and decisions made in the 1992 program statement obsolete. Substantial modifications to the design and budget of the 1992 program statement were needed. The original budget estimate included $9,849,000 for a 73,226 square foot addition and provided only $196,000 for renovation of the existing building. When UNO escalated this figure to 2003 dollars, it produced a revised budget estimate of $13,300,000 dollars. Unfortunately this figure did not account for the growing need to renovate and upgrade the existing library's 147,200 gross square feet. The 2003 program statement update proposes a total project budget in today's dollars of $18,300,000. This includes renovation and upgrade of the existing facility's 147,200 gsf and a smaller addition on the north side of the building totaling 31,500 gsf (approximately half of the addition proposed in 1992). Instead of warehousing additional books, the new spaces are dedicated to study areas and support spaces necessary for technological, mechanical, electrical, and freight elevator services.

The 1992 Program Statement provided all new furnishings and equipment for its proposed addition but had no budget for replacement or refurbishing of the existing furnishings and equipment. Phase I of the 2003 Program Statement will provide all new student seating and office furnishings for the three floor addition. Phase II will provide new furnishings and equipment for all of the aging items.

The technological revolution of the last decade impacted library operations profoundly. Paper card catalogs are a thing of the past, nearly all index and abstract searches today are done on computer, full-text electronic databases are the research material of choice, and e-books, microforms and digitized formats are commonplace as a method of storing information. Contemporary library users – many of whom are students without access to home computers – receive assignments, communicate with faculty and other students, prepare documents, do research, and receive evaluation through electronic means. An increasing number of library users utilize the extensive electronic resources and services made available by the Library from remote locations. Other students require facilities in which they can work collaboratively and develop group projects in an electronic environment. The 2003 program statement addresses the need for an enhanced technology infrastructure that will provide computer network cabling and power in all occupied spaces and extend its services via the Internet to home and distance education users. The statement envisions 125 personal computers for patron use, 300 user stations where students can plug their laptops into power and the Internet and extending an existing wireless network to the new areas of the building. 100 of these user stations for laptops will be located in the new addition.

The implementation of the American Disabilities Act (ADA) as a legal requirement in 1993 makes significant requirements not anticipated in the 1992 Program Statement. The majority of aisles in the present stacks are 32 inches or less. The new requirement from ADA is for an increase to a minimum 36-inch aisle width. This may appear to be insignificant but, when implemented with the present column spacing, it results in a 13% increase in the floor space necessary to house the same materials. Also set by the ADA regulations is a requirement for elevators (which meet the minimum ADA standards) to transport disabled patrons between the Library floors. The present elevator does not meet these requirements. Existing toilet facilities are marginally compliant and will need major renovation to fully meet ADA requirements. Since there is also a need for replacement of deteriorating fixtures and finishes, and because the present facilities fail to meet present Plumbing Code recommendations, the program statement doubles the present number of plumbing fixtures.

Since 1992 the Library building has continued to deteriorate. The mechanical system is unable to keep up with the building's ever-increasing cooling load. Control systems are inadequate and leave most

occupants too hot or too cold depending on location within the facility. The First Floor under floor duct system continues to desiccate (dry out) the soil and has resulted in settling of six to eight inches over 40% of the First Floor. In an effort to stabilize the settlement, this area has been mud-jacked on three separate occasions with limited success. Although adequate electrical power is available to the building, the electrical infrastructure within the building is unable to supply the clean power necessary to run over 600 potential computer workstations, servers and other digital equipment. Lighting levels in the building are insufficient. The fixtures are antiquated and extremely difficult to maintain. Book titles on lower shelves are difficult, if not impossible, to read in many areas. Students crowd a few study areas near exterior windows that have slightly better lighting.

The 1992 Program Statement provided all new furnishings and equipment for its proposed addition but had no budget for replacement or refurbishing of the existing furnishings and equipment. The additional eleven years of wear and tear on the present furnishings and the fact that most of the present furnishings do not lend themselves well to the study habits and technology needs of the modern library user is recognized in the 2003 program statement update. In the present facility, power, data connections, and task lighting are supplied to only a few existing study stations and seating is currently arranged in large reader rooms with no accommodation for individual study needs, electronic access or group study. The new program statement proposes an increase of 906 study seats in a wide variety of study spaces. 428 of these spaces will be in the new addition with the remainder being accomplished through the redesign and refurnishing of the existing facility. These areas include such spaces as lounge seating and group study areas that create appropriate, personalized study environments.

The 1992 Program Statement did little to improve staff workflow or address escalating customer service needs. The 2003 plan creates a single location on each floor for customer contract and information. On the main level this is accomplished by consolidating the Circulation, Reference and Reserve Desks in one location with the staff processing areas directly adjacent. On the First and Third Floors, this is accomplished by creating an Information Help Desk at a central location on each floor. This design provides a single contact point for customers needing help. It also improves the efficiency and flow of materials processing and improves security for materials during processing.

1.b.   Project description

The addition/renovation of the UNO Library is a two phase project. In Phase One it will create a new 31,500 gross square foot (gsf) three story addition on the North. This will function as an integral part of the existing

library. Phase Two will provide for total renovation, refurnishing and redesign of the existing three story library.

The expansion/renovation will include areas to house the University's centralized Library collections, services, and growth space for computer and reader stations. By providing additional student seating growth in the phase one new construction it will allow for the eventual widening of stack isles in the existing library to meet ADA Guidelines. Collections growth and diversification will be limited to selected areas where new programs occur or programs are identified as priorities. All other collections will approach zero growth. Essential space will also be provided for computer stations and adequate seating for students, faculty, and members of the community.   The plan will also address long-standing deficiencies in building layout and infrastructure and consolidate the majority of staff on the second floor for better service, efficiency and flexibility.

One of the major enhancements to the existing Library will be the creation of new space in Phase One and the associated infrastructure for technology.   In Phase two the new building design will complete the design to provide a flexible network for all staff locations, 75 computers in learning laboratories, 125 computer workstations with access to library resources, selected software packages and the Internet, and 300 stations within the library where users can gain power and data for their personal laptops. An existing wireless network will also be expanded to the new areas.

Beyond technological improvements, the two phase addition/renovation will provide space for the following:

PHASE I

- A wide variety of reader study space which include lounge seating, seating at tables, carrels, media stations and the creation of 428 new user seats in the addition.
- Space for storage of equipment and supplies.
- New freight elevator and dock on the northwest.
- Freeing of existing library space to widen book stack aisles to meet ADA guidelines.
- Mechanical and electrical systems for the new addition.
- Establish the new image for the library renovation as a high tech high touch environment.

PHASE II

- Stack space for general book collections, periodicals, and government documents that provide ADA accessible aisle widths.

There is no significant collection growth in stack space as a part of this program

- A media center (with unrestricted access) to audio and videocassettes, compact disks, and other non-print media.
- Centralized library faculty and staff office space, including space for processing and sorting Library collections.
- Appropriately climate controlled space to house the Arthur Paul Afghanistan Collection, Special Collections, and the University Archives.
- New book browsing area.
- Additional Learning Labs and Conference Rooms.
- Updating of the current mechanical system.
- Correct first floor structural problems.
- Replace existing seating and furnishings.
- Student Lounge where food and beverages are permitted.
- A wide variety of reader study space which include lounge seating, seating at tables and carrels, group study rooms, faculty study areas, graduate study carrels and media stations.
- The addition of 478 user seats in the Phase Two renovation, for a total of 906 user seats, 300 of which will have power and network connections.
- Provide a new revitalized high-tech, high-touch image to serve the next 25 years.

1.c.   Purpose and objectives

PHASE I

- Provide expanded student access to electronic resources.
- Provide expanded high quality student seating and study options.
- Supply adequate operations and storage space to process the collections and serve specialized user needs.
- Provide a more efficient dock and receiving area
- Improve disabled access to collections and rest rooms with appropriate aisle widths and counter heights.

PHASE II

- Provide student-centered spaces for study, research, and interpersonal interfaces that meet existing needs and approximate university guidelines.
- Equip a Media Center for access to audio and videocassettes, compact disks, and other non-print media.
- Modify floor layout to reflect changing customer needs and priorities for access to collections and services.

- Move and consolidate the majority of staff offices and work areas to second floor to enhance interactions with Library customers and to improve working conditions and efficiency.
- Supply required space for existing collections to meet current code (ADA) mandated aisle widths.
- Initiate improvements in acoustics, air handling, electrical, lighting, materials handing and security.
- Establish a secure area for hardware and systems support.
- Consolidate Afghanistan Collection adjacent to Special Collections and University Archives.

This proposal preserves the University's commitment to the highly efficient and cost-effective model of a centralized library facility. While the University Library recognizes that the growth of UNO's south campus requires support of some remote facilities, the centralized library model will continue to provide collections and services most economically by minimizing costly duplication inherent to branch libraries.

Although the University Library has provided extensive electronic access to academic resources, use of the physical Library building has increased over the past years. Significant portions of the UNO student and community user populations do not have internet access in their homes. Library users find the convenience of searching, accessing resources, and completing assignments in a single location to be an attractive feature of the Library. UNO instructors increasingly utilize the Library to provide instruction in the use of electronic databases and the research process.

The current Library building was "…developed primarily as an undergraduate rather than a research Library." Since 1974, when that statement was written, enrollment has grown to over 15,000 students and graduate and doctoral programs have been developed. It is apparent that many educational program improvements have been made at UNO since the Library was built. Likewise, economic and business affiliations within the state and metropolitan area now press the University and its Library toward support of new graduate and professional programs.

This program statement takes these conditions into account and strives to address them with prudent long-term solutions.

2. Justification of the Project

2.a. Data which supports the funding request

The modernization and expansion of the University Library is needed

- to comply with provisions of the Americans with Disabilities Act,
- to support an increasing campus and community demand for library access and services,
- to remain current with regional and national trends in library facilities and services,
- to support graduate and professional programs, and
- to provide curricular support for information literacy programs and bibliographic instruction.
- to repair failing mechanical and electrical infrastructure,
- to repair severe problems with the first floor building slab,

The University of Nebraska clearly recognizes the importance of the library as a key component of the respective campuses. During recent years, McGoogan Library (UNMC), Love Library (UNL) and Schmid Law Library (UNL) have been extensively remodeled or received building additions. The University of Nebraska is not alone in recognizing the crucial importance of modernizing and expanding aging library facilities:
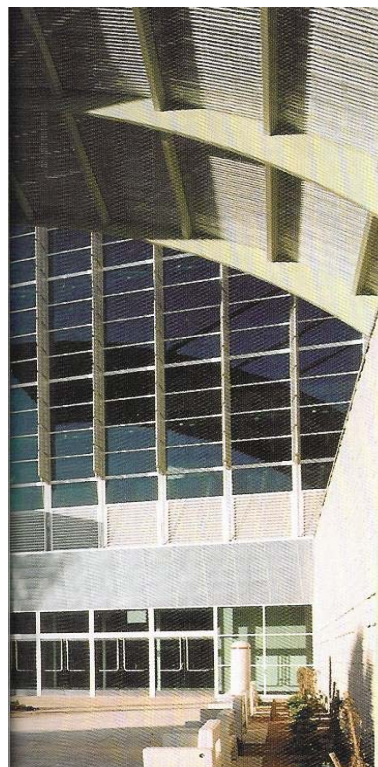
Library market remains strong despite emergence of Internet

During the dawn of the Internet age in 1990s, a widespread assumption was that the "information highway" would decrease the demand for public and academic library space. But a rise in library construction spending and higher visitation levels indicate that the opposite may be true.

According to statistics compiled by *Library Journal*, a property of Reed Business Information (RBI), which also owns *Building Design & Construction*, more than $686 million was spent on library construction between July 1, 2000 and June 30, 2001 — the most since the same period in 1995-1996, when $723 million was allocated to new construction and renovation projects. During the 2000-2001 period, 80 new facilities and 132 additions/renovations were completed, representing a total of 4.14 million sq. ft. of construction put in place.

Moreover, a six-year summary compiled by *Library Journal* shows that both construction spending and square footage put in place have held steady, never once dipping below $600 million or 4 million sq. ft. in total annual construction.

"[The statistics] show relative health in the library subsector," says Daryl Delano, chief economist for RBI. "It's one of those subsectors within the public realm that has been able to do pretty well, because a lot of the construction is funded by government dollars, which, until this year, have been available in pretty good quantity." Delano notes that the U.S. Department of Commerce does not track library construction spending.

Reaffirming the strength of the library market, the American Library Association, Chicago, which represents some 64,000 libraries across the U.S., released the results of a five-year study of public libraries nationwide. The study concluded that visitation was up 11.3% in October 2001 compared with March 2001 — the start of the latest recession according to the National Bureau of Economic Research.

Building Design and Construction , September 2002

Academic libraries, always central to the educational enterprise, are assuming increasing importance as librarians develop new service modes and assist students, faculty and researchers navigate an increasingly dense information environment. The University Library has received national recognition for its innovative programs and services.* A modernized facility will support this tradition of excellence in service.

* http://www.ala.org/rusa/awards/awards_2001.html
Gale Group Award for Excellence in Reference and Adult Library Services

http://enotes.unomaha.edu/2002july9.html
netConnect Library Web Site Award

2.b. Alternatives considered

The following alternatives were considered and rejected as a part of this planning.

2.b.1.   Do nothing and allow the facility to continue to deteriorate. If this course of action were selected, the Library would fail to keep pace with advancements in technology and new learning environments.

2.b.2.   Construction of an entirely new facility on the South UNO Campus. The prohibitive high cost of an entirely new facility, (approximately $33.6 million), the lack of a good use for the vacated structure, and the continued need for a library on the main campus were all factors against this solution.

2.b.3.   Renovation of the Library without constructing additional square footage. This solution would address many of the present deficiencies in the building environmental, structural and lighting issues but would do nothing to correct the undersized stack aisle widths or reduce the shortage of library user stations. Under this alternative if book stacks aisles were created that met ADA standards more than half of the present seating (already more than 500 seats below recommended standards) would be lost or the amount of shelving would have to be reduced by 20 to 25 percent.

2.b.4.   Renovation of the existing library and construction of a larger addition for continued growth of the book and periodical collections. This alternative would produce a facility approximately twice as large as the proposed addition of 31,500 square feet. This alternative was rejected in favor of a more prudent solution for the following reasons:

- High additional cost of approximately 7 million dollars more than the $18.3 million dollars for the solution proposed.
- UNO has a dense campus environment. The addition of 73,226 square feet in the center of the campus would have a major impact on the character of the surrounding campus and further complicate the parking problems that already exist.
- The UNO Library's philosophy of working toward zero collection growth makes this solution incompatible with the library philosophy.
- Construction of the proposed 31,500 gsf. Addition and a limited renovation of the existing library. An interim renovation solution of constructing the Phase II spaces and staff relocations without the infrastructure upgrades is possible for an additional four million dollars. This solution would provide new carpeting and space arrangement within the existing library but would leave unmet the need to upgrade the mechanical/electrical, lighting, and the structural settling of the First Level slab. It would also not replace the original 28 year old furnishings and equipment. This solution was rejected because it ignored the need for a long term solution to all of the library's deficiencies and only delayed the eventual infrastructure investment needed. As a short term interim solution this option does have merit.

3.   Location and Site Considerations

3.a.   County : Douglas

3.b.   Town or campus: Omaha, University of Nebraska at Omaha

3.c.   Proposed site: Existing Library and additional sixty feet to the North.

3.d.   Statewide building inventory: Building Number 373

3.e.   Influence of project on existing site conditions

3.e.1. Relationship to neighbors and environment

The proposed site plan (shown below) shows a three-story 31,500 square foot addition to the north of the existing Library which will house a combination of seating/reader areas, staff offices, stack space, loading dock, freight elevator and storage.

UNOmaha Library Addition Site Plan
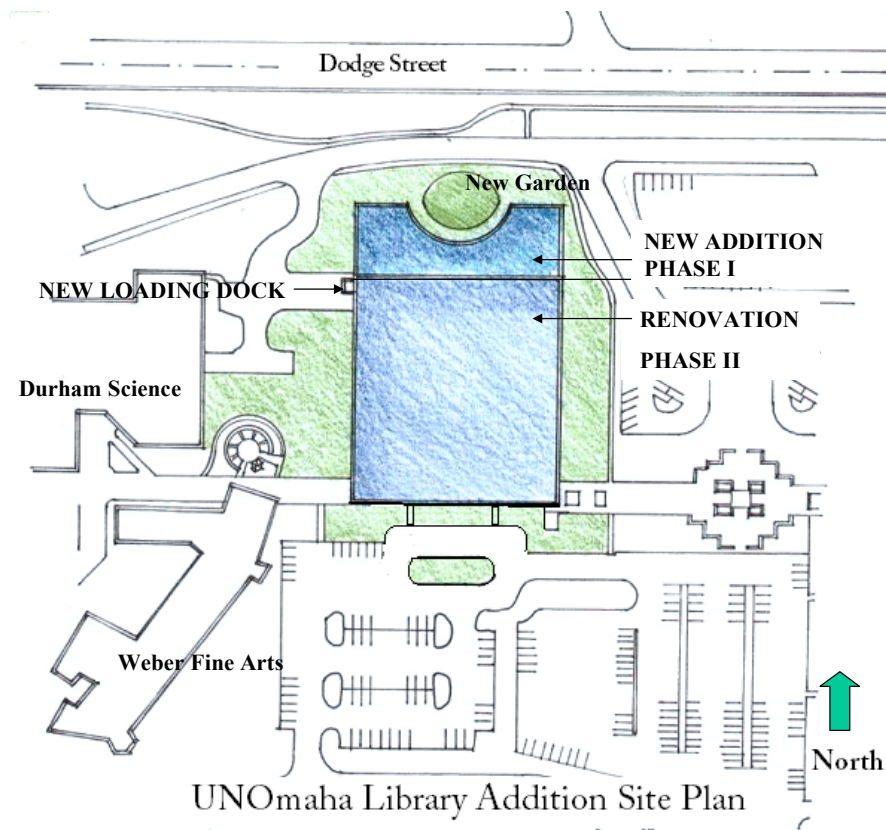
3.e.2. Utilities

This utilities report provides an approximate increase of utilities to support a 31,500 square foot addition to the Library at UNO. Actual utility loads may vary depending on design characteristics.

3.e.2.a.   Electrical System: The addition to the Library will require an approximate increase of 160 KVA increase in electrical service that will provide a total of 912 KVA for this building. This will exceed the limit of the existing transformer. A new 500 KVA transformer will be required to support the addition.

3.e.2.b.   Chilled Water System: The proposed library addition will require an approximate addition to the Chilled Water Peak Load of 57 tons, (126 gpm) thus providing a total of 366 tons (880 gpm) requirement to the building. The existing chilled water service line is of adequate size and capacity to support this required increase.

3.e.2.c.   Steam System: An approximate Steam Peak Load increase of 680 lbs/hr will be required to support the proposed addition. Following the construction of the addition the total building steam load will be 4,030 lbs/hr. The existing steam supply line piping is of an adequate size and capacity to support the increase.

3.e.2.d.   Domestic Water System: The proposed new addition will require the installation of a new domestic water line of approximately 2 to 4 inches in diameter. The new line shall extend from the building and connect to the 6 inch domestic water branch line serving Durham Science Center. Actual size of the new line will be determined during the design phase.

3.e.2.e.   Sanitary Sewer System: A new sanitary sewer branch line of approximately 6 inches in diameter will be required to serve the proposed addition. The new line shall extend from the building and connect to the 6 inch sanitary sewer branch line serving Durham Science Center. Actual size of the new service will be determined during the design phase.

3.e.2.f.   Storm Water System: A new storm sewer branch line of approximately 12 inches in diameter will be required to serve the proposed addition. The new line

shall extend from the building to the storm sewer Manhole #52 on the UNO campus. Actual size of the new service shall be determined during the design phase.

3.e.3. Parking and circulation

The entrance drive into Parking Lot "E" will need to be realigned to accommodate the North addition, resulting in a loss of approximately four to five parking spaces in Parking Lot "D".

On the west a new loading dock and drive will be constructed as a part of the North addition. The drive for the loading dock will come off of the existing Durham Science Hall service drive.

4. Comprehensive Plan Compliance

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

The University of Nebraska at Omaha has a dynamic Strategic Plan that undergoes regular review and revision. The most recent plan is available at: http://www.unomaha.edu/plan . Also available at this site is the current University Library Strategic Plan.

4.b. Consistency with the agency comprehensive capital facilities plan

Project complies with 1999 UNO Campus Facilities Master Plan. There have been no revisions or updates since that date.

4.c. Consistency with the current version of the Statewide Comprehensive Capital Facilities Plan or CCPE Project Review Criteria/Statewide Plan

The Program Statement is consistent with the CCPE Project Review Criteria and will be submitted for their review following the UN Board of Regents review and approval.

5. Analysis of Existing Facilities

5.a. Functions/purpose of existing programs as they relate to the proposed project.

Please refer to sections 1.b, 1.c, 5.b and 5.c. where this is covered in detail.

5.b. Square footage of existing areas

UNO Library Space Program with HEGIS Codes
2/20/03

Room/Space Title	HEGIS Code	Exist Room	Exist Net SF
I. ADMINISTRATIVE SERVICES			
a. Administrative Office			
Dean's Office	310	203B	272
Assistant Dean's Office	310	203A	195
Secretary & Filing	310	201	83
Secretary / Reception	310	203	77
Waiting / Reception	315	203	178
Conference Room	350	201A	268
Copy/File Room	315	205C	215
Sub-Total Admin. Office			**1288**
b. Building Services			
Assistant Workstations 3rd Floor	310	306	120
Monographs Sorting Area	440	306	1158
Faculty Research Cubicles	410	300A-J	1010
Monograph Stacks	420	306	31544
Juvenile Collection Stacks	420	306	250
Monographs Seating	430	306	16556
Bound Serials Stacks	420	104	17838
Bound Serials Seating	430	104	4411
Microform/fiche Stacks	420	104	1910
Microform/fiche Readers/Seating	430	104	960
Staff Conference Rooms	350	102, 218, 302	681
Computer Learning Labs	220	204,205A, 100J	2167
Staff Lounge	315	102C	825
SubTotal Building Serv.			**79430**

	HEGIS Code	Exist. Room	Exist. Net SF
c. Systems (Network)			
Manager Workstation	310	210	95
Computer Systems Specialist (2)	310	210	120
Network Student Workstations	310	210	110
Network Equipment Room	710	210	115
Network Storage Room	730	304	290
Network Equipment maintenance	715	210	30
Sub-total Systems			**760**
d. Entry Services			
Lobby Exhibition	620	216	2700
Loading Dock	790	112	144
Building Services Storage Room	730	360	810
Loading Dock Holding Area	730	102D	200
Support Storage	730	100G	141
Sub-total Entry Services			**3995**
II PUBLIC SERVICES			
a. Chairperson Office	310	206	**110**
b. Reference Department			
Reference Faculty Workstations	310	NA	665
Reference Technician Workstations	310	214	240
Reference Library Assistant (2)	310	232	48
Reference Student Assistant (2)	310	232	100
Printer / Copy Area	315	200	68
Reference Collection Stacks	420	216	4600
Reference Seating/Study	410	216	5903
Reference Desk	310	216	500
Sub-total Reference			**12124**
c. Circulation/III/Reserve/Copy			
Supervisor Workstation	310	200	117
Assistant Workstations	310	200	159
Student Workstations	310	200	120
Circulation Public Service Desk	440	216	900
Inter-library Loan Workstation	310	210	70
Inter-library Loan Public Service	440	216	72
Inter-Library Loan Storage	455	210	90
Media Stacks	420	216	600
Reserve/Media Study Seating	410	216	3012
Reserve Public Service Counter	440	219	90
Reserve Supervisor Workstation	310	219	110

	HEGIS Code	Exist. Room	Exist. Net SF
Reserve Assistant Workstations	310	219	130
Reserve Student Workstation	310	219	40
Reserve Stacks	420	219	300
Reserve Copy Area	440	216	250
Copy Center - First Floor	440	100N	351
Copy Center Storage - First Floor	455	107	25

Sub-total Circ/Ill/Res/Copy **6436**

	HEGIS Code	Exist. Room	Exist. Net SF
III Collections Management			
a. Chairperson Office	310	102G	**110**
Acquisitions Supervisor Workstation	310	102	118
Library Assistants (4)	310	102	400
Acquisitions Student Workstation	310	102	200
Acquisitions Storeroom	315	102E	59
New Books Approval Processing	440	102E	106
Gifts Processing	440	102E	80
Afghanistan Collection	420	205	780
Archives Special Collection Stacks	420	109	1848
Archives Special Collections Seating	410	109	522
Archives Manager Workstation	310	109	120
Archives Library Assistant	310	109	110
Archives Student Workstation	310	109	80
Archives Processing	315	109	233

Sub-total Collections Management **4656**

	HEGIS Code	Exist. Room	Exist. Net SF
IV. BIBLIOGRAPHIC ACCESS			
a. Chairperson Office	310	102F	**156**
c. Bibliographic Access			
Documents Supervisor Workstation	310	102	131
Documents Library Assistants	310	102	130
Documents Seating / Study	430	102H	456
Documents Stacks	420	102H	5930
Documents/Serials Work Area	440	102	95
Cataloging Workstations (5)	310	102	498
Afghanistan Collection Workstation	310	102	118
Cataloging Assistant Workstation (3)	310	102	111

Cataloging Labeling Area	440	103	110
Bibliographic Center	440	102	39
Serials Supervisor Workstation	310	102D	119
Serials Student Workstations (2)	310	102D	80
Serials Support	440	102D	225

Sub-total Bibliographic Access	**8042**

GRAND Total Net Square Feet	**116997**
V. Building Support Space	
a. Mechanical	**3600**
b. Electrical	**235**
c. Toilets/Janitorial	**1127**
d. Elevators	**140**
e. Circulation and Structure	**25101**
GRAND TOTAL BUILDING AREA	**147200**

5.c. Utilization of existing space by facility, room and/or function (whichever is applicable)

5.c.1. General Space categories included in the building
(square feet and percentages)

HEGIS Code	Room Use	Net Sq. Ft.	% of NSF Building	% of Total GSF Building
100	Classroom Facilities	------------	------------------	-----------------
200	Class Lab. Facilities	2,167	1.5%	1.2%
200	Research Labs	------------	------------------	-----------------
300	Office Facilities	8,379	7.25%	5.7%
400	Study Facilities	102,022	87.4%	68.6%
500	Special Use Facilities	------------	------------------	-----------------
600	General Use Facilities	2,700	2.3%	1.8%
700	Support Facilities	1,729	1.5%	1.2%
800	Health Care Facilities	------------	------------------	-----------------
900	Residential Facilities	------------	------------------	-----------------
000	Unclassified	------------	------------------	-----------------
	Sub-Total	116,997	100%	78.55%
	Non-Assignable	30,203		21.45%
	Grand Total	147,200		100.00%

5.d.   Physical deficiencies

5.d.1. Several factors account for a progressive pressure upon Library space and the consequent deterioration of the Library study environment:

- New service and operational demands from electronic media and the Internet require additional space with different characteristics.
- The Americans with Disabilities Act.
- Antiquated mechanical, electrical and infrastructure.
- A collection that has continued to grow from 1976 to the year 2003.

The Library's collections and operations are presently contained within a total area of 116,997 net square feet and a total gross square footage of 147,200. The continuing space deficit in the Library has been documented several times during the past decade. The University of Nebraska Capital Facilities Plan indicated that in 1981 the Library required an additional 25,811 NASF to meet its needs. In a 1984 revision of the capital facilities plan, the Library's space requirements were projected at 48,111 NASF of additional space by the year 2000. With the present goal of approaching zero collection growth, this program statement is able to reduce to the previously projected need for new space to 20,768 net assignable square feet for a total gross square footage need of 31,500.

The 1987 University of Nebraska Comprehensive Facilities Plan (UNCFP) confirmed that space deficits were increasing in several areas of the Library.

- Reader study space had been eroded by stacks expansion.
- Book stacks on the First Floor were crowded or at capacity.
- Collections processing areas were inadequate.
- There was insufficient office space for Library faculty
- Storage space was minimal and substandard.

A building expansion was deemed the best solution for these issues.

The 1999 Campus Facilities Master Plan continued to show the need for additional space for stacks, reader and student stations, working and book processing space and offices. The Intermediate Plan suggested that additional space is needed and proposed an addition on the north side of the existing Library.

In June of 2001 a Library Steering Committee, consisting of library staff, faculty, facilities personnel, and a student representative, was established to be an integral part of the planning process. This program is a reflection of the committee's input and direction plus data gathered from site visits and 32 interviews with staff, students, and faculty and community patrons.

The UNO Library Steering Committee closely examined Library needs. Although no significant stack space for additional volumes has been programmed, a careful examination of existing Library space revealed a number of areas where additional space is required and justified. Information on the quantity of space allocated to each room use code is listed in Section 6.b.3 of this document.

5.d.2. Reader/Study Space

5.d.2.a.   General Seating

Reader seating space for students and other Library users is inadequate. Between 1982 and March 1991, Library seats dropped from 1,703 to 1,292, a loss of 411 seats or 24% of the original amount. This occurred because of growth in the collections and the need to replace chairs and tables with shelving and electronic workstations.

Seating has remained fairly constant since 1991. However, the Library has reached the point where it is not possible to expand its services (i.e. to provide public service access computer terminals) or provide stacks with appropriate aisle widths, without severely impacting existing seating. For example, an interim plan for expanding the monographs collection stacks to 3 ft. aisles results in the loss of 156 seats on the third floor.

Review of University of Nebraska guidelines indicate seating is to be provided for 15% of student enrollment plus 5% of the faculty. Thus, University guidelines suggest that today UNO needs 2,341 seats (15% x 15,423 students plus 5% x 566 faculty). This would increase to 2,503 seats needed if enrollment reached its projected 16,500 and faculty remained constant.

In September 2002, the Library had 1,292 seats. Therefore, it was able to seat only 8.5% of the University's total enrollment and 7.9% of the projected enrollment.

The above calculations do not account for the great additional demand put upon the facilities by community users. The reduction in the Omaha Public Libraries' operating hours and the closing of specialty libraries such as the Douglas County Law Library have put pressure on UNO Library resources and they will continue to do so in the future. Omaha area residents and students from other institutions heavily use the Library. This is a significant service to the region, but is not included in space standards based on enrollment. Community users account for greatly increased usage of facilities and services, especially during weekday evenings and weekends.

This Program Statement includes space to seat 2198 users or 14.25% of the 2002 enrollment and 13.3% of the projected enrollment (this does not include 105 seats in the learning laboratories and conference rooms). Although this is below University guidelines, it would bring substantial improvement in existing conditions.

5.d.2.b.   Group Study Rooms

There are certain programmatic needs for the support of the academic curriculum that the Library has never been able to meet. One of these is provision of group study rooms for student use. Special projects and Problem Based Learning in many disciplines are increasingly assigned to student teams as a way to enhance group problem solving and communication skills. The only rooms available for this kind of group activity in the Library are three seminar rooms that have been assigned to the Registrar's Office for classroom scheduling. When not scheduled for classes, groups may reserve them.

A visitor to the UNO Library soon becomes aware of the need for group study rooms. Students are frequently seen working and talking in small groups in areas designated as quiet reading areas. Collaborative student work and group discussion

should not be conducted in the same areas as individual study. Noise and distraction provided by groups at work are counterproductive to effective quiet study. Other campus buildings do not provide space for study groups, so students come to the Library and are forced to use study tables in public areas or the stacks. Sixteen group study rooms are included in the Program Statement for the second phase of this project.

5.d.2.c.   Faculty Study Rooms

For many faculty members, a Library study room is an important adjunct to their research and as such the quality of their work is impeded when such facilities are not available. University guidelines suggest that 5% of the faculty be provided with study space. This would translate to 28 suggested faculty study rooms.

Currently, there are only 10 faculty study rooms. They are poorly arranged around an under utilized central space. The second phase of this project would convert the existing inadequate area to general reader/study space and build 16 new faculty study rooms.

5.d.2.d.   Media Collections Seating

The growth of media collections requires special purpose electronic workstations, separate from general reading stations. Video cassette players, microforms readers, audio cassette, compact disk players and DVD's all require space that offers specialized equipment and their use is determined by expansion of the collections.

5.d.2.e.   Instructional Space

Library staff currently teach more than 275 bibliographic instruction classes for approximately 6,300 students each year. These sessions are scheduled throughout the year as requested by faculty. These classes are growing in demand and popularity as technology increases the complexity of research. New information media and electronic databases require orientation and training in basic information search skills. Enhanced special learning

laboratory space is needed for such teaching, which may be supplemented by video-based instruction and orientation tours of the Library and its resources.

Until recently most of these classes were held in Room 204. In July 2001, a second class laboratory was added with 20 seats. However, even with the addition of the second room, many Library classes cannot meet in the Library due to scheduling conflicts or because classes are too large to be accommodated. Additional, larger class laboratory space is required.

The second phase of this project would create a new high-tech class lab with computer equipment in Room 205A - with a demountable wall between it and 207. This would allow for greater flexibility for teaching a single large group or two small groups.

5.d.3. Office Space

5.d.3.a. Faculty Offices

At UNO, librarians are members of the University faculty and as such are in need of individual work areas in order to expedite their work on research, publication and other faculty duties. Presently faculty offices lack standardization and vary widely throughout the Library. This program strives to standardize these workstations at 120 square feet to meet University guidelines. Enclosed offices will be limited to Senior Administration and an increased number of conference rooms will provide for staff work sessions and confidential meetings.

5.d.3.b. Processing Space

Available space for processing and servicing the Library's collections is inadequate and on the opposite side of the building from the elevator. The Acquisitions Division is difficult to find for UNO faculty who need to examine books received on approval. Additional security is needed for new volumes that are awaiting purchase approval and bibliographic processing. The space used to receive and process materials was designed as a stacks area and not for precise office work. In addition, the area lacks

appropriate lighting, electrical outlets, drinking fountains and airflow.

Processing space will be consolidated on each floor. The primary processing area will be on the second level and it will be integrated with the staff work areas. There will be smaller satellite processing areas for the limited number of staff on the first and third levels. The areas will provide flexible, functional, well lit areas that will significantly improve the efficiency and flow of materials. An easily accessible, secure second floor location for the faculty to review new acquisitions is also planned.

5.d.3.c.   Storage

The storage requirements of a Library are greater than those of a typical academic or office building. Large quantities of equipment, books, mail shipments, copy paper, shelving parts and furniture are constantly being shuttled about within the Library. Adequate storage space must be provided. The small amount of existing storage is not conveniently located. This project would provide storage space at appropriate places to alleviate this problem as a part of the first phase of the project.

5.d.4. Collections Space

As new materials are added, they are inserted on shelves in their proper location. There must always be space available to insert materials in their logical place within a numeric or alphabetic sequence. This requires some space on each of the shelves to be empty. After shelves become 70% full, collections must be continually shifted, so that growth space can be found for the insertion of new materials. Shifting of collections is time-consuming and expensive

In addition, the Americans with Disabilities Act, which became law in January 1992, require a minimum of 36" clear between the stacks for travel of wheelchairs. This will remove one row of stacks from each bay. The majority of the increase in stack space is to accommodate this appropriate spacing not for additional volumes.

5.d.4.a.   Book Collection

The book collection creates the greatest overall demand for space within the present and future building. Despite computerization and miniaturization of information resources, books will remain an essential medium of information exchange for many years to come. The Library collection adds 12,000 to 14,000 volumes each year. Although UNO attempts to approach zero volume growth and actively deselects items, additional square footage is required for stacks to allow ADA access and relieve shelf crowding.

5.d.4.b.   Periodicals

Bound periodicals are growing at a rate of approximately 8,000 volumes per year, even though UNO already has 540 of its periodical subscriptions on space-saving microforms. Reader space on the first floor has been progressively restricted in order to provide shelf space for bound periodicals. As a short-term solution to space issues, the current periodicals browsing area was integrated into the bound periodicals in 2000. It is very convenient for users to be able to browse the latest issues of journals in one location. However, members of the faculty have stated repeatedly that a current periodical browsing area is needed to support their scholarly activities. This program would provide space for a current periodicals browsing area.

Periodicals shelving is now 85% filled. This makes re-shelving inefficient and costly, because older materials must be constantly shifted to insert new acquisitions. Accepted practice stipulates a maximum loading of 75% of available shelf space. Storage is considered critical at the 85% level. This project would provide needed additional periodical stack area as outlined in Section VI B.

5.d.4.c.   Media Collections

When the Library was built in 1976, there were few media collection requirements since many of today's standard formats such as videotapes and compact audio discs did not exist. Space for DVD media and the equipment on which to view or listen to it is essential. Collections and services need to be

housed in an integrated media center. Its logical location is on the second floor where it has good visibility from both patrons and staff.

The proposed design will provide a prominent second floor location that staff at the Circulation and Reference Desks can easily view. Equipment needed to view and listen to media materials will be available. This will be accommodated under the second phase of the project.

5.d.4.d.   Special Collections

Archives and Special Collections were recently relocated to the east corner of the first floor and now have adequate space, although climate control and visibility both need to be improved.

The Arthur Paul Afghanistan Collection, a truly unique resource, continues to grow and attract increasing numbers of users. However, the space it occupies was not designed for a collection of this sort. Many of the resource materials are not properly shelved or displayed. University Archives needs adequate space to process and work with the collection, additional display space, and seating for those using the collection. These Special Collections areas will be provided with more appropriate space in the Library renovation under the second phase of this project.

5.d.4.e.   Government Documents

The documents collection is currently the most densely packed area in the Library. Over 10,000 pieces are added to this collection each year. Much of this material is already being acquired as microforms and many new publications are available on the Internet which helps conserve space. However, additional space is still required in order to reduce stack crowding and correct ADA non-compliant aisle widths and stack spacing. Compact shelving will be used in one section of government documents to improve space utilization will be purchased in the second phase of the project.

5.d.5. Mechanical and Electrical

5.d.5.a.   Existing System

Conditioned air is provided to the Library by a central Heating Ventilating Air Conditioning (HVAC) system that is supplied chilled water and steam from a central campus energy plant.   When the system was originally designed it was considered creative and unique.   The system is configured as a dual duct system in which a single fan operates continuously to provide heated air through one duct; two fans operate continuously to provide cool air through another duct; two fans draw return air through a third duct. These ducts are large formed concrete tunnels located in the ground, below the first floor of the Library. At various locations along the two supply tunnels there are smaller zone ducts that draw air from either the hot deck or the cold deck depending upon the requirements of the zone thermostats, located in strategic points in the Library. The amount of cool air or heated air passing through each zone duct is controlled by a pair of proportional pneumatic dampers located in the supply ducts. Each zone duct is routed to a specific location in the building. The ducts are located in the structural columns of the building.   From there the air is directed into the occupied spaces through troffers located in the top of structural elements.

The existing system, which utilizes individual zone ducts with dampers in both the cold and hot ducts, has been fraught with problems.   It is difficult to control the supply air temperature with any accuracy because when both dampers are opened proportionally, the supply duct with the highest static pressure will over ride the lower pressure supply duct. This exacerbates the problem in a zone since the thermostat can not be satisfied and a condition called "hunting" takes place which causes large temperature swings.

One of the largest and most persistent problems with the system is the impact that it has on the structural stability of the first floor slab. Over the years cracks have developed in the main concrete supply and return tunnels. Air leaks out of the supply ducts and

is blown through the surrounding substrate, resulting in the desiccation (severe drying) of the soil. This has caused the soil under the floor slab and around the supply tunnels to shrink substantially. As drying progresses, the soil shrinks additionally and causes the ducts to settle resulting in further cracking. This condition caused the first floor slab to settle from 6" to 8" initially. At that point, dividing walls on the first floor cracked severely and plumbing systems were disrupted. Several years ago the University contracted to have the floor slab mudjacked to raise it back to approximately its original elevation. Since this project was completed the desiccation has continued and the floor has again settled substantially. As a result problems with cracking in the walls and floor slab, and problems with plumbing fixtures in the restrooms have reoccurred. Some areas cannot be used as originally intended because stacks lean at precarious angles. Other functions that required a level surface have been moved to other areas of the Library. The second phase of the project would address these issues.

It has also been noted that ground water is seeping into the supply ducts which has the potential of creating a health hazard to the occupants of the Library. The ducts are no longer level so the water tends to pond in many low spots resulting in the potential for fungus and mold to propagate.

The University retained a consultant to explore conditions under the floor and it was determined that many large voids in the range of 2 feet to 3 feet are present under the floor slab. Discussions continue regarding possible corrective action.

5.e. Programmatic deficiencies

Many programmatic deficiencies exist throughout the library primarily due to the physical deficiencies inherent in a building constructed in the 1970's prior to wide spread computerization.

- There is a serious lack of space for group studies, group media stations, group computer facilities, and other collaborative spaces for groups and small instructional sessions. This results in a failure to provide support for many of the new teaching methodologies which stress the collaboration of small groups of students. Also,

faculty and researchers using the Library have a strong need for collaborative areas where they can work together as small groups. Significant changes in pedagogical methods and access technologies require a variety of spaces in addition to individual study seating.

- The small number and inadequate infrastructure of faculty research carrels adversely impacts the Library's ability to support faculty research endeavors. The current faculty carrels are shared by multiple faculty members, fail to meet the demand for faculty spaces, and do not provide highly flexible technology support.

- There are inadequate facilities to adequately support the research needs of graduate and doctoral students. They require individual spaces that are lockable or have lockable compartments where they can keep their work safe from harms way and be able to rapidly start and stop their efforts as time allows.

- Private consultation spaces for individuals to meet in groups of two or three is needed. Using adjacent small conference rooms on an as-needed basis would satisfy this need. Such double-duty usage would effectively satisfy this program deficiency without increasing square footage.

- The present service desk configurations, particularly that of the Reference desk, were designed in the pre-computer era. Consequently, they are poorly arranged to provide optimal customer service. This leads to long lines and slow service during periods of heavy library use.

- The number and size of class laboratories is inadequate and severely impacts the Library's instructional mission. Larger class sizes, the need to support information literacy programs, and an increasing demand for research instruction exceed facility capacity. With the revolutionary shift to computer dependence for all facets of research, study and daily life in general the need for this program of instruction will only increase with time.

5.f.   Replacement cost of existing building

The estimated cost to construct a comparable new facility is thirty-six million dollars ($33,600,000). Of this amount, the portion to construct just the building with furnishings and fees is over twenty-five million dollars ($25,200,000).

6. Facility Requirements and the Impact of the Proposed Project

6.a. Functions/purpose of the proposed program

6.a.1. Activity identification and analysis

For listing of specific spaces and their respective areas please see item 6.b.1. If additional detailed analysis of the area is desired a detailed 218 page report on the individual activities goals, room use code goals, objectives, functional relationship, special requirements and equipment requirements is available for review from the UNO Facilities Management and Planning Department.

6.a.2. Projected occupancy/use levels

6.a.2.a. Personnel projections

Personnel	Existing Full Time Equivalent (FTE)	Existing Adjusted Headcount		Projected Adjusted Headcount	
		Full time	Part time	Full time	Part time
Academic/ Administrative	14	14	0.0	14	0.0
Managerial/ Professional	8	8	0.0	7	0.0
Office/Service	29	29		30	
Students	13	0.0	50	0.0	50
Totals	**64**	**51**	**50**	**51**	**50 ***

* Although it is expected that the total number of employees will remain constant, many tasks that people currently perform will change significantly. The need for high-level technical skills will be required for most positions. Productivity gains should make it possible to provide increased access to resources and improve services with the same overall level of staffing.

6.a.2.b.   Describe/Justify projected enrollments/occupancy

During Fall 2002 there were 15,423 delivery site students. It is projected that the number of students will remain fairly constant for the next several years. The UNO 1999 facilities Master Plan does target enrollment at 16,500 students.

6.b.   Space requirements

6.b.1. Square footage by individual areas and/or functions

UNO Library Space Program with HEGIS Codes 2/20/03

Room/Space Title	HEGIS Code	Total New Net SF	Phase I	Phase II
I. ADMINISTRATIVE SERVICES				
a. Administrative Office				
Dean's Office	310	272	272	0
Dean's Restroom	RRR	45	45	0
Assistant Dean's Office	310	190	190	0
Secretary & Filing	310	131	131	0
Secretary / Reception	310	121	121	0
Waiting / Reception	315	150	150	0
Conference Room	350	648	648	0
Conference Room Support	355	35	35	0
Copy/File Room	315	303	303	0
Sub-Total Admin. Office		**1895**	1895	0
b. Building Services				
Assistant Workstations 3rd Floor	310	220	220	0
Monographs Sorting Area	440	1073	1073	0
Faculty Research Cubicles	410	1024	0	1024
Small Group Study Rooms - Large	410	1540	0	1540
Small Group Study Rooms - Small	410	128	0	128
New Book Browsing	420	386	0	386
Monograph Stacks	420	28287	1792	26495
Juvenile Collection Stacks	420	420	0	420
Monographs Seating	430	18373	4573	13800
Monographs Information Desk	440	180	0	180
Bound Serials Stacks	420	11235	3303	7932
Current Serials Stacks	420	1848	0	1848
Bound Serials Seating	430	8961	3735	5226
Current Serials Seating	430	1725	0	1725
Microform/fiche Stacks	420	1681	0	1681
Microform/fiche Readers/Seating	430	840	0	840

Conference Rooms	680	1120	0	1120
Staff Conference Rooms	350	540	0	540
Small Staff Conference Rooms	350	320	0	320
Computer Learning Labs	220	2850	0	2850
Student Lounge	650	1555	1555	0
Staff Lounge	315	807	0	807
SubTotal Building Serv.		**85113**	16251	68862

	HEGIS Code	New Net SF		
c. Systems (Network)				
Manager Workstation	310	120	0	120
Computer Systems Specialist	310	240	0	240
Computer Hardware Technician	310	110	0	110
Network Student Workstations	310	128	0	128
Network Equipment Room	710	160	0	160
Network Storage Room	730	150	0	150
Network Equipment maintenance	715	140	0	140
Sub-total Systems		**1048**	0	1048
d. Entry Services				
Lobby Exhibition	620	2270	900	1370
Loading Dock	790	160	160	0
Building Services Storage Room	730	1292	1292	0
Loading Dock Holding Area	730	400	400	0
Support Storage	730	800	800	0
Freight Elevator	WWW	256	256	0
Sub-total Entry Services		**5178**	3808	1370
a. Chairperson Office	310	**150**	0	150
b. Reference Department				
Reference Faculty Workstations	310	960	0	960
Reference Technician Workstations	310	256	0	256
Reference Library Assistant (1)	310	64	0	64
Reference Student Assistant (2)	310	128	0	128
Printer / Copy Area	315	120	0	120
Reference Collection Stacks	420	4755	0	4755
Reference Seating/Study	410	11880	3113	8767
Reference Desk	310	364	0	364
Sub-total Reference		**18527**	3113	15414

c. Circulation/Ill/Reserve/Copy

Supervisor Workstation	310	120	0	120
Assistant Workstations	310	384	0	384
Student Workstations	310	126	0	126
Circulation Public Service Desk	440	440	0	440
Inter-library Loan Workstation	310	128	0	128
Inter-library Loan Public Service	440	64	0	64
Inter-Library Loan Storage	455	100	100	0
Media Stacks	420	664	0	664
Reserve/Media Study Seating	410	2674	0	2674
Reserve Public Service Counter	440	90	0	90
Reserve Supervisor Workstation	310	110	0	110
Reserve Assistant Workstations	310	128	0	128
Reserve Student Workstation	310	42	0	42
Reserve Stacks	420	300	0	300
Reserve Copy Area	440	250	0	250
Copy Center - First Floor	440	676	0	676
Copy Center Storage - First Floor	455	120	0	120
Sub-total Circ/Ill/Res/Copy		**6416**	100	6316

	HEGIS Code	New Net SF		
III COLLECTIONS MANAGEMENT				
a. Chairperson Office	310	**150**	0	150
b. Collections Management				
Acquisitions Supervisor Workstation	310	120	0	120
Library Assistants (4)	310	440	0	440
Acquisitions Student Workstation	310	126	0	126
Acquisitions Storeroom	315	60	0	60
New Books Approval Processing	440	400	215	185
Gifts Processing	440	160	0	160
Afghanistan Collection	420	1164	0	1164
Archives Special Collection Stacks	420	1848	0	1848
Archives Special Collections Seating	410	522	0	522
Archives Manager Workstation	310	120	0	120
Archives Library Assistant	310	110	0	110
Archives Student Workstation	310	80	0	80
Archives Processing	315	233	0	233
Sub-total Collections Management		**5383**	215	5168

	HEGIS Code	New Net SF		
IV. ACCESS SERVICES				
a. Chairperson Office	310	**150**	0	150

b. Bibliographic Access

Documents Supervisor Workstation	310	120	0	120
Documents Library Assistants	310	220	0	220
Documents Seating / Study	430	4336	0	4336
Documents Stacks	420	6783	0	6783
Information/Help Desk – first Floor	210	200	0	200
Documents/Serials Work Area	440	430	0	430
Cataloging Workstations (5)	310	600	0	600
Afghanistan Collection Workstation	310	120	0	120
Cataloging Assistant Workstation (3)	310	192	0	192
Cataloging Labeling Area	440	200	0	200
Bibliographic Center	440	50	0	50
Serials Supervisor Workstation	310	120	0	120
Serials Library Assistant (2)	310	220	0	220
Serials Student Workstations (2)	310	84	0	84
Serials Support	440	230	0	230

Sub-total Bibliographic Access	**13905**	0	13905
GRAND Total Net Square Feet	**137765**	24482	113283
V. Building Support Space			
a. Mechanical	**5930**	2097	3833
b. Electrical	**1164**	610	554
c. Toilets/Janitorial	**2400**	1634	766
d. Elevators	**368**	168	200
e. Circulation and Structure	**31073**	4364	26709
GRAND TOTAL BUILDING AREA	**178,700**	34255*	144445

* Includes 3755 sf. in the existing building for the student lounge, lobby and toilets.

6.b.2. Basis for square footage/planning parameters

The primary square footage/planning parameters were based upon the university guidelines for space allocation and were then augmented when necessary for special situations. In situations where there were not UN Space guidelines, parameters based areas at similar institutions were used. Following detailed interviews with staff and actual measurement of existing space equipment and usage these numbers were either reduced, enlarged or maintained as the function dictated.

6.b.3. Square footage difference between existing and proposed areas (net and gross)

6.b.3.a.   Net and Gross square feet

Item	Existing	Proposed
Net Square Ft.	116,997	137,765
Gross Square Ft.	147,200	178,700

6.b.3.b.   Building efficiency

(Net to Gross)   77.09%

6.c.   Impact of the proposed project on existing space

Please see the attached plans at the end of this section for the existing plans and the proposed new diagrams of the extensive renovation and reorganization of the existing and new facility.

6.c.1. Re-utilization and function(s)

Other than the reutilization of the basic building structure and the network infrastructure that is presently in place, there will be very limited reutilization of the existing facility as it presently exists. The learning resources and the majority of book stacks will remain. Service functions presently housed in the library will continue.

The major difference will be the clustering of service functions primarily on the Second Floor to achieve better efficiencies for staff and easier one stop assistance for the library users. Satellite information areas and help desks are then located for user assistance and observation on the other two floors.

6.c.2. Demolition

Demolition of the existing areas of the library will include all areas except for the following:

First Floor

- The Archiving area would remain in the same area and existing walls will remain. Mechanical and electrical will be upgraded.
- The existing fire stair will remain in place
- The existing mechanical will remain in the same area with upgrade to equipment
- The existing central stairs will remain in place
- The location of the existing Rest Rooms will remain but the

interiors will be demolished and upgraded to meet ADA standards.

Second Floor
- The existing fire stairs will remain in place
- The existing central computer network room will stay in the same location.
- The existing central stair will remain in place
- The location of the existing Rest Rooms will remain but the interiors will be demolished and upgraded to meet ADA standards.
- The Existing Learning Labs will remain since they are relatively new and up-to-date.

Third Floor
- The existing fire stairs will remain in place
- The existing central stair will remain in place
- The location of the existing Rest Rooms will remain but they interiors will be demolished and upgraded to meet ADA standards.

6.c.3. Renovation

All areas of the library except for the Learning Laboratories area will receive complete renovation.

7.   Equipment Requirements
7.a. List of available equipment for reuse (if applicable)

Quan.	Description
146	Public computer workstations pc's & peripherals – this includes 44 class lab machines, 3 class lab/classroom instructor stations, library catalog kiosks, ADA workstations
85	Staff computer workstations consisting of pc's & peripherals, includes special purpose kiosks, student assistant workstations, and terminals slated for replacement by linux pc's
40	100 mb computer hubs
6	Remote UPS (Uninterruptible power supply) units
10	Laser printers, various models
18	100mb switches (located in fixed racks)
3	Server cabinets containing 10 ea 4-U chassis, 8 each 2-U chassis
15	Servers
4	9' x 3' tables configured for laptop DHCP connectivity
790	General seating chairs (Jasper chairs)
43	9' x 3' tables (general seating)
53	6' x 3' tables (general seating)
8	3' x 3' tables (general seating)
3	Wheelchair accessible tables (general seating)
3	Exterior book drops
4	Interior book return bins
20	Class lab tables
44	Class lab computer workstation tables
3	Class lab instructor workstation tables
3	Ceiling mounted class lab projectors
3	Wall mounted class laboratory projection screens
1	Class lab sound system
2	Videodidact class laboratory workstation management systems
295	Media/microform cabinets (various sizes and configurations)
21	Media workstation equipment components (tv, vcr, dvd, audio, etc.)
10	Microfilm/fiche readers
1	Microcard reader
16	Paper photocopiers
6	Microfilm/fiche copiers
126	Book trucks (various sizes and configurations)
1,991	Double face units Library Bureau steel shelving
130	File cabinets (various sizes and configurations)
12	Map cabinets
12	Dictionary stands

7.b. Additional Equipment (if applicable)

7.b.1. Fixed equipment

#	ITEM	TOTAL AREA/QUANT.	
		Phase I	Phase II
1	Marker Board	2	90
2	Tack Board	2	69
3	Booths	32	30
4	High Density Stor.		132
5	New Casework (modular)	0	272 lf.
6	Lockers	50	0

7.b.2. Movable equipment

#	ITEM	TOTAL AREA/QUANT.	
		Phase I	Phase II
1	Table 6 Person	0	6
2	Tables 4 Person	21	148
3	Two Person Tables	0	10
4	Love Seat	0	11
5	Sofa	0	10
6	Lounge Seating	70	253
7	Coffee Table	19	9
8	End Tables	25	70
9	Modular Workstations	0	44
10	Filing Cabinet 4 dr.	0	15
11	Filing Cabinet 2 dr.	0	14
12	Credenza	1	0

13	Office Side Chair	0	25
14	Wood Bookcase 4 x 3 ft	4	4
15	Wood Bookcase 7 x 3 ft	6	79
16	Sm. Conf. Table	1	38
17	Conf Table (Seat 6)	1	3
18	Conf Table (Lg)	0	1
19	Printer Table	0	1
20	Conference Chair	24	10
21	Office Chair (Aeron)	10	50
22	Desk Dbl. Pedi.	0	12
23	4 ft return	0	12
24	Serial Shelving End Panels	0	24
25	Serials Display Shelving	0	88
26	Gov. Doc. End Panels	0	74
27	Government Documents Shelving	0	242
28	Wastebaskets	19	100
29	General Study Chairs	238	381
30	Electrostatic Paint Stack Ends Microfilm Files	 0 0	 681 121
31	Display Case	0	6
32	Table Lamps	120	19
33	Trash Receptacles	0	30
34	Planter (Sm)	4	10
35	Planter (Lg)	8	0
36	Mailbox	0	1

37	Storage Cabinet	0	5
38	Floor Mat	0	6

7.b.3. Special or technical equipment

#	ITEM	TOTAL AREA/QUANT.	
		Phase I	Phase II
1	Data Carrels	38	250
2	Televisions	0	4
3	Computer	0	47
4	Projector	0	2
5	Printer	0	4
6	Cash Register	0	1
7	Fax	0	2

8. Special Design Considerations

8.a. Construction Type

The existing Library structure consists of hollow poured in place concrete columns that serve as vertical ducts for the heating and air conditioning and also as structural support for the floors and the roof. The columns sit on a foundation of driven structural piles. Tying this structure together in the East West direction are poured in place concrete beams that also serve as passageways for the building ductwork. These beams support the precast concrete structural twin T's that act as both the structure and the decking for the floors and the roof.

For the future construction to the north it is anticipated that a steel structure with a concrete topping for the floors and roof will be utilized. This will allow ease of construction for the curved portion of the north wall and also provide for a lighter structure requiring less piling in an area of questionable soil stability. Also, the new structure will be required to cantilever to the existing structure in order to provide spacing for the foundations. For this type of construction steel is much better suited.

A poured in place concrete structure with a poured concrete joist and deck system is also an option. In the new addition the use of the structure as routing for the ductwork is to be discouraged, due to the poor performance and lack of flexibility that this system has provided over the life of the building. We recommend a more conventional approach to delivery of heating and air-conditioning.

8.b. Heating and cooling systems

In an effort to meet the increasing demand for better conditioning in the Library and reduction of potential health hazards, at the most economical cost, the system will need complete renovation. To achieve the most economical operating configuration, the existing HVAC system should be completely replaced with a variable volume system with terminal reheats and digital controls, sound attenuators, and the capability of using 100% outside air. It is imperative that provisions be included to preheat incoming outside air for winter operation.

To improve overall efficiency and assure maximum comfort for any occupancy, all pumps and fans should have variable frequency drives. This assures that all of the components in the system are coordinated, regardless of the system load.

The existing supply duct system should be abandoned and capped or sealed appropriately to prevent further deterioration of the structure and the possibility of creating any health hazard.

With the original access routes no longer available for routing of system components, it will be necessary to locate ductwork in new ceiling spaces that will be created on each floor. This will provide for better distribution of the supplied air to meet a variety of special needs.

8.c. Life Safety/ADA

The implementation of the American Disabilities Act (ADA) as a legal requirement in 1993 makes significant requirements not anticipated in the 1992 Program Statement. The majority of aisles in the present stacks are 32 inches or less. The new requirement from ADA is for an increase to a minimum 36-inch aisle width. This may appear to be insignificant but, when implemented with the present column spacing, it results in a 13% increase in the floor space necessary to house the same materials. Also set by the ADA regulations is a requirement for elevators to transport disabled patrons to all of the Library floors in elevators which meet the ADA minimum standards. The present elevator does not meet these requirements. Existing toilet facilities are marginally compliant and will need major renovation to fully meet ADA requirements. Since there is also a need for replacement of deteriorating fixtures and finishes, and because the present facilities fail to meet present Plumbing Code recommendations, the program statement doubles the present number of plumbing fixtures.

8.d. Historic or architectural significance

None

8.e. Artwork (for applicable projects)

Although there is no requirement for art to be included in the budget because there are no state tax dollars funding the project, UNO strongly believes in supporting the arts and therefore has allocated 1% of the applicable project construction cost for artwork. In Phase One this is $65,125 and in Phase Two it is $108,875.

8.f. Phasing

The needs of the library have changed dramatically in the last eleven years and the updated program statement reflects the new vision of a student-centered, technology-rich environment. The entire proposal consists of a three-story addition to the north, and renovation of the existing building. Although it would be preferable and less costly to shut down the library and do the entire project at one time the demands of the students, faculty and outside community users make this impossible. Therefore a phasing plan needs to be developed which will allow the

renovation and new construction to proceed with a minimum of disruption to the library patrons and staff.

Phase One of the project will be the construction of the new three story addition to the North. With the completion of this new square footage it will allow for the relocation of existing library space that needs to be renovated. This newly constructed area will also serve as flex space for the library to use for multiple functions during the complex renovation of the existing library.

Phase Two of the project will be the complete renovation and redesign of all of the existing library and its mechanical/ electrical systems. As a part of this renovation the entire existing library will receive new finishes, lighting, furnishings, wiring and computer networking. Also, during this time the old and new mechanical systems will be married and balanced to provide a much improved HVAC system. The construction of the new loading dock and elevators in Phase One will allow for the renovation of the existing spaces without compromising these services.

8.g.   Future expansion

Following the construction of the three story North addition there are two anticipated avenues for future expansion. The first is the addition of a satellite facility to serve the ever expanding South campus. The second alternative would be to expand the present library facility to the south.

8.h.   Other

None

9. Project Budget and Fiscal Impact

9.a. Cost estimates criteria

9.a.1. Identify recognized standards, comparisons and sources used to develop the estimated cost

The construction cost estimates for this project were arrived at by reviewing Means Cost Estimating Guide, The Marshall and Swift Cost Estimating Guide, reviewing costs of similar recent local projects and additional review with the UNO Facilities Management and Planning Staff.

9.a.2. Identify the year and month on which the estimates are made and the inflation factors used

The latest construction cost estimates were prepared in January of 2003 and an annual construction inflation factor of 4.5% was used.

9.a.3. Gross and net square feet

Gross Square Feet = 178,700 gsf.
Net Square Feet   = 137,765 nsf.

9.a.4. Total project cost per gross square foot

Total Project cost per gross square foot = $102.40 pgsf.

9.a.5. Construction cost per gross square foot

Construction cost per gross square foot = $74.07 pgsf.

9.b. Total project cost	Phase I	Phase II
9.b.1. Program planning	$60,000	0
9.b.2. Professional fees		
- professional design consultants	496,511	660,000
- in-house consultants	0	0
- other consultants	30,000	50,000
9.b.3. Construction		
- general, including mechanical, electrical, elevator	4,632,500	7,342,895
- fixed equipment	19,500	446,980
- site improvements (utilities, sidewalks, parking, landscaping, etc.)	475,355	190,078
9.b.4. Moveable equipment	226,835	1,148,150

9.b.5. Special or technical equipment	15,000	182,430
9.b.6. Land acquisition	0	0
9.b.7. Artwork (for applicable projects)	65,126	108,874
9.b.8. Other costs (agency administration costs, moving, temporary space, testing, surveys, legal fees, insurance, etc.)	388,498	501,748
9.b.9. Project contingency	465,825	793,695
Total Estimated Cost by Phase	**$6,875,150**	**$11,424,850**

9.c   Fiscal Impact based upon first full year of operation (include proposed funding sources and percentage of each)

9.c.1. Estimated additional operational and maintenance costs per year

Phase I, will require that the operating and maintenance budget for the building for the first full year after completion be increased by an estimated $165,300 dollars.

Phase II, when completed, will require that the operating and maintenance budget for the building for the first full year after completion be increased by an estimated $160,200 dollars.

9.c.2. Estimated additional programmatic costs per year

None

9.c.3. Building renewal 2% assessment charges

Phase I: $37,500.

Phase II: $228,500.

10. Funding

10.a. Total funds required $18,300,000

10.b. Project Funding sources (amounts and/or percentage of each)

10.b.1.	State funds	0
10.b.2.	Cash funds	0
10.b.3.	Federal funds	0
10.b.4.	LB 309 funds	0
10.b.5.	Revenue bonds	0
10.b.6.	Private donations	$18,300,000
10.b.7.	Other sources	0
	Total	**$18,300,000**

10.c. Fiscal year expenditures for project duration

Fiscal Year - 2003-2004	$4,000,000
Fiscal Year - 2004-2005	$6,000,000
Fiscal Year - 2005-2006	$8,300,000
Total	**$18,300,000**

11.   Time Line

		Phase I	Phase II
11.a.	**Need Statement (if applicable)**	NA	
11.b.	**Program Statement** (Approval)	3 months	
11.c.	**Funding** (will be secured prior to proceeding)	NA	
11.d.	**Professional consultants selection**	3 months	
11.e.	**Design Development documents** (Design and Construction Documents)	6 months	8 months
11.f.	**Receive bids for construction**	1 month	1 month
11.g.	**Award of contract and start of construction**	1.5 months	1.5 months
11.h.	**Completion of construction**	12 months	12 months

12. Higher Education Supplement

12.a. CCPE Review

12.a.1.   CCPE review and approval is required for this project because the operating and maintenance expenses for the addition are anticipated to exceed 50,000 dollars.

12.b. Method of contracting

12.b.1.   Identify method

Construction Manager at Risk with Guaranteed Maximum Price.

12.b.2.   Provide rationale for method selection

The Construction Manager at Risk with Guaranteed Maximum Price was selected for this project for the following reasons:

12.b.2.1.   The project is over six million dollars in construction cost. Typically CM at Risk is applied to projects of this scope or larger.

12.b.2.2.   UNOmaha has been very successful using this type of contracting in the past for projects such as the Peter Kiewit Institute, the renovation of Arts and Sciences Hall and the renovation addition to Allwine Hall.

TO: The Board of Regents

                                 Business Affairs

MEETING DATE: April 24, 2004

SUBJECT: Capital Improvements for the UNO Milo Bail Student Center

RECOMMENDED ACTION: Approve the attached Resolution authorizing the transfer of $265,000
                                 from the 1993 Series Surplus Fund to the 1993 Series Replacement Fund
                                 and authorizing the expenditure of up to $265,000 from the Replacement
                                 Fund to make Student Center improvements.

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

Prior approvals	Amount
March 2003	$366,000
February 2000	$270,000
March 1999	$250,000

EXPLANATION: Section 6.2 of the Bond Resolution (May 1, 1984) requires the Board to
                                 operate the facilities in an efficient, sound and economical manner and to
                                 keep all facilities and betterments thereto in good repair, working order
                                 and condition; and to make all necessary and proper repairs, renewals,
                                 replacements, additions, extensions and betterments thereto, so that at all
                                 times the business carried on in connection therewith shall be properly
                                 and advantageously conducted. The projects described on the
                                 accompanying pages will keep the facility in good repair and provide
                                 better service to the users of the Milo Bail Student Center, which
                                 includes faculty, staff, students and visitors to the campus.

PROJECT COST: $265,000

SOURCE OF FUNDS: 1993 Series Surplus and Replacement Bond Funds

SPONSOR: James R. Buck
                                 Vice Chancellor for Administration

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

DATE: April 5, 2004

RESOLUTION

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

1. The Board hereby finds and determines:

    (a) Pursuant to its General Bond Resolution dated May 1, 1984, authorizing the issuance of Revenue Bonds by the Board (the "Resolution"), the Board has heretofore issued revenue bonds payable from the revenues and fees derived from the ownership and operation of the Milo Bail Student Center located on the campus of the University of Nebraska at Omaha under and pursuant to the Sixth Series Resolution dated November 1, 1993 (the "Sixth Series Resolution") which created the 1993 Series Surplus and Replacement Funds in accordance with Section 3.1 of the Resolution.

    (b) Section 6.2 of the Resolution requires the Board to operate the facilities in an efficient, sound and economical manner and to keep all facilities and betterments thereto in good repair, working order and condition and to make all necessary and proper repairs, renewals, replacements, additions, extensions and betterments thereto, so that at all times the business carried on in connection therewith shall be properly and advantageously conducted.

    (c) The "Sixth Series Facility" is the UNO Student Center. Such facility requires certain renewals, replacements, betterments and equipment to maintain the 1993 Series Revenues and Fees. In order to accomplish such renewals, replacements, betterments and acquisitions of equipment, the sum of $265,000 should be expended from the 1993 Series Replacement Fund as indicated on the attached schedule.

2. Authorization. The Board hereby authorizes the transfer of $265,000 from the 1993 Series Surplus Fund to the 1993 Series Replacement Fund and the expenditure of up to $265,000 from the 1993 Series Replacement Fund established pursuant to the Resolution for the projects herein identified. Julie Totten, Assistant Vice Chancellor for Administration or Joseph L. Huebner, Controller of the University of Nebraska at Omaha are hereby designated as the University representatives who may certify to the Trustee the specific payments to be made from the 1993 Series Replacement Fund.

3. Surplus and Replacement Funds. There are currently moneys or investments in the Replacement and Surplus Funds including accruals in excess of $265,000.

MILO BAIL STUDENT CENTER PROJECTS

	Project	Funding Required	Description
1.	Audio/Sound System	$ 35,000	Replace the audio system and control panels to better accommodate user demands.
2.	Multimedia Systems	65,000	Install multimedia systems in the Ballroom, Nebraska, Dodge and Chancellor's rooms to meet user demands for in-place high tech capabilities consistent with the recommendation of Information Technology Services.
3.	Window Replacement	165,000	Replace 84 original exterior windows. The replacement windows will be low maintenance and energy efficient
	TOTAL	$265,000	

TO: The Board of Regents

                                 Business Affairs

MEETING DATE: April 24, 2004

SUBJECT: Nebraska College of Technical Agriculture (NCTA) Residence Hall
                                 Room and Board Rates for the 2004-2005 Academic Year.

RECOMMENDED ACTION: Approve NCTA Room and Board Rates for the 2004-2005 academic
                                 year at $3,812.

PREVIOUS ACTION: March 1, 2003 – The Board of Regents approved the current room and
                                 board rates at $3,631 for 2003-2004. A "Special Enhancement
                                 Assessment" of $25 per month commencing with the 2001-2002
                                 academic year continues.

EXPLANATION: The requested action represents a 5.0% increase in room and board rates
                                 for the next academic year. This $181 permanent increase will generate
                                 the revenue required to cover ongoing general operating increases,
                                 including projected cafeteria cost increases in food and maintenance
                                 necessary to meet food service health and safety standards. The "Special
                                 Enhancement Assessment" of $25 per month continues as a supplemental
                                 fee placed in a special fund for facility improvement. Improvements are
                                 being made to bath facilities, furnishings and fixtures, floor coverings,
                                 and electrical upgrades throughout the residence halls. Continuing these
                                 improvement projects is essential to upgrading facilities seriously
                                 showing their age, which is critical to maintaining the long-term viability
                                 of these residence halls for NCTA student housing.

PROJECT COST: None.

SOURCE OF FUNDS: None.

SPONSORS: Don A. Woodburn, Dean
                                 Nebraska College of Technical Agriculture

                                 Alan R. Moeller, Assistant Vice Chancellor
                                 Institute of Agriculture and Natural Resources

APPROVAL: _____
                                 John C. Owens
                                 NU Vice President for Agriculture and Natural Resources
                                 IANR Vice Chancellor

DATE: March 9, 2004

TO: The Board of Regents

Business Affairs

MEETING DATE: April 24, 2004

SUBJECT: University of Nebraska-Lincoln (UNL) Renovation of the 2nd and 3rd Floors of Seaton Hall

RECOMMENDED ACTION: Approve the program statement and budget for the UNL Renovation of the 2nd and 3rd Floors of Seaton Hall

PREVIOUS ACTION: None

EXPLANATION: The project is to renovate the second and third floors of Seaton Hall, a former residence hall, so that it may be effectively used as office space for academic and academic support functions. The project includes extending central air conditioning to the second and third floors.

Proposed start of construction: July 2004
Proposed completion of construction: February 2005

PROJECT COST: $1,100,000

ON-GOING FISCAL IMPACT: Annual Operating Costs (included in the FY 04 Budget) No increase
2% Assessment $22,000

SOURCE OF FUNDS: Cash Funds and Trust Funds

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

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

DATE: April 1, 2004

University of Nebraska-Lincoln (UNL)
Renovation of the 2nd and 3rd Floors of Seaton Hall
Program Statement

Campus: UNL-City Campus
Date: March 17, 2004
Prepared by: UNL Facilities Planning   Phone Number: 472-3131

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1.   Introduction

a. Background and History

Seaton Hall was constructed in 1947 as a student residence hall. The Department of Graduate Studies moved into the renovated first floor and basement of Seaton Hall in October 2000. An elevator addition was constructed at that time to make the entire building accessible to persons with disabilities. Central air conditioning was installed to serve the first floor. There was not sufficient funding at that time to provide central air conditioning to the entire building. Window air conditioning units are still used on the second and third floors. The Departments of Educational Administration and Educational Psychology were temporary occupants of the upper floors of Seaton until they recently moved into the new Teachers College Hall.

b. Project Description

The project will renovate the second and third floors of Seaton Hall, a former residence hall, so that it may be effectively used as office space for academic and academic support functions. The project will extend the central air conditioning to the second and third floors as these floors are converted from dormitory rooms to office and conference space. The renovation includes minor room reconfigurations, painting and patching of walls, some carpet replacement, asbestos abatement, door replacements, and the installation of a fire sprinkler system. The project also will provide one unisex handicapped-accessible restroom on each floor.

This space will be remodeled for the Office of the Dean of Undergraduate Studies, the Cather Studies Project, the Plains Humanities Alliance, the Institute for Ethnic Studies (including the undergraduate International Studies Major), and additional functions of the Office of Graduate Studies, which already occupies the building's first floor.

The Office of Undergraduate Studies was created in 2003 to coordinate the many specialized, non-degree-granting programs designed to enhance the undergraduate experience at UNL.   Office space will be provided on the second floor for the following positions: Dean of Undergraduate Studies, Undergraduate Research Coordinator, Academic Learning Communities Coordinator, University-wide Assessment Coordinator, Coordinator for Transfer Students, and a full-time administrative assistant.

Undergraduate Studies will share a second floor conference room with Graduate Studies, providing a place where the academic directors of undergraduate programs reporting to the Dean of Undergraduate Studies will be able to meet regularly with other undergraduate program coordinators. These include the Directors of University Honors, University Foundations, and General Studies programs.

The second floor will also continue to house several functions of the Office of Graduate Studies, including its growing International Teaching Assistants Training program, the McNair Summer Enrichment program which is aimed at increasing diversity in UNL's social science graduate programs, and a web development office. The synergy created by co-locating the Offices of Graduate and Undergraduate Studies is anticipated with great enthusiasm by both programs. These programs will also share a technical support office and storage space on the second floor of the building.

The Cather Studies Project, the Great Plains Humanities Alliance, the Institute for Ethnic Studies, and the undergraduate International Studies major will occupy renovated space on the third floor. These programs will share a conference room and office support space.

The Cather Studies Project is a designated priority program at UNL, supported by Programs of Excellence funding. The project supports ongoing efforts to promote the study of Willa Cather, her works, and their place in the history and culture of Nebraska. The project encompasses both research and instructional functions and consists of a director, two faculty members, three editors of the Cather Scholarly Edition, a publication support office, and a 0.75 FTE program coordinator.

The Plains Humanities Alliance is one of nine regional humanities centers designated around the country by the National Endowment for the Humanities to provide programming and outreach to the state and region, consisting of North and South Dakota, Kansas, Oklahoma, and Nebraska. The Alliance celebrates the unique expression of the humanities in the Great Plains. The Alliance consists of a director and a 0.75 FTE program coordinator.

The Institute for Ethnic Studies provides student advising and affords a visible presence for the various ethnic studies programs offered within the College of Arts and Sciences. The Institute consists of a director and coordinators for each of three programmatic areas: African American and African Studies, Latino and Latin American Studies, and Native American Studies. The program shares an administrative assistant with the undergraduate International Studies major.

The International Studies major is offered through the College of Arts and Sciences and is based on an interdisciplinary curriculum. The major emphasizes a holistic approach to international issues that will lead students to higher levels

of analytical competence. The director of the International Studies major will have an office adjacent to the Institute, with which it shares an administrative assistant.

c. Purpose and Objectives

The purpose of the project is to provide appropriate space for several UNL programs currently in inadequate and/or poorly located space.

The objectives include:
- Provide centrally located space for these programs so they will be easily accessible to the students
- Cluster similar programs so that they benefit from the synergy created by proximity and are convenient for students seeking services
- Provide more space for programs in cramped quarters
- Upgrade the space in Seaton Hall to provide a safe and comfortable environment for staff and a pleasant atmosphere for students

2. **Justification of the Project**

a. Data that supports the funding request

Although Seaton Hall is in an excellent central location, it does not provide satisfactory office space in its current condition. The window air conditioning units are very noisy and make concentration and communication difficult. They also inadequately filter air and odors brought in from the adjacent Selleck Dining Facility. Many of the rooms are uninhabitable in their current state of disrepair. Most retain the features of the old dormitory such as built-in closets and mirrored vanities. The walls need to be patched and painted, especially in areas where the roof has leaked. The roof was recently repaired as part of another project.

b. Alternatives considered

Because current offices are inadequate and fragmented, the alternative of leaving the programs in their existing locations is not considered viable. Such facilities are unacceptable for these priority programs. Equally remote and fragmented spaces may become available over time in Nebraska Hall, but that location is considered inappropriate, and it would also require renovation to serve the purposes of the target programs. Seaton Hall provides the only large piece of vacant space that is in a central location on City Campus.

3. **Location and site considerations**

a. County

Lancaster

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b. Town or campus

University of Nebraska-Lincoln City Campus

c. Proposed site

Figure 1   Campus Site Location
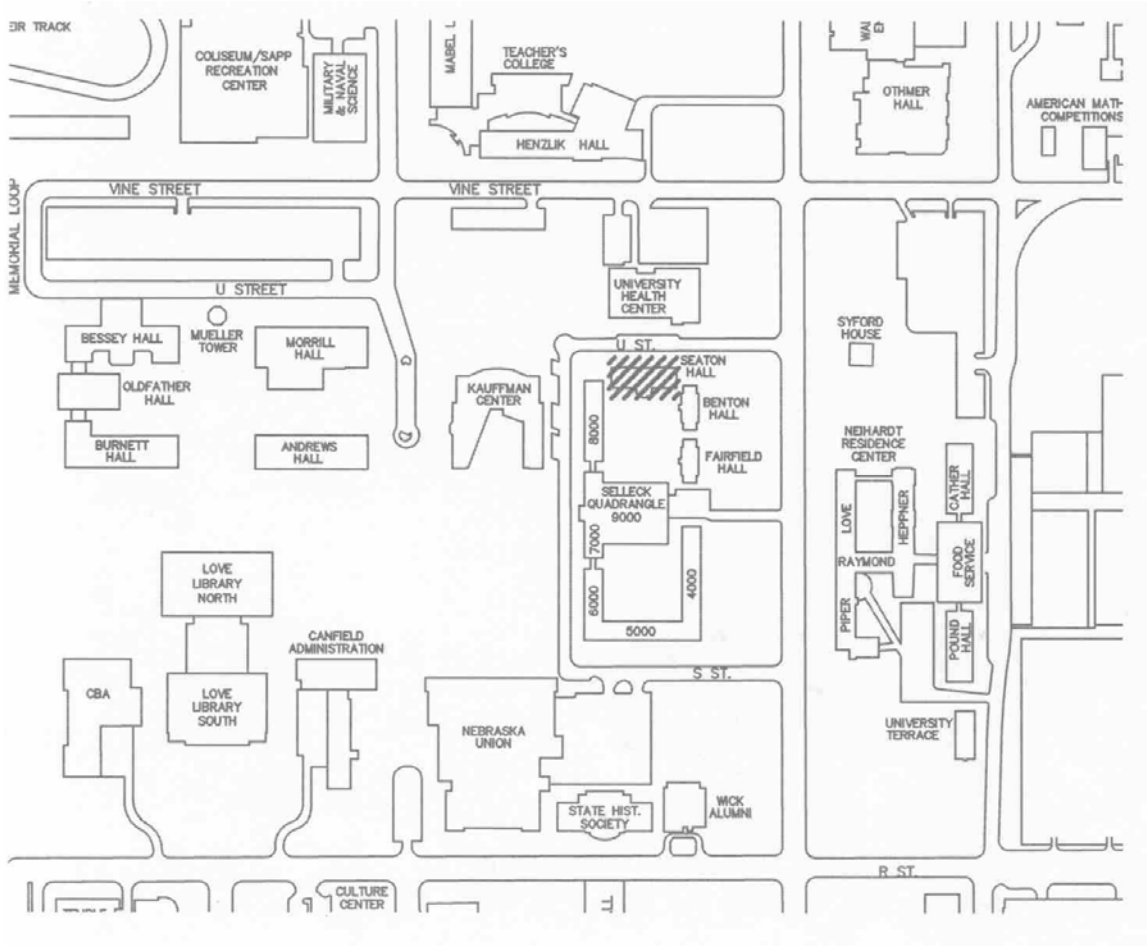
d. Statewide building inventory

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e. Influence of project on existing site conditions

(1) Relationship to neighbors and environment
Seaton Hall is located at the north end of the Selleck Quadrangle, a collection
of existing and former residence halls.

(2) Utilities
The building is already served by utilities, including chilled water and steam
heat.

(3) Parking and circulation
   The project will not have an impact on parking or traffic circulation. There will be some increase in pedestrian circulation because the new offices will attract students seeking services. The building is well served by pedestrian walkways.

4. Comprehensive plan compliance

a. University of Nebraska Strategic Framework

The renovation of Seaton Hall will provide a physical home for a community of scholars as described in the following statement from the UNL Strategic Plan. "We envision the University as a community of scholars engaged in continuous learning and the creation of new knowledge, whose campus is the entire state of Nebraska, whose textbook is the world and the universe beyond it." All the functions housed on the second and third floor of Seaton Hall will support the University's tripartite mission of teaching, research, and public service.

The Office of Undergraduate Study focuses on the teaching mission of the University and addresses the following goal in the UNL Strategic Plan: "Improve undergraduate student retention and graduation rates by enhancing the advising of first-year students, and by encouraging innovative institutional and collegiate programs aimed at improving student achievement and retention."

The Cather Studies Project is a priority-identified program of the University and thus the project complies with following the goal in the 1998 Campus Master Plan: "Provide appropriate facilities for high priority research and graduate programs." The Plains Humanities Alliance is a regional center funded by the National Endowment for the Humanities. UNL successfully competed for this funding in collaboration with North Dakota State University. Both the Cather Studies Project and the Plains Humanities Alliance are examples of centers and programs mentioned in the University Mission Statement that "capitalize on the breadth of programs and multidisciplinary resources available at UNL."

Ethnic Studies and the International Studies major support the following goal in the Strategic Plan: "Provide multicultural and international content within the curricula that reflects the contributions of all peoples, and emphasizes the impact of global issues and the emerging international economy."

b. UNL Campus Master Plan

Seaton Hall is shown as a permanent building on the 1998 University of Nebraska-Lincoln Campus Master Plan.

    c.   Statewide Comprehensive Capital Facilities Plan

        The project seeks to implement the following goal in Chapter 6 of the Statewide Facilities Plan:

> "Nebraskans will advocate a physical environment for each of the state's postsecondary institutions that supports its role and mission; is well-utilized and effectively accommodates space needs; is safe, accessible, cost effective and well maintained; and is sufficiently flexible to adapt to future changes in programs and technologies."

5.   **Analysis of existing facilities**

    a.   Functions/purpose of existing programs as they relate to the proposed project

        In 2003, the Office of Undergraduate Studies was formed to support and enhance the undergraduate student experience at UNL. The Dean's office is currently in temporary space in the Canfield Administration Building, while the program coordinators who report to the Dean have been moved about to various temporary spaces, and are currently scattered among several buildings on campus.

        The Institute for Ethnic Studies is a division of the College of Arts and Sciences. It was formerly housed in Oldfather Hall, but was moved to 420 University Terrace to make room for expanding programs in that building. The University Terrace location has proved inadequate for the Institute, making it necessary for program directors to share offices. It is also located too far from the academic core of campus, decreasing student access and lowering the visibility of these important programs. Relocating the Institute to Seaton Hall will address these concerns.

        The International Studies major is offered through the College of Arts and Sciences and is based on an interdisciplinary curriculum. The major emphasizes a holistic approach to international issues that will lead the student to a higher level of analytical competence. Like the Institute for Ethnic Studies, the International Studies director's office needs to be located near the academic core of campus.

        The Cather Studies Project is a priority identified program of the University and is an affiliate of the Plains Humanities Alliance and the Department of English at UNL. The Cather Studies Project has long-term collaborative ties with Love Library, Nebraska Educational Television, University of Nebraska Press, and the School of Music, as well as the Nebraska State Historical Society and the Willa Cather Pioneer Memorial in Red Cloud. The Cather Studies Project supports ongoing efforts at the University to promote the study of Cather and her works and their place in the history and culture of Nebraska. Staff of the Cather Studies Project is currently housed in offices on the second floor of Seaton Hall.

The Plains Humanities Alliance was created in 2001 as a result of a successful planning grant funded by the National Endowment for the Humanities, and extensive study and collaboration within the state and region. The proposal that successfully established the Alliance at UNL was praised as a model for the sort of broad-based collaboration essential to the success of such initiatives and for programming and advancement of the humanities generally. The Alliance is currently housed in offices on the second floor of Seaton Hall.

b. Square footage of existing areas

Not applicable

c. Utilization of existing space by facility, room and/or function

Not applicable

d. Physical deficiencies

The major physical deficiency of the space in Seaton Hall is the lack of central air conditioning and the deteriorated condition of the former residence hall space.

e. Programmatic deficiencies

Not applicable

f. Replacement cost of existing facility

The 2003 Facilities Management Information Report indicates that the replacement value of Seaton Hall is $3,619,627.

6. **Facility requirements and the impact of the proposed project**

a. Functions/purpose of the proposed program

(1) Activity identification and analysis
The project will provide offices and office support space (conference rooms, work rooms). The following is a break down of space by Department.

Department	NASF
Office of the Dean of Undergraduate Studies	2,132
Cather Studies Project	1,181
Plains Humanities Alliance	370
Institute for Ethnic Studies	1,110
International Studies Major	323
Office of Graduate Studies	1,174
Shared Space	1,524
Total	**7,814**

(2) Projected occupancy/use levels

Undergraduate Studies	FTE
Dean	1.0
Coordinators	3.5
Administrative Assistant	1.0
Total FTE	5.5

Plains Humanities Alliance	
Director	1.0
Program Coordinator	0.75
Total FTE	1.75

Cather Studies Project	
Director	1.0
Faculty	2.0
Editors	1.6
Graduate assistants	2.0
Administrative Assistant	0.75
Total FTE	7.35

Institute for Ethnic Studies	
Program Coordinator	1.0
Directors	3.0
Administrative Assistant (Shared with International Studies Major)	0.5
Total FTE	4.5

International Studies Major	
Program Coordinator	1.0
Administrative Assistant (Shared with Institute for Ethnic Studies)	0.5
Total FTE	1.5

Office of Graduate Studies	
Program Coordinator	1.0
Faculty Associate	0.5
Web Programmer	1.0
Graduate Students (McNair)	2.0
Total FTE	4.5

b. Space requirements

(1) Square footage by function
All of the space will be used as office or office support space.

Room Use Category Summary

Category	Room Use	NASF
100	Classroom Facilities	0
200	Laboratory Facilities	0
300	Office Facilities	7,814
400	Study Facilities	0
600	General Use Facilities	0
700	Supporting Facilities	0
	Total Net Assignable Square Feet	7,814

(2) Basis for square footage/planning parameters

In order to reduce costs, the walls of most of the existing offices will remain in place. Programs were assigned space based on the size of the staff and other program needs.

(3) Square footage difference between existing and proposed areas

Not applicable

c. Impact of the proposed project on existing space

(1) Reutilization and function

The staffs of Cather Studies Project and the Plain Humanities Alliance are already located in unimproved space. These programs moved from Andrews Hall in 2003. The space in 420 University Terrace will be occupied by the National Collegiate Network (NCN) Program, which prepares students from Japan for enrolling at UNL. This program is currently located in temporary space in Nebraska Hall, a distant location for a student services program. The Director of Undergraduate Studies will vacate an office in the Canfield Administration Building and the Neihardt Residential Complex that will alleviate the overcrowding in those buildings.

(2) Demolition

Not applicable

(3) Renovation

The project will not result in the renovation of existing space in other buildings. The project will renovate approximately 12,950 gross square feet.

7. **Equipment Requirements**

a. List of available equipment for reuse

The office furniture and equipment currently used by existing staff will be reused.

    b. Additional equipment

The project does not include the purchase of additional equipment.

8.   Special Design Considerations

    a. Construction Type

Construction will comply with UNL Design Guidelines for Facilities Construction and all applicable building codes and life safety codes.

    b. Heating and cooling systems

Variable air volume heating and cooling equipment will be installed.

    c. Life Safety/ADA

The project includes the addition of a unisex handicapped-accessible restroom on the second and third floors and the installation of a fire sprinkler system.

    d. Historic or architectural significance

Not applicable

    e. Artwork

Not applicable

    f. Phasing

Not applicable

    g. Future expansion

Not applicable

9.   Project budget and fiscal impact

    a. Cost estimates criteria

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

The estimated probable costs of the project were developed based on past comparative construction cost data for UNL projects and from cost data received from other institutions that have constructed similar facilities.

(2) The estimate was prepared in February 2004 and was escalated at 2.5% per year to a mid-point of construction date of November 2004.

(3) Gross square feet   12,950 GSF
    Net assignable square feet   7,814 NASF*
    *Net assignable space does not include the restrooms on each floor.

b. Total Project Cost

(1) Total project cost per gross square foot $84.94

(2) Construction cost per gross square foot $73.55

Project Cost Estimate

1 **PROBABLE CONSTRUCTION COSTS**
    a) General: $796,835
    b) Mechanical: Included in (a)
        1) Energy Management System Controls $69,000
    c) Electrical: Included in (a)
    d) Fixed Equipment: $0
        Subtotal $865,835
    e) Elevator $0
    f) Utilities (beyond 5' line): $0
        Subtotal $865,835
    g) Site Work
        1) Parking $0
        2) Drives, Roads and Walks $0
        3) Landscaping $0
        4) Demolition, Site Prep. $0
        Subtotal- $865,835
    h) Contingency: $86,584
                        Total: **$952,419**

2 **PROBABLE PROFESSIONAL FEES**
    a) Architect/Engineer Basic Service Fee: $75,500
    b) Project Management and Inspection Services $38,097
                        Total: **$113,597**

3 **MOVABLE EQUIPMENT**   **$0**

4 **SPECIAL AND TECHNICAL EQUIPMENT**   **$0**

5 **LAND ACQUISITION**   **$0**

6 **ARTWORK**   **$0**

CODE REVIEWS, TESTING & MISC.
7 **EXPENSES**

a) Insurance:	*Standard Insurance*	$571
b) State Fire Marshal Plan Review		$125
c) Handicap Accessibility Review		$63
d) UBC Inspection Fee		$4,037
e) Keying of doors		$3,750
f) Interior Signage		$2,335
g) Telecommunications		$7,000
h) Additional Services		
Architect/Engineer Reimbursable	$6,040	
Estimating Consultant	$3,000	
Project Audit	$147	
Subtotal		$9,187
i) Printing, Advertising & Mailing		$5,903
j) Other Costs (Set-up, Clean-up & Etc.)		$1,013
Total:		**$33,984**

PROBABLE TOTAL PROJECT COSTS:	**$1,100,000**

Construction Cost	$952,419
Non-Construction Cost	$147,581
Total Project Cost	$1,100,000

c. Fiscal Impact based upon first full year of operation

   (1) Estimated additional operational and maintenance costs per year
      None

   (2) Estimated additional programmatic costs per year
      None

   (3) Applicable building renewal assessment charges
      $22,000

10. Funding

a. Total funds required

   $1,100,000

b. Project Funding Source

   Cash Funds and Trust Funds

c. Fiscal year expenditures for project duration

2003-2004	$80,000
2004-2005	$1,020,000

Total Expenditures $\underline{\$1,100,000}$

11. Time line

    a. Approval of Program Statement by Board of Regents   April 24, 2004

    b. Begin Design   April 26, 2004

    c. Complete Design Development documents   May 30, 2004

    d. Award of contract and start of construction   July 30, 2004

    e. Substantial completion of and occupancy of building   February 2005

12. Higher Education Supplement

    a. CCPE review will not be required.

    b. Method of contracting

The project will be contracted as a competitively bid project awarded to the lowest responsible prime general contractor. It is anticipated that the bid climate will be favorable. Recently competitively bid projects at UNL and elsewhere have been coming in below the estimated cost for construction. This can be attributed to fewer projects being built and increased competition for construction work.

TO:	The Board of Regents
	Business Affairs
MEETING DATE:	April 24, 2004
SUBJECT:	Revenue Refunding Bonds, Series 2004 (University of Nebraska-Lincoln Memorial Stadium Project)
RECOMMENDED ACTION:	Approve the attached Resolution (1) adopting a General Resolution authorizing and providing for the issuance of Revenue Bonds of the Board, (2) adopting a First Series Resolution authorizing the issuance of not to exceed $13,000,000 aggregate principal amount of Revenue Refunding Bonds (University of Nebraska–Lincoln Memorial Stadium Project), Series 2004, (3) authorizing the sale of such Series 2004 Refunding Bonds at a public sale, or at a negotiated sale as determined by the Vice President for Business and Finance, approving the Notice of Sale, a Bond Purchase Agreement and the Preliminary Official Statement and authorizing the Vice President for Business and Finance to determine interest rates (not to exceed an average rate of three and one-half percent (3.50%)), principal amounts, principal maturities and redemption provisions of such Revenue Refunding Bonds, Series 2004, and (4) approving the preparation and use of a Final Official Statement.
PREVIOUS ACTION:	June 21, 1997 – The Board approved issuance of a Lease-Purchase Agreement, a Trust Indenture, a Site Lease, and other agreements in connection with the issuance of not to exceed $22.0 million principal amount of The University of Nebraska Facilities Corporation Revenue Bonds, Series 1997 (Memorial Stadium Improvement Project).
EXPLANATION:	The Series 2004 Refunding Bonds will have maturity schedule substantially the same as the 1997 Bonds with a final maturity approximately five years from date of issuance. Current bond market conditions would provide a projected interest rate of approximately 2.75%. Issuance of the Series 2004 Refunding Bonds will provide savings due to interest rate decreases and will permit the issuance of revenue bonds to finance Memorial Stadium improvements.
	Members of the public and the news media may obtain a copy of the proposed Supplemental Resolution, Preliminary Official Statement and other bond documents in the Office of the University Corporation Secretary, 3835 Holdrege Street, Lincoln, Nebraska 68583, between the hours of 8:00 a.m. and 5:00 p.m., Monday through Friday, except University holidays.
SPONSORS:	Christine A. Jackson
	Vice Chancellor for Business & Finance
	David E. Lechner
	Vice President for Business & Finance
APPROVAL:	_____
	Harvey Perlman, Chancellor
	University of Nebraska-Lincoln
DATE:	April 13, 2004

RESOLUTION

I.

BE IT RESOLVED BY THE BOARD OF REGENTS OF THE UNIVERSITY OF NEBRASKA (the **"Board"**) that the General Bond Resolution entitled "General Bond Resolution Creating and Establishing an Issue of Revenue Bonds of The Board of Regents of the University of Nebraska; Providing for the Payment of the Principal and Interest of Said Bonds; Making Certain Covenants and Agreements in Connection Therewith; and Related Matters" (the **"General Bond Resolution"**) in the form attached hereto as **Exhibit "A"** and made a part hereof by reference, is hereby approved, adopted, ratified and affirmed together with such changes, additions, deletions or modifications as the Chair of the Board, University counsel and bond counsel shall approve as being in the best interests of the Board and the University of Nebraska.

II.

BE IT FURTHER RESOLVED BY THE BOARD that the First Series Resolution entitled "First Series Resolution Authorizing the Issuance and Sale of Not to Exceed Thirteen Million Dollars ($13,000,000) Revenue Refunding Bonds, Series 2004 (University of Nebraska-Lincoln Memorial Stadium Project) of The Board of Regents of the University of Nebraska" (the **"First Resolution"**) in the form attached hereto as **Exhibit "B"** and made a part hereof by reference is hereby approved, adopted, ratified and affirmed together with such changes, additions, deletions or modifications as the Chair of the Board, University counsel and bond counsel shall approve as being in the best interests of the Board and the University of Nebraska.

III.

BE IT FURTHER RESOLVED BY THE BOARD that the not to exceed $13,000,000 aggregate principal amount of The Board of Regents of the University of Nebraska Revenue Refunding Bonds, Series 2004 (University of Nebraska-Lincoln Memorial Stadium Project) dated as of such date as shall be determined by the Vice President for Business and Finance on behalf of the Board (the "2004 UNL Memorial Stadium Refunding Bonds") authorized by the First Series Resolution shall be sold by negotiated sale at an average interest rate not to exceed three and one-half percent (3.50%) to Ameritas Investment Corp. pursuant

to a Bond Purchase Agreement dated as of such date as shall be determined by the Vice President for Business and Finance on behalf of the Board in the form presented to the Board as **Exhibit "C"** and made a part hereof by this reference, which Bond Purchase Agreement is hereby adopted, ratified, affirmed and approved, together with such changes or modifications as the Chair of the Board, University counsel and bond counsel shall approve as being in the best interests of the Board and the University of Nebraska. The Vice President for Business and Finance, on behalf of the Board, is hereby authorized and directed to approve the principal amount of 2004 UNL Memorial Stadium Refunding Bonds to be issued and the principal maturities, interest rates and redemption provisions thereof and to take all necessary actions and execute all necessary documents to effect the sale of the 2004 UNL Memorial Stadium Refunding Bonds.

IV.

BE IT FURTHER RESOLVED BY THE BOARD that the Preliminary Official Statement of the Board with respect to the 2004 UNL Memorial Stadium Refunding Bonds, dated as of such date as shall be determined by the Vice President for Business and Finance on behalf of the Board, in the form presented to the Board as **Exhibit "D"** together with such changes, additions, deletions or modifications as the Chair of the Board, University counsel and bond counsel shall approve as being in the best interests of the Board and the University of Nebraska, and the final Official Statement to be dated as of the date of sale with respect to the 2004 UNL Memorial Stadium Refunding Bonds, which final Official Statement shall include the terms of the 2004 UNL Memorial Stadium Refunding Bonds, are hereby approved and authorized for delivery to the purchaser of the 2004 UNL Memorial Stadium Refunding Bonds.

V.

BE IT FURTHER RESOLVED BY THE BOARD that (a) the Continuing Disclosure Agreement dated as of such date as shall be determined by the Vice President for Business and Finance on behalf of the Board by and between the Board and the First Series Trustee named in the First Series Resolution to satisfy the requirements of Rule 15c2-12 of the Securities and Exchange Commission with respect to the 2004 UNL Memorial Stadium Refunding Bonds in the form attached hereto as **Exhibit "E"** and made a part hereof by reference, and (b) the Tax Compliance Agreement dated as of such date as shall be determined by the Vice

President for Business and Finance on behalf of the Board by and between the Board and the First Series Trustee named in the First Series Resolution to satisfy the requirements of the Internal Revenue Code of 1986, as amended, and the applicable regulations thereunder with respect to the 2004 UNL Memorial Stadium Refunding Bonds in the form attached hereto as **Exhibit "F"** and made a part hereof by reference, are each hereby approved, adopted, ratified and affirmed together with such changes, additions, deletions or modifications and the Chair of the Board, University counsel and bond counsel shall approve as being in the best interests of the Board and the University of Nebraska.

VI.

BE IT FURTHER RESOLVED BY THE BOARD that the Vice President for Business and Finance, on behalf of the Board, is hereby authorized and directed to take all actions required of the Board to effect the refunding of all of the outstanding The University of Nebraska Facilities Corporation Revenue Bonds, Series 1997 (Memorial Stadium Improvement Project) dated as of July 15, 1997 (the **"1997 Bonds"**), including, but not limited to, directing The University of Nebraska Facilities Corporation to call the 1997 Bonds for payment and redemption in accordance with the Trust Indenture authorizing the 1997 Bonds (the **"1997 Indenture"**), determining the redemption date thereof and taking all actions necessary to call such of the 1997 Bonds for redemption in accordance with the 1997 Indenture.

VII.

BE IT FURTHER RESOLVED BY THE BOARD that the members and officers of the Board and the officials of the University of Nebraska, or any of them, be, and they hereby are, and each of them hereby is, authorized and directed to take any and all action including the execution of all papers, certificates, receipts and documents, they or any of them may deem necessary or desirable to effectuate, in accordance with the terms of the Resolutions pertaining thereto adopted at this meeting, the delivery and payment for the 2004 UNL Memorial Stadium Refunding Bonds.

VII.

BE IT FURTHER RESOLVED BY THE BOARD that all actions heretofore taken for or on behalf of, or in the name of the Board, by any of the members or officers thereof or by any officers of the University

of Nebraska with respect to the authorization or offering for sale of 2004 UNL Memorial Stadium Refunding Bonds are hereby validated, ratified and confirmed.

VIII.

BE IT FURTHER RESOLVED BY THE BOARD that the Vice President for Business and Finance may, if he determines the same to be in the best interests of the Board and the University of Nebraska-Lincoln, consolidate the issuance of the 2004 UNL Memorial Stadium Refunding Bonds with the issuance of the 2004 UNL Memorial Stadium Project Bonds approved at this meeting of the Board, and authorize the issuance of the 2004 UNL Memorial Stadium Project Bonds and the 2004 UNL Memorial Stadium Refunding Bonds as a single series of UNL Memorial Stadium Revenue Bonds of the Board. Upon such determination by the Vice President for Business and Finance, he shall be and hereby is authorized and directed (1) to effect such changes or modifications to the First Series Resolution, the Bond Purchase Agreement, the Disclosure Agreement, the Tax Agreement, the Preliminary Official Statement, the Final Official Statement and all other papers, certificates, receipts and documents as may be required for such purposes and (2) to take and authorize such other actions as shall be necessary in his judgment and discretion to issue the 2004 UNL Memorial Stadium Project Bonds and the 2004 UNL Memorial Stadium Refunding Bonds as a single series of UNL Memorial Stadium Revenue Bonds of the Board.

TO: The Board of Regents

Business Affairs

MEETING DATE: April 24, 2004

SUBJECT: Revenue Bonds, Series 2004 (University of Nebraska-Lincoln Memorial Stadium Project) for the UNL Memorial Stadium Improvement Project.

RECOMMENDED ACTION: Approve the attached Resolution (1) adopting a First Supplemental Resolution to First Series Resolution authorizing the issuance of not to exceed $53,000,000 principal amount of Revenue Bonds (University of Nebraska–Lincoln Memorial Stadium Project), Series 2004, for the Memorial Stadium Improvement Project, (2) authorizing the sale of such Series 2004 Bonds at a public sale, or at a negotiated sale as determined by the Vice President for Business and Finance, approving the Notice of Sale, a Bond Purchase Agreement and the Preliminary Official Statement and authorizing the Vice President for Business and Finance to determine interest rates (not to exceed an average rate of five percent (5.00%)), principal amounts, principal maturities and redemption provisions of such Series 2004 Bonds and (3) approving the preparation and use of a Final Official Statement.

PREVIOUS ACTION: January 17, 2004 – The Board of Regents approved the program statement and budget for the UNL North Stadium Improvement Project.

EXPLANATION: The Series 2004 Bonds will have an approximate 20-year maturity. Current bond market conditions would provide a projected interest rate of approximately 4.50%. Projected net revenues available for debt service payments (the amount by which projected revenues and fees exceed projected operating expenses) in the first five years of the Series 2004 Bonds and the Series 2004 Refunding Bonds will provide an average debt service "coverage ratio" of 1.40, which exceeds debt service coverage for similar revenue bond issues. It is anticipated that debt service coverage will increase after the first five years.

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

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

David E. Lechner
Vice President for Business & Finance

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

DATE: April 13, 2004

RESOLUTION

I.

BE IT RESOLVED BY THE BOARD OF REGENTS OF THE UNIVERSITY OF NEBRASKA (the **"Board"**) that the First Supplemental Resolution to First Series Resolution entitled "First Supplemental Resolution to First Series Supplemental Resolution Authorizing the Issuance and Sale of Not to Exceed Fifty-Three Million Dollars ($53,000,000) Revenue Bonds, Series 2004 (University of Nebraska-Lincoln Memorial Stadium Project) of The Board of Regents of the University of Nebraska" (the **"First Supplemental Resolution"**) in the form attached hereto as **Exhibit "A"** and made a part hereof by reference is hereby approved, adopted, ratified and affirmed together with such changes, additions, deletions or modifications as the Chair of the Board, University counsel and bond counsel shall approve as being in the best interests of the Board and the University of Nebraska.

II.

BE IT FURTHER RESOLVED BY THE BOARD that the not to exceed $53,000,000 aggregate principal amount of The Board of Regents of the University of Nebraska Revenue Bonds, Series 2004 (University of Nebraska-Lincoln Memorial Stadium Project) dated as of such date as shall be determined by the Vice President for Business and Finance on behalf of the Board (the "2004 UNL Memorial Stadium Project Bonds") authorized by the First Supplemental Resolution shall be sold by negotiated sale at an average interest rate not to exceed five percent (5.00%) to Ameritas Investment Corp. pursuant to a Bond Purchase Agreement dated as of such date as shall be determined by the Vice President for Business and Finance on behalf of the Board in the form presented to the Board as **Exhibit "B"** and made a part hereof by this reference, which Bond Purchase Agreement is hereby adopted, ratified, affirmed and approved, together with such changes or modifications as the Chair of the Board, University counsel and bond counsel shall approve as being in the best interests of the Board and the University of Nebraska. The Vice President for Business and Finance, on behalf of the Board, is hereby authorized and directed to approve the principal amount of 2004 UNL Memorial Stadium Project Bonds to be issued and the principal maturities, interest rates and redemption provisions thereof and to take all necessary actions and execute all necessary documents to effect the sale of the 2004 UNL Memorial Stadium Project Bonds.

III.

BE IT FURTHER RESOLVED BY THE BOARD that the Preliminary Official Statement of the Board with respect to the 2004 UNL Memorial Stadium Project Bonds, dated as of such date as shall be determined by the Vice President for Business and Finance on behalf of the Board, in the form presented to the Board as **Exhibit "C"** together with such changes, additions, deletions or modifications as the Chair of the Board, University counsel and bond counsel shall approve as being in the best interests of the Board and the University of Nebraska, and the final Official Statement to be dated as of the date of sale with respect to the 2004 UNL Memorial Stadium Project Bonds, which final Official Statement shall include the terms of the 2004 UNL Memorial Stadium Project Bonds, are hereby approved and authorized for delivery to the purchaser of the 2004 UNL Memorial Stadium Project Bonds.

IV.

BE IT FURTHER RESOLVED BY THE BOARD that (a) the Continuing Disclosure Agreement dated as of such date as shall be determined by the Vice President for Business and Finance on behalf of the Board by and between the Board and the First Series Trustee named in the First Series Resolution to General Bond Resolution to satisfy the requirements of Rule 15c2-12 of the Securities and Exchange Commission with respect to the 2004 UNL Memorial Stadium Project Bonds in the form attached hereto as **Exhibit "D"** and made a part hereof by reference, and (b) the Tax Compliance Agreement dated as of such date as shall be determined by the Vice President for Business and Finance on behalf of the Board by and between the Board and the First Series Trustee named in the First Series Resolution to General Bond Resolution to satisfy the requirements of the Internal Revenue Code of 1986, as amended, and the applicable regulations thereunder with respect to the 2004 UNL Memorial Stadium Project Bonds in the form attached hereto as **Exhibit "E"** and made a part hereof by reference, are each hereby approved, adopted, ratified and affirmed together with such changes, additions, deletions or modifications and the Chair of the Board, University counsel and bond counsel shall approve as being in the best interests of the Board and the University of Nebraska.

V.

BE IT FURTHER RESOLVED BY THE BOARD that the members and officers of the Board and the officials of the University of Nebraska, or any of them, be, and they hereby are, and each of them hereby

is, authorized and directed to take any and all action including the execution of all papers, certificates, receipts and documents, they or any of them may deem necessary or desirable to effectuate, in accordance with the terms of the Resolutions pertaining thereto adopted at this meeting, the delivery and payment for the 2004 UNL Memorial Stadium Project Bonds.

VI.

BE IT FURTHER RESOLVED BY THE BOARD that all actions heretofore taken for or on behalf of, or in the name of the Board, by any of the members or officers thereof or by any officers of the University of Nebraska with respect to the authorization or offering for sale of 2004 UNL Memorial Stadium Project Bonds are hereby validated, ratified and confirmed.

VII.

BE IT FURTHER RESOLVED BY THE BOARD that the Vice President for Business and Finance may, if he determines the same to be in the best interests of the Board and the University of Nebraska-Lincoln, consolidate the issuance of the 2004 UNL Memorial Stadium Project Bonds with the issuance of the 2004 UNL Memorial Stadium Refunding Bonds approved at this meeting of the Board, and authorize the issuance of the 2004 UNL Memorial Stadium Project Bonds and the 2004 UNL Memorial Stadium Refunding Bonds as a single series of UNL Memorial Stadium Revenue Bonds of the Board. Upon such determination by the Vice President for Business and Finance, he shall be and hereby is authorized and directed (1) to effect such changes or modifications to the First Supplemental Resolution to First Series Resolution, the Bond Purchase Agreement, the Disclosure Agreement, the Tax Agreement, the Preliminary Official Statement, the Final Official Statement and all other papers, certificates, receipts and documents as may be required for such purposes and (2) to take and authorize such other actions as shall be necessary in his judgment and discretion to issue the 2004 UNL Memorial Stadium Project Bonds and the 2004 UNL Memorial Stadium Refunding Bonds as a single series of UNL Memorial Stadium Revenue Bonds of the Board.

C.   FOR INFORMATION ONLY

1.   Amendment of Sections 1.3.1, 1.3.3, and 1.4 of the Standing Rules of the Board of Regents of the University of Nebraska; creation of Regents' Policy 1.6.10 of the Board of Regents' Policies of the University of Nebraska creating a Student Affairs Committee; and amendment of Regents' Policy 1.6.6 of the Board of Regents' Policies of the University of Nebraska. This item is presented at this meeting for information only as required by Section 7.2 of the Standing Rules of the Board of Regents of the University of Nebraska. It will be placed on the agenda of the June 5, 2004, Regents meeting for discussion and formal action. Addendum X-C-1

TO: The Board of Regents

                             Academic Affairs

MEETING DATE: April 24, 2004

SUBJECT: Amendment of Sections 1.3.1, 1.3.3, and 1.4 of the *Standing Rules of the Board of Regents of the University of Nebraska*; creation of Regents' Policy 1.6.10 of the *Board of Regents' Policies of the University of Nebraska* creating a Student Affairs Committee; and amendment of Regents' Policy 1.6.6 of the *Board of Regents' Policies of the University of Nebraska.*

RECOMMENDED ACTION: None. This item is presented at this meeting for information only as required by Section 7.2 of the *Standing Rules of the Board of Regents of the University of Nebraska*. It will be placed on the agenda of the June 5, 2004, Regents meeting for discussion and formal action.

PREVIOUS ACTION: October 17, 2003 – The Board approved amendment of Sections 1.3.1 and 1.3.3 of the *Standing Rules of the Board of Regents of the University of Nebraska* and creation of Regents' Policy 1.6.9 of the *Board of Regents' Policies of the University of Nebraska* adding the Audit Committee.

EXPLANATION: It is proposed that a new committee be added to Sections 1.3.1 and 1.3.3 entitled "Student Affairs Committee," of the *Standing Rules of the Board of Regents of the University of Nebraska* and be amended as follows:

                             1.3.1   The Board shall have ~~eight~~ nine standing committees: Executive, Academic Affairs, Audit, Business Affairs, General Affairs, Information Technology, Outreach and Service, Planning, and Student Affairs. The Board may from time to time create such other committees as it determines to be necessary.

                             1.3.3   The Chairperson of the Board shall, after consulting with the other members of the Board, appoint the members of the Academic Affairs, Audit, Business Affairs, General Affairs, Information Technology, Outreach and Service, Planning, and Student Affairs committees and select one member of each committee to serve as its chairperson. Such appointments shall be made each year, after the Board's annual meeting in January and before its next scheduled meeting. All proposed committee agenda topics will be submitted by the committee chairs to the Executive Committee for approval.

It is proposed that Section 1.4 of the *Standing Rules of the Board of Regents of the University of Nebraska* be amended as follows to address the staffing issues of the newly created committees:

> 1.4   **Staff**. The Corporation Secretary shall serve as staff to the Board, the Executive Committee, the Information Technology Committee, and the ~~Athletics~~ <u>Planning</u> Committee. The Executive Vice President and Provost shall serve as staff to the Academic Affairs Committee and the ~~Planning~~ <u>Outreach and Service</u> Committee; the Vice President for Business and Finance shall serve as staff to the <u>Audit</u> and Business Affairs Committee; ~~and~~ the Vice President and General Counsel shall serve as staff to the General Affairs Committee;<u> and the Associate to the President shall serve as staff to the Student Affairs Committee</u>.

It is also proposed that RP-1.6.10 of the *Board of Regents' Policies of the University of Nebraska* be created as follows*:*

<u>RP-1.6.10 Student Affairs Committee</u>

<u>The Student Affairs Committee shall address matters involving students on all four campuses of the University of Nebraska.</u>

It is also proposed that RP-1.6.6 of the *Board of Regents' Policies of the University of Nebraska* be amended as follows*:*

RP-1.6.6 General Affairs Committee

The General Affairs Committee shall address matters ~~involving students and those matters~~ that do not fit within the description of the other committees of the Board.

SPONSOR: Kim M. Robak
                         Vice President for External Affairs and Corporation Secretary

APPROVAL: _____
                         L. Dennis Smith
                         President

DATE: April 1, 2004

D.   REPORTS

1.   Report of Student Loan Repayment Commission. Addendum X-D-1

2.   Universitywide Committee on Diversity report (2003-2004).
      Addendum X-D-2

3.   Distance Education Strategic Plan 2004-05 to 2007-08. Addendum X-D-3

4.   Report on Laboratory, Student, and Miscellaneous Fees for 2004-2005.
      Addendum X-D-4

5.   Report of facilities space lease to U.S. Cellular at the Hardin Center on the
      University of Nebraska-Lincoln campus. Addendum X-D-5

6.   Update report on the previously approved University of Nebraska-Lincoln
      Residence Hall Room and Board Rates for Academic Years 2004-05 through
      2007-08. Addendum X-D-6

7.   Design Development Report for the University of Nebraska-Lincoln Library
      Depository/Retrieval Center. Addendum X-D-7

8.   Report of Bids and Contracts for the period ended April 1, 2004.
      Addendum X-D-8

Student Loan Repayment Program

Report to the Board of Regents
University of Nebraska
April, 2004

Commission on Student Loan Repayment

Jay Noren, Chair
Joe Bilek
Ardyce Bohlke
Dick Davis
Christine Denicola
Chuck Hassebrook
Kris Holoch
Craig Munier
James D. Nagengast

Commission Staff
Kimberly Harper
Chris Kabourek

Commission on Student Loan Repayment
University of Nebraska

Jay Noren, Chair
Executive Vice President and Provost
University of Nebraska

Joe Bilek
Board of Regents
Student Government
University of Nebraska at Omaha
Ex Officio Member

Ardyce Bohlke
Executive Director
Nebraska Dollars for Scholars

Dr. Dick Davis
Davis Companies

Christine Denicola
Vice President for Scholarships
EducationQuest Foundation

Chuck Hassebrook
Board of Regents
Ex Officio Member

Kris Holoch
Cornerstone Bank

Craig Munier
Director, Scholarships and Financial Aid
University of Nebraska-Lincoln

James (Jim) D. Nagengast
Executive Vice President, CFO
Securities America Financial Corporation

Commission Staff:
Kimberly Harper, Budget and Research Analyst, University of Nebraska
Chris Kabourek, Budget Director, University of Nebraska

Table of Contents

I. Executive Summary

Students at the University of Nebraska received an estimated $273 million in financial student aid in 2002-03. Despite this effort, many students confront significant financial barriers that make their aspiration to pursue postsecondary education a challenging endeavor. For many, the unmet need – the gap between the cost of college and the financial aid package – is often difficult to manage. In trying to find creative solutions to this problem, the University of Nebraska's Board of Regents asked President L. Dennis Smith to establish a commission to present recommendations for establishment of a loan repayment assistance program.

The Commission concludes the goal embodied in the Board of Regents Resolution of June 7, 2003 reflects a thoughtful idea potentially addressing a major and increasingly serious problem for the State of Nebraska. That problem is increasing barriers to higher education access for Nebraska students as a result of insufficient financial aid, decreasing state appropriation for higher education, and consequent increasing tuition and fees.

The loan repayment idea derives from the premise that offering loan repayment guarantees to juniors and seniors would provide an incentive for juniors and seniors to increase their loan levels and thus permit diversion of current junior and senior grants to freshman and sophomores. However the Higher Education Act, which is the source of the vast majority of higher education loans, restricts student borrowing to capped levels. Since most financially needy juniors and seniors already borrow the maximum amount allowed, sufficient incentive for them to increase loan amounts does not exist currently. Thus, achievement of the objective in the loan repayment concept would require **significant** increases in federal caps on student loans for juniors and seniors. Therefore the Committee on Student Loan Repayment concludes that the enhanced financial aid objective intended in the Board of Regents Resolution cannot be achieved by this method.

The Commission on Student Loan Repayment offers the following recommendations to the Board of Regents:

1. Given the increasing amount of unmet need for an increasing number of University of Nebraska students, the Board of Regents should seek to increase need-based financial aid from all sources including state appropriation, University of Nebraska revenues, federal funds, and private philanthropy.

2. Given the increasing level of debt burden for University of Nebraska students, financial aid should move to an increasing emphasis on grants and a decreasing emphasis on loans.

3. Given the projected cost of a new loan repayment program and the current caps on federal loans, available resources should be directed toward need-based grants rather than loan repayment.

4. If federal loan caps are raised substantially in the future, a loan repayment program should be tested in a small pilot study.

II. Introduction

Students at the University of Nebraska received an estimated $273 million in financial student aid in 2002-03. Despite this effort, many students confront significant financial barriers that make their aspiration to pursue postsecondary education a challenging endeavor. For many, the unmet need – the gap between the cost of college and the financial aid package – is often difficult to manage.

In trying to find creative solutions to this problem, the University of Nebraska's Board of Regents asked President L. Dennis Smith to establish a commission to present recommendations for establishment of a loan repayment assistant program. The Commission's charge, by action of the Board at its June 7, 2003, meeting is stated below:

> *The President shall establish a commission to present recommendations to the Board of Regents no later than January 2004 for establishment of a new program that makes a commitment to juniors and seniors with financial need that they will receive assistance in repaying student loans after they graduate, if they accept employment in Nebraska and face excessive loan repayment burdens. The commission shall make recommendations on how to structure a program including:*
> - *Student eligibility criteria*
> - *Criteria for measuring whether debt repayment burdens are excessive, which could include criteria based on the portion of graduates' income required to service the debt, occupational criteria or other criteria;*
> - *Recommendations on the portion of University controlled need-based aid funds that should be committed to this program;*
> - *Recommendations on state funding for such an initiative;*
> - *Consideration of incentive effects of need-based vs. merit-based scholarships.*

This report presents the Commission's conclusions and recommendation in response to the Board of Regents June 2003 resolution. The report specifically addresses the following issues:
- A summary of trends and issues related to higher education access
- A general description of how financial aid works
- A description of what a student loan repayment program is and examples of programs being used in other states
- A description on how a potential student loan repayment program may be structured at the University of Nebraska and the potential positive and negative consequences of such a program.

III. Trends and Issues Related to Higher Education Access

(1) Trends in Tuition and Fees – Nationally and in Nebraska

In the 1970s, tuition and fees at national four-year public institutions increased steadily, but remained at relatively constant levels when adjusted for inflation. Starting in the early-1980s, however, tuition and fees began to grow faster than consumer prices. This trend continued in the 1990s and into 2000, as tuition and fees grew nearly three times faster than the Consumer Price Index (CPI) from 1992-93 to 2002-03.   Similar trends occurred in Nebraska. This information is portrayed in the two charts below.

Trends in National Tuition and Fees, Price Indices, and Personal Income
1992-93 to 2002-03
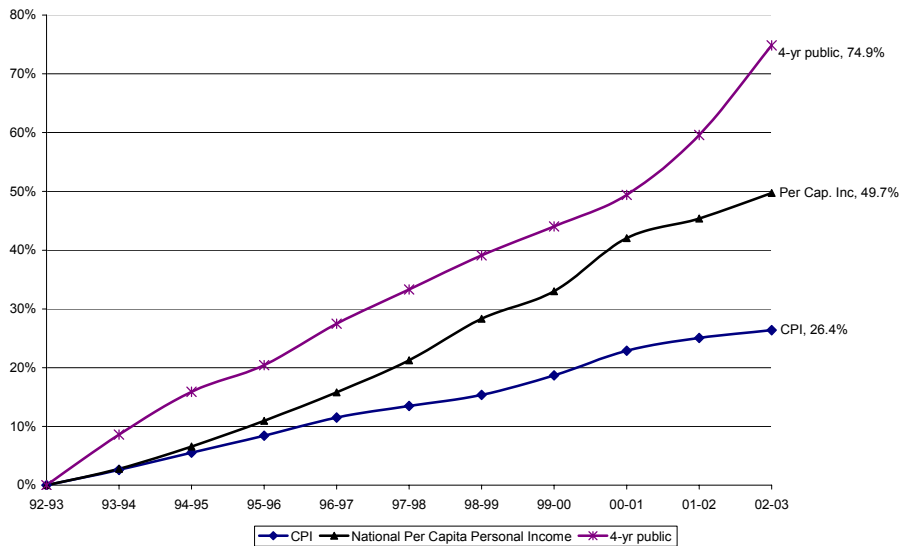
Trends in Nebraska Tuition and Fees, Price Indices, and Personal Income
1992-93 to 2002-03
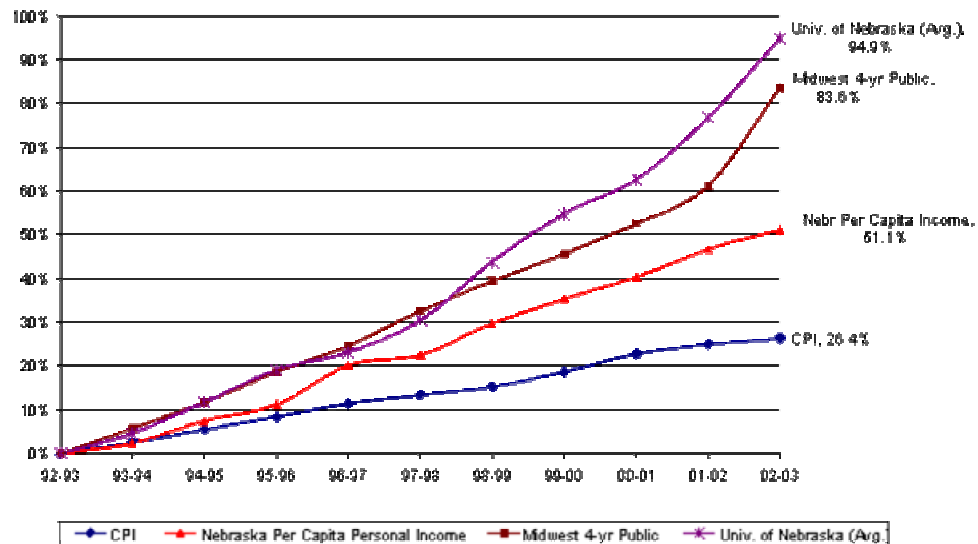
(2) Trends in Higher Education Funding – Nationally and in Nebraska

While there are many factors that have contributed to the steep increases in tuition and fees, a decline in state support appears to be one of the major factors. In December of 2001, the National Center for Education Statistics released the results of a study they conducted on higher education costs and prices. The report concluded that for public four-year institutions, revenue from state appropriations remains the largest source of revenue and is the single most important factor associated with changes in tuition (NCES, 2001).

Nationally, state appropriation revenues have declined as a percentage of total revenue from 45% in 1980-81 to 35% in 1999-2000, which is depicted in the pie charts below.

Current-Fund Revenue of Public Degree-Granting Institutions of Higher Education: 1980-81 and 1999-2000

1980-81

Other Sources 2%
Tuition & Fees 13%
Sales and Services 20%
Federal Gov't 13%
Endowment Income 0%
Private Gifts, Grants, Contracts 3%
Local Gov't 4%
State Gov't 45%

1999-00

Other Sources 4%
Tuition & Fees 19%
Sales and Services 21%
Federal Gov't 11%
Endowment Income 1%
Private Gifts, Grants, Contracts 5%
Local Gov't 4%
State Gov't 35%
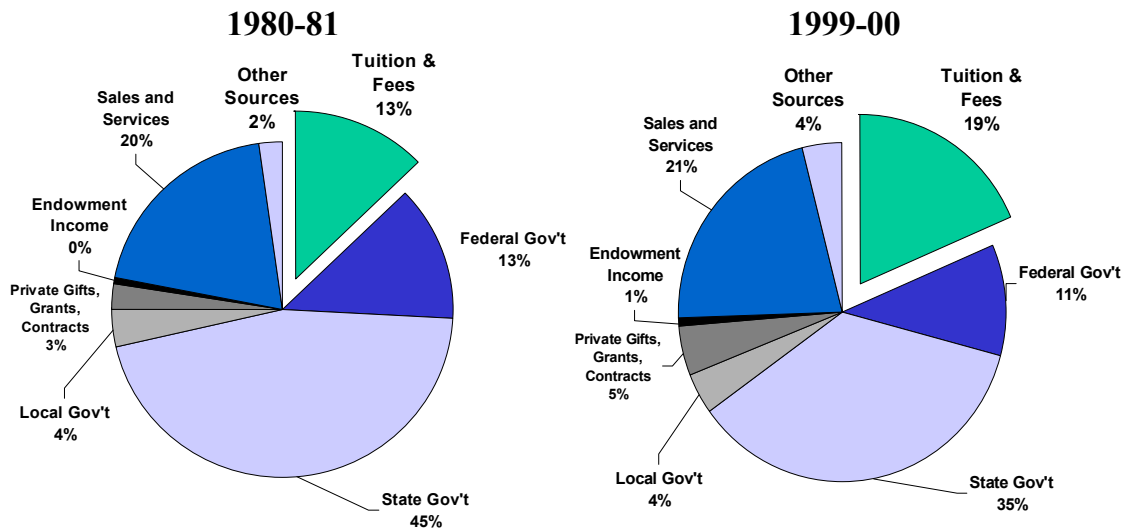
Source: Digest of Education Statistics 2002, National Center for Education Statistics, U.S. Department of Education, Table 330

In Nebraska, state appropriation revenues have declined as a share of total revenue from 51% in 1980-81 to 40% in 1999-2000, as shown in the pie charts below.

University of Nebraska Revenues (All Funds)
1980-81 and 1999-00

University of Nebraska
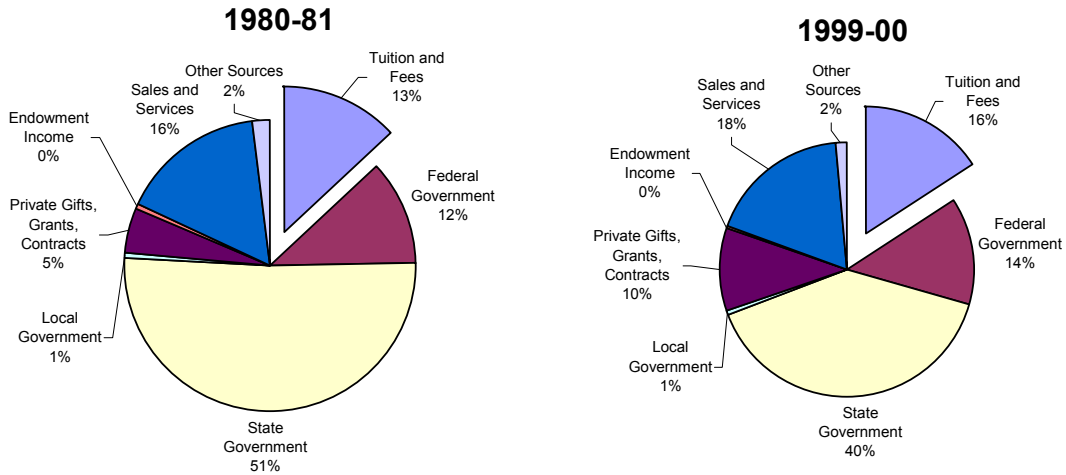
1980-81

1999-00

Source: 1980-81 University of Nebraska Audited Financial Statements
           1999-00 IPEDS Finance Survey

Higher Education Becoming a Smaller Component of Nebraska State Government
Over the past twenty years, higher education in Nebraska has become a smaller component of the total state budget. In 1983-84, state appropriations to higher education were approximately 26% of Nebraska's total budget. In 2002-03, they were 20%. In 1983-84, the University of Nebraska was 21.2% of the total state budget, but only 15.7% in 2002-03. If the University comprised 21.2% of the State of Nebraska's budget in 2002-03, it would have received approximately $550 million in funding in 2002-03, or $138 million more than the University's actual 2002-03 state appropriation funding ($412 million).

Nebraska State General Fund Appropriation
% of Total Appropriation History
1983-84 to 2002-03
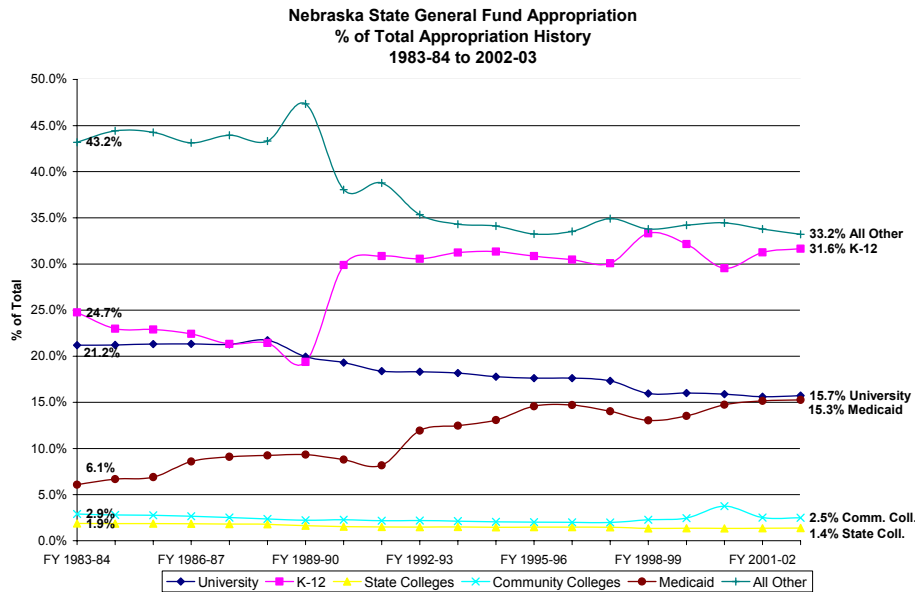
Source: Legislative Fiscal Office

Not only has support for higher education in Nebraska decreased as a percentage of the total state budget, but it also has been a target for budget reductions as Nebraska has dealt with a struggling economy. As the following chart shows, Nebraska was one of thirteen states where higher education state appropriations decreased in 2002-03 when compared to 2001-02.

1-Year Changes in State Appropriations for Higher Education
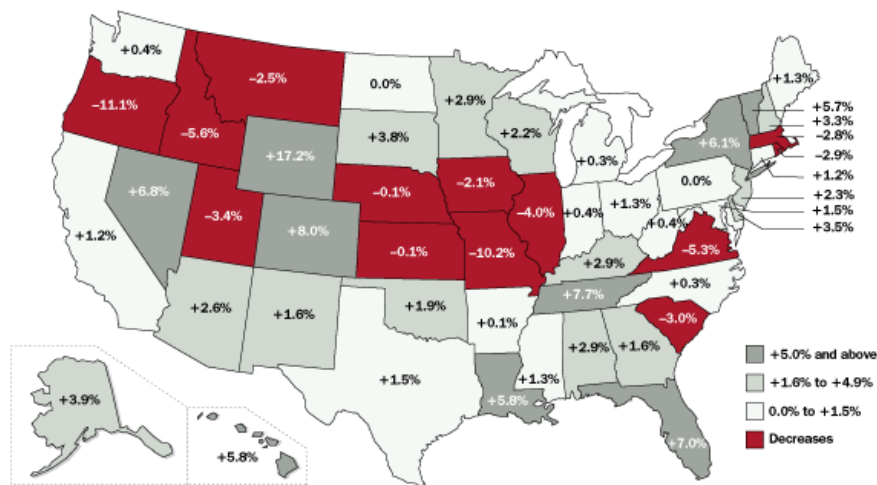
Source: Center for the Study of Education Policy, Illinois State University

(3) Trends in Demand for Higher Education

Despite headlines on the perceived tuition crises in higher education in America, the U.S. Department of Education National Center for Education Statistics predicts increasing enrollment in colleges and Universities through 2012.

Projected Total FTE Enrollment
4-Year Public Colleges and Universities
(In Thousands)
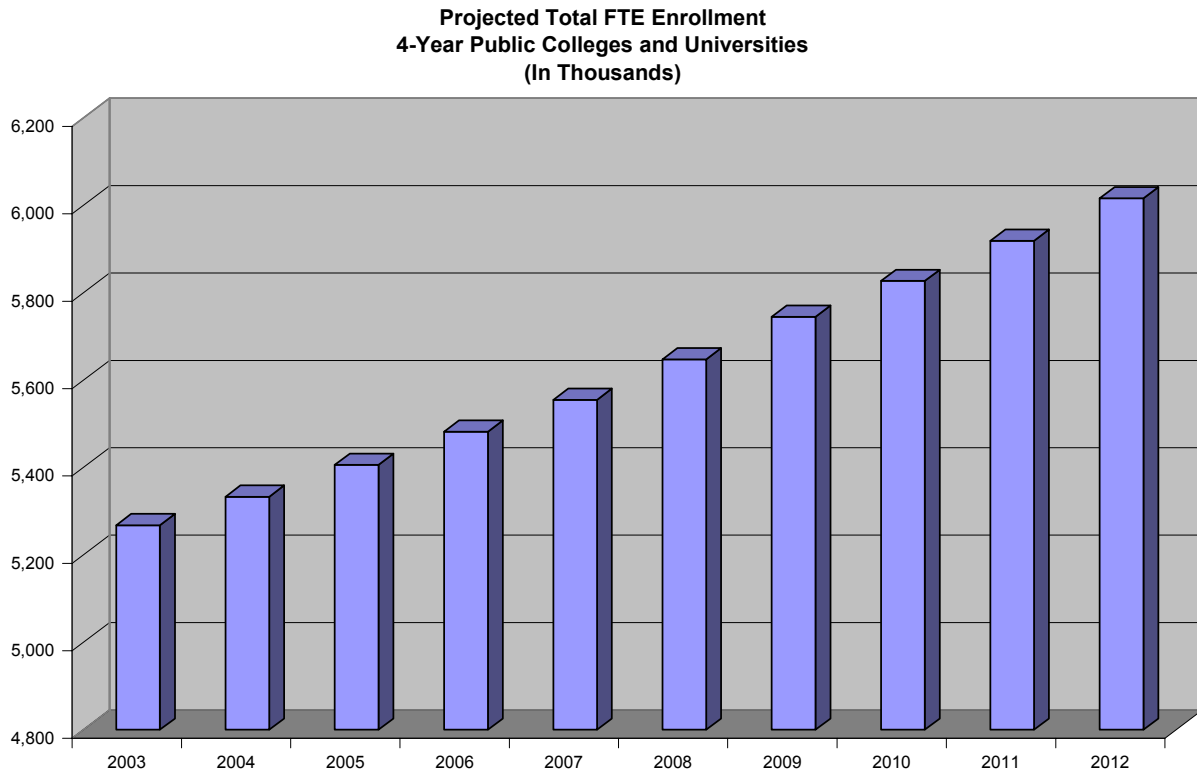
Source: U.S. Department of Education, National Center for Education Statistics

Two powerful amplifying factors contribute to this increase: (1) increasing number of high school graduates nationally and (2) increasing college participation rates of high school graduates.

Increasing Number of High School Graduates
The number of high school graduates is projected to increase 5.5% nationally from 2003 to 2012. The significant rise in the number of graduates reflects the increase in the 18-year-old population over the projection period, rather than changes in the graduation rates of 12th-graders. (NCES, Projections of Education Statistics, 2002).

High School Graduates
FY 2002-03 Through FY 2011-12 Projections
UNITED STATES
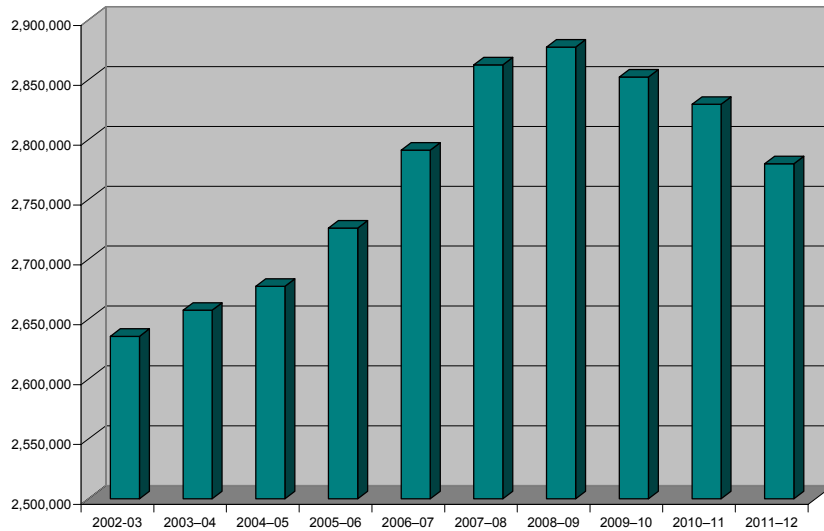
Source: U.S. Department of Education, National Center for Education Statistics

Unfortunately, the number of high school graduates in Nebraska is not reflective of the national trends, as Nebraska is projected to have a 10% decrease in the number of high school graduates from 2002-03 to 2011-12.

**High School Graduates**
FY 2002-03 Through FY 2011-12 Projections
NEBRASKA
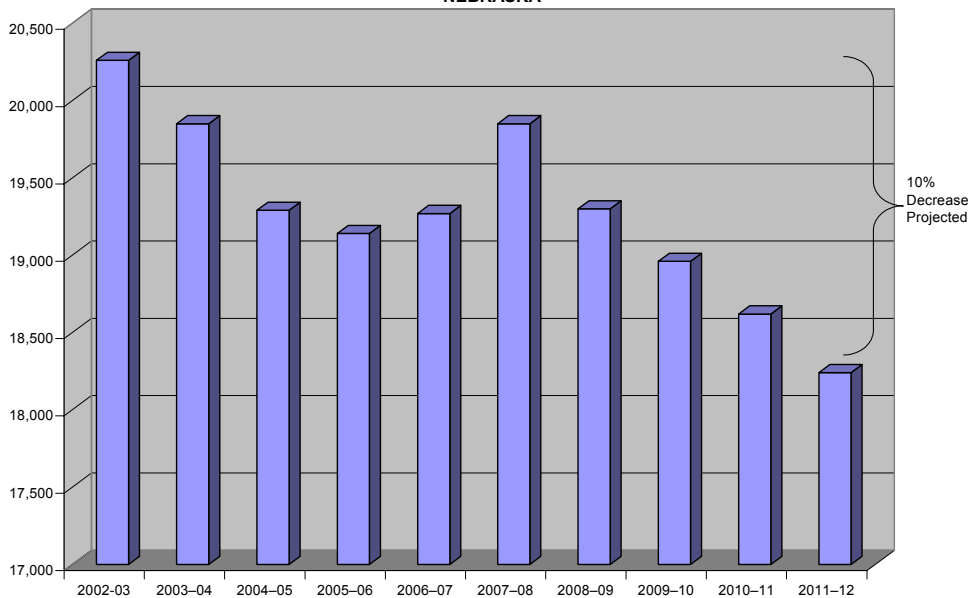
Source: U.S. Department of Education, National Center for Education Statistics

<u>College Participation Rates</u>
The second factor leading to larger postsecondary education enrollments is the increasing college participation rate of high school graduates. College participation rates have been increasing steadily since the mid 1980s for all family income quartiles as depicted in the chart below.

FIGURE 11.
College Participation Rates for Unmarried 18- to 24-Year-Old High School Graduates, 1971 to 2001, by Family Income Quartile
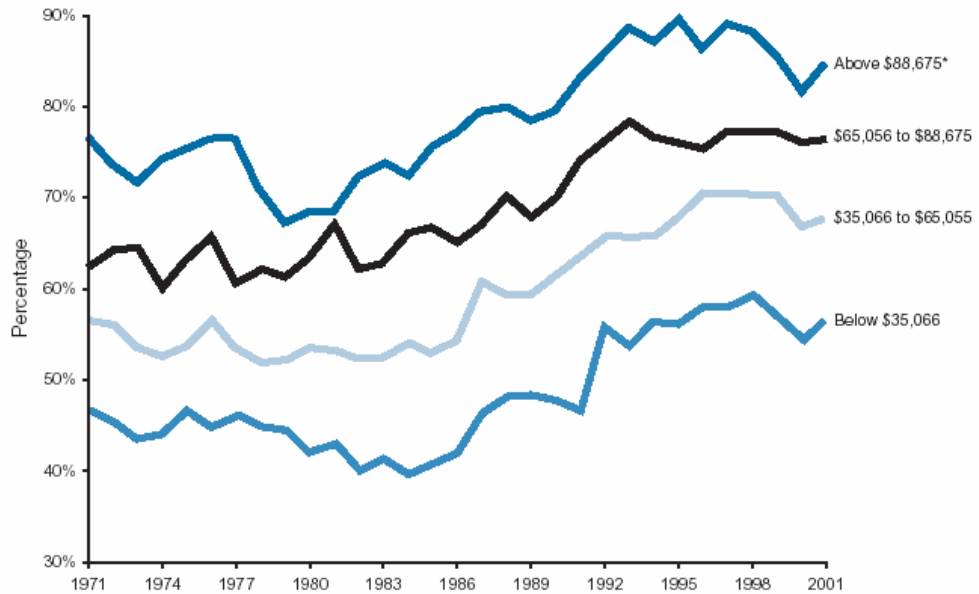
SOURCE: Mortenson, T. (2003) *Postsecondary Education Opportunity*, Oskaloosa, IA (www.postsecondary.org). Analysis based on U.S. Census Bureau data.

*NOTE: Individuals who have completed some college but are no longer enrolled are included as participants. Upper quartile income level estimated by the College Board based on changes in the CPI.

(4) Trends in Financial Aid

The College Board reports student financial aid nationally reached more than $105 billion in 2002-03, an increase of 12 percent in inflation-adjusted dollars over the previous year. Grant aid grew by 10% in 2002-03 (constant dollars) while loan aid grew by 14% (constant dollars).


Total Student Financial Aid Used to Finance Postsecondary Education Expenses in Constant (2001) Dollars, 1971-1972 to 2001-2002
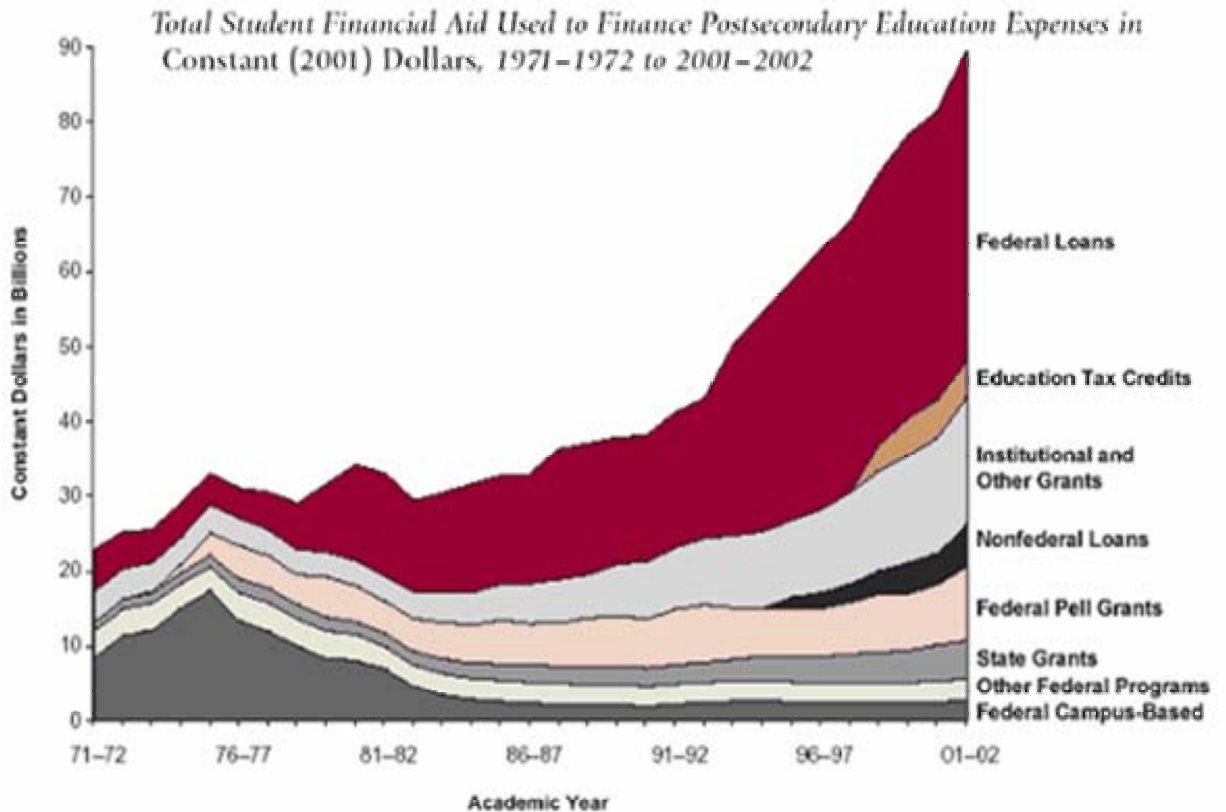
Student financial aid at the University of Nebraska reached almost $273 million in 2002-03, an increase of almost 15 percent in inflation-adjusted dollars over the previous year. Grant aid grew by 20% in 2002-03 (constant dollars) while loan aid grew by 10% (constant dollars), a reversal from the trends seen nationally. A large increase in tuition remission/waivers is partly attributable to the growth of grant aid at the University.

Loans vs. Grants

Nationally, grant aid has increased by 85% over the past decade while loan aid has increased by 173% (in inflation-adjusted dollars). Today, loans account for 54% of total student aid, grants 40%, work study 1%, and education tax credits 5%. Grant aid as a share of total aid has declined significantly from 51% of aid in 92-93 to 40% today. This continues a trend that began in 1992-93.

Nationally - Grants vs. Loans, Percent Share of Total Aid, 1982-83 to 2002-03
Source: Trends in Student Aid, 2003
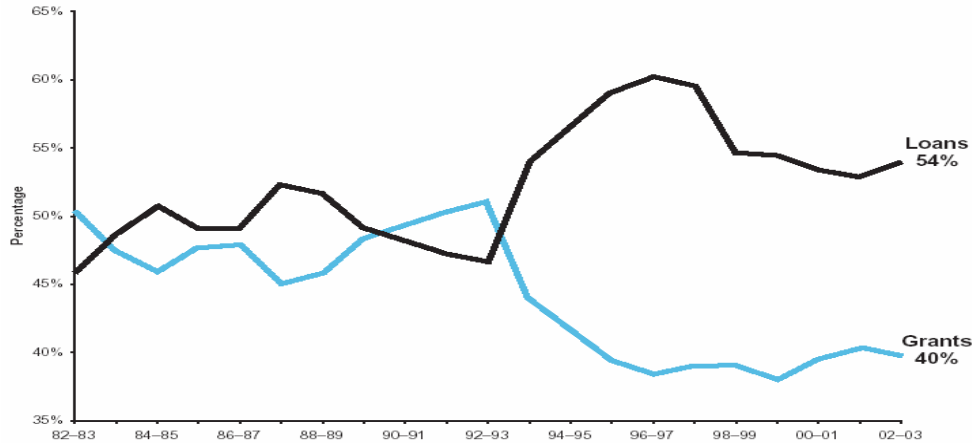
Since 1990-91, grant aid at the University of Nebraska has increased 89% while loan aid has increased by 136% in constant 2002 dollars. In 2002-03, loans accounted for 49% of total student aid, grants 50%, and work study 1%. Grant aid as a share of total aid has declined from 55% in 1990-91 to 50% today.

	Constant (2002) Dollars (Figures in Millions)					
	National			**University of Nebraska**		
	92-93	**Est. 02-03**	**10-Year % Change**	**90-91**	**Est. 02-03**	**10-Year % Change**
Grants	22,665	41,821	85%	73	137	89%
Loans	20,727	56,640	173%	57	134	136%
Work Study	997	1,218	22%	3	2	-24%
Tax Credits	-	5,437	45%	n/a	n/a	
Total	44,389	105,116	137%	132	273	107%

	Percentage of Total Aid				
	National			**Univ. of Nebraska**	
	92-93	**Est. 02-03**		**90-91**	**Est. 02-03**
Grants	51%	40%		55%	50%
Loans	47%	54%		43%	49%
Work Study	2%	1%		2%	1%
Tax Credits	0%	5%			
Total	100%	100%		100%	100%

Source: National – College Board 2003 Trends in Student Aid
                 University of Nebraska – DAS Supplemental Forms, Financial Aid Schedules

Pell Grants

The Pell Grant program is considered the cornerstone of aid to low-income students. Per the College Board, Pell grant funding rose by 15 percent in constant dollars in 2002-03. Today, the average Pell Grant covers 25 percent of average total charges (tuition and fees, room and board) at public four-year colleges and universities.

Nationally, Average Pell Grant as a Share of Tuition, Fees, Room and Board
1973-74 to 2002-03 (source: Trends in Student Aid, College Board, 2003)
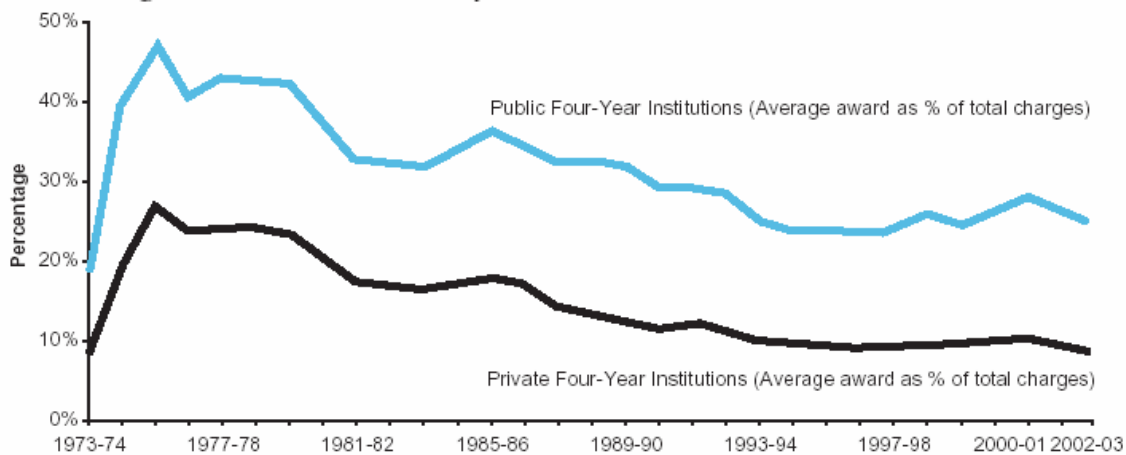
Federal Loan Programs

The limits on the amount students can borrow under the federal Stafford loan programs have remained unchanged since 1992-93. This has caused the average subsidized Stafford loan to decline after adjusting for inflation every year from 1994-95 through 2002-03.

As a share of total Federal loan programs at the University, subsidized Stafford loans have seen a significant decrease while unsubsidized Stafford loans have seen a large increase. As the table below shows, subsidized Student loans comprise 45% of total federal loans today (down from 68% in 1995-96) while unsubsidized Stafford loans comprise 43% of total federal loans (up from 24% in 1995-96). These trends are similar to the trends seen nationally.

While students borrowing under the Stafford loan program face strict limits on annual borrowing, parents can borrow up to the cost of education less other aid received under the PLUS program. For this reason, average PLUS borrowing has increased while the average Stafford loans have not.

	National					University of Nebraska			
	Current Dollars (in millions)					Current Dollars (in millions)			
	1995-96	2000-01	Est. 2002-03	% Change *		1995-96	2000-01	Est. 2002-03	% Change *
Perkins	1,029	1,144	1,265	23%		4.3	5.6	6.6	53%
Subsidized Stafford	16,476	18,532	22,384	36%		68.1	55.6	58.1	-15%
Unsubsidized Stafford	8,743	15,280	19,936	128%		24.5	47.0	55.1	125%
PLUS	2,408	4,200	5,393	124%		3.4	7.4	9.1	168%
	28,656	39,156	48,978	71%		100.3	115.6	128.9	29%

*% Change from 1995-96 to 2002-03

	Constant (2002 Dollars) In millions					Constant (2002 Dollars) In millions			
	1995-96	2000-01	Est. 2002-03	% Change *		1995-96	2000-01	Est. 2002-03	% Change *
Perkins	1,213	1,190	1,265	4%		5.1	5.8	6.6	30%
Subsidized Stafford	19,420	19,274	22,384	15%		80.3	57.8	58.1	-28%
Unsubsidized Stafford	10,305	15,893	19,936	93%		28.9	48.9	55.1	91%
PLUS	2,838	4,368	5,393	90%		3.9	7.7	9.1	134%
	33,776	40,725	48,978	45%		118.1	120.2	128.9	9%

*% Change from 1995-96 to 2002-03

	Share (Based on Current Dollars)				Share (Based on Current Dollars)		
	1995-96	2000-01	Est. 2002-03		1995-96	2000-01	Est. 2002-03
Perkins	4%	3%	3%		4%	5%	5%
Subsidized Stafford	57%	47%	46%		68%	48%	45%
Unsubsidized Stafford	31%	39%	41%		24%	41%	43%
PLUS	8%	11%	11%		3%	6%	7%
	100%	100%	100%		100%	100%	100%

Need Aid vs. Merit Aid

Research on merit-based financial aid indicates that (a) wealthier students are receiving larger shares of merit-based aid than students with financial need and (b) female students disproportionately benefit from merit-based aid (Heller and Nelson Laird, 1999; McPherson & Schapiro, 1994). A study conducted by Price (2001), illustrated the following differences in merit-based financial aid awarding:

- ♦ Class: Class-privileged students were less likely to qualify for need-based financial aid, but disproportionately received only merit aid.
- ♦ Ethnicity: African American, Hispanic, and Asian students were less likely to receive merit-based aid as part of their financial aid packages.
- ♦ Gender: Class-privileged Caucasian women were more likely to receive merit aid as part of their financial aid packages.

Price (2001) stated that "although awarding merit scholarships is not fundamentally wrong, shifting financial aid resources to higher-income students is counterproductive to the public policy goal of equal educational opportunity." Reallocation of financial aid to merit-based

programs directs resources to groups of students who are already overrepresented in higher education (i.e., Caucasian, privileged), and it may also require poorer students to rely on federal financial aid programs, thus taking on more debt burden.

IV. How Does Financial Aid Work?

The underlying premise of financial aid eligibility is that the student's cost to attend college must exceed what the student and/or their family is expected to pay, otherwise known as the expected family contribution (EFC). The EFC remains constant regardless of which institution the student chooses to attend. The institution determines whether the student has financial need by calculating its cost of attendance. In 2003-04, the "Cost of Attendance" for an undergraduate resident student at the University of Nebraska-Lincoln was $13,366.

Tuition and Fees	$ 4,778
Room and Board	5,204
Books/Supplies	772
Personal Expenses*	2,612
Totals	$ 13,366

*Includes allowances for miscellaneous course fees, student loan fees, transportation, meals not included in 19-meal board plan, clothing, personal hygiene, laundry and entertainment.

The institution subtracts the student/family contribution (EFC) from the cost of attendance. The difference is what is known as the student's financial need. The role of the financial aid office is to attempt to offset the financial need with a financial aid package consisting of grants, loans, and/or campus employment. The proportion of the package of loans/grants can vary significantly from one institution to the other depending on available funding and aid packaging policy.

On the following page are three examples of what a financial aid package may look like for freshman and junior/senior students at the University of Nebraska-Lincoln.

First-Year (Freshman) Financial Aid Examples

	Ex. #1	Ex. #2	Ex. #3
Family of:	4	4	5
Number in College	1	1	1
Total Family Income	$ 25,227	$ 41,258	$ 51,965
Total Estimated Cost	$ 13,366	$ 13,366	$ 13,366
Expected Family Contribution	-	(3,892)	(6,190)
Need	**$ 13,366**	**$ 9,474**	**$ 7,176**
Typical Financial Aid Package			
Pell Grant	$ 4,050	$ -	$ -
SEO (Federal Grant)	400	-	-
Nebraska State Grant	1,000	-	-
UNOG (University Grant)	1,100	250	-
UTAG (University Grant)	-	1,000	-
Canfield Scholarship	-	1,000	-
Perkins Loan	1,500	1,500	-
Direct Loan	2,625	2,625	2,625
Federal Work Study	2,300	-	-
Total Aid	**$ 12,975**	**$ 6,375**	**$ 2,625**
Unmet Need (Need Less Aid)	**$ 391**	**$ 3,099**	**$ 4,551**

Junior/Senior Financial Aid Examples

	Ex. #1	Ex. #2	Ex. #3
Family of:	4	4	5
Number in College	1	1	1
Total Family Income	$ 25,227	$ 41,258	$ 51,965
Total Estimated Cost	$ 13,366	$ 13,366	$ 13,366
Expected Family Contribution	-	(3,892)	(6,190)
Need	**$ 13,366**	**$ 9,474**	**$ 7,176**
Typical Financial Aid Package			
Pell Grant	$ 4,050	$ -	$ -
SEO (Federal Grant)	400	-	-
Nebraska State Grant	1,000	-	-
UNOG (University Grant)	500	600	-
UTAG (University Grant)	-	1,000	-
Canfield Scholarship	-	-	-
Perkins Loan	1,200	1,200	-
Direct Loan	3,916	5,500	5,500
Federal Work Study	2,300	-	-
Total Aid	**$ 13,366**	**$ 8,300**	**$ 5,500**
Unmet Need (Need Less Aid)	**$ -**	**$ 1,174**	**$ 1,676**

V. What is a Student Loan Repayment Program?

Traditionally, there have been two types of program that assist students with student loans, the loan forgiveness program and the loan repayment program.

A loan forgiveness program is simply a program where an entity (University, State Government, Federal Government, etc.) provides the loan and then agrees to "forgive" a certain dollar amount of a student's loan per some set agreement. This type of program historically has been offered by state governments to students who major in a particular field and agree to work in that field within the state after graduation.

A loan repayment program repays, partially or entirely, both the principal and interest of loans the student has accumulated. Loan repayment programs may cover all of the borrower's educational loans or they may be restricted to certain qualifying loans. The repayment per year of service is generally a set amount or a percentage of the total loans. Payments are made directly to the lender or loan holder and are discontinued when the loan is paid in full, the designated service is completed, or when the maximum amount of benefits has been reached. Penalties may be applied to recipients who receive some benefits but do not complete the required years (Maplethorpe, 2001).

VI. Loan Repayment Programs in Other States

Many states provide loan repayment programs, predominantly as incentives for graduates in specific workforce shortage areas to provide services in the state.

The following tables summarize current loan repayment programs existing in other states.

State	Comments
Arizona	Teachers Loan Forgiveness for those students specializing in deaf and blind education: For each award, one year service in a state school or school district in this state with children who are deaf or blind; WICHE Professional Student Exchange Program: For each year of practice or internship within the state there shall be discharged an obligation for one year of study for which a portion of the cost was paid by the state. For each six months of practice in a locality where the board of examiners or licensing board has certified that there is an exceptional need for this profession there shall be discharged an obligation for one year of study for which a portion of the cost was paid by the state. (A.R.S. §15-1745A.2.(b))

Arkansas	Emergency Secondary Education Loan program provides up to $2500 annually for those seeking teacher certification in designated shortage areas. Recipients must teach in Arkansas for 5 years to have the loan forgiven. Minority Teachers Scholarship provides up to $5000 annually for African-American, Asian-American, Native American, and Hispanic college juniors and seniors working toward teacher certification. Recipients must teach 3 or 5 years in Arkansas to have the amount received forgiven.
Connecticut	Connecticut has a Minority Teacher Incentive Program that provides grants prior to graduation and loan repayment stipends after graduation, but it is considered a financial aid program, not a tuition policy.
Delaware	Delaware State Loan Repayment Program (Physicians & Dentists); Scholarship Loans for Nurses, Teachers, Speech-Pathologists, Librarians (These are loans repayable via employment in these fields).
Georgia	Georgia provides service-cancelable loans for students obtaining degrees in certain fields.
Illinois	The new Illinois Teacher and Child Care Provider Loan Repayment Program provides grants of up to $5,000 for teachers and child care providers with federal student loans who serve at least five years in a low-income area or designated teacher shortage discipline. Other state programs provide grants of up to $5,000 to be used for tuition and fees by teachers who agree/commit to teach at least five years in a teacher shortage discipline (ITEACH) or in an area with at least 30 percent minority enrollment (Minority Teachers of Illinois). Arthur F. Quern Information Technology Grants provide scholarships to students enrolled in coursework leading to a career in information technology; no funds appropriated for this program in fiscal year 2003.
Iowa	Teacher shortage forgivable loans; Osteopathic forgivable loans; Chiropractic forgivable loans; National guard loan programs.
Kentucky	Loan forgiveness for teacher education in underserved areas of the state in specific programs and minority students in teacher education programs administered through the minority affairs division of the Kentucky Department of Education.
Louisiana	Teachers; physicians.

Maryland	The Loan Assistance Repayment Program (LARP) provides assistance for repayment of loan debt to individuals working full-time in non-profit organizations and state and local government. The Loan Assistance Repayment Program for Dentist provides assistance for repayment of loan debt to dentists working in underserved populations. The Loan Assistance Repayment Program Physicians/Medical residents provide assistance for repayment of loan debt to physicians and medical residents specializing in primary care in underserved areas.
Mississippi	Generally, this is provided thru student financial aid awards for graduates in the teaching, medical and nursing fields.
Missouri	The Advantage Missouri program provides loan forgiveness for students completing degree programs in fields related to advanced manufacturing, biomedical/biotechnical, or computer science.
Nebraska	The state supports a loan forgiveness for nursing school graduates who practice in rural communities
Nevada	Nursing Loan Program: Graduated loan forgiveness with service in state, with 100 percent forgiveness after five years.
New Mexico	Texas 135 and Health Professional Loan Repayment Program.
North Carolina	Teachers.
Oklahoma	Tuition rebates for teachers in shortage areas has just been authorized in Oklahoma. Money is expected to be allocated for this within five years, when the first enrollees are expected to complete the requirements for the rebate.
Pennsylvania	Science and technology programs, as well as some programs geared for minority students to attend graduate school in specific programs. There is also an honors program at the State System's historically black institution that does not specify the academic program.
South Dakota	South Dakota provides for up to ten physicians, at any specified time, to participate in a tuition reimbursement program if the physician agrees to practice as a family physician in an eligible community for a minimum period of three years. The amount of the reimbursement is up to twice the value of the tuition cost for the four most recently completed academic years. A similar program exists for an additional eight physician assistants or family nurse practitioners.
Tennessee	Teacher education awards become forgivable loans with a return to service agreement.
Texas	Loan forgiveness for teachers in geographical or subject matter shortage areas.

Utah	The Terrel H. Bell Teaching Incentive Loan program provides scholarships to students in teacher education programs on the condition that they work in Utah as a teacher. If the student doesn't fulfill this obligation, then the scholarship becomes a loan and must be repaid. Similarly, the 2001 Legislature created a program for students earning Bachelors degrees in Engineering and Computer Science. These students receive certificates entitling them to have student loans forgiven if they work in Utah in the engineering and computer science fields after graduation.
Vermont -- UVM	Nursing.
Washington	Washington has the Health Profession Loan Repayment and Scholarship program. It is designed to attract individuals into selected health professions and designated health personnel into shortage areas by providing loan repayments or conditional scholarships in return for service in underserved urban areas.
West Virginia	Medical Education Loan Program
Wyoming	There is currently a bill being prepared for the 2003 legislative session to provide for loan forgiveness for nursing students.

VII. Description of a Potential Loan Repayment Program for the University of Nebraska

The Board of Regents resolution emphasized two features of a loan repayment program: 1) assistance to juniors and seniors with excessive loan burden and 2) incentives for graduates to live and work in Nebraska. The following describes program design, anticipated outcomes, and resultant costs for a loan repayment program emphasizing theses principal features.

Program Design

Relationship to Existing Financial Aid Programs

Since Nebraska financial aid does not meet current need and the gap between supply and need will likely increase for the foreseeable future, we should not reallocate existing financial aid resources to a Student Loan Repayment Program. If the University establishes a program it must obtain new resources.

Eligibility Criteria

Six criteria will determine eligibility for the Program, as follows:

1. Graduation from the University of Nebraska.
2. Current financial need determined by the same method that applies for other financial aid. Students will apply for the Loan Repayment program and receive funding based

upon unmet need analysis as described in section IV. Available funding will be distributed based upon ranked unmet need level among students who apply.

3. The University will grant repayment for each consecutive year that students are employed in Nebraska up to 10 years after graduation.
4. Students must experience "excessive debt burden" defined as loan payment levels in excess of 8% of federal taxable income.
5. The same academic performance standards used for other financial aid programs will apply: "satisfactory academic progress."
6. Junior and/or senior status required; freshmen and sophomores not eligible to apply.

Funding Sources

The Loan Repayment Program should be funded from a variety of sources, but only to the extent these are additions to rather than reallocation from existing financial aid funding:

1. State appropriation
2. Tuition revenues
3. Gifts to the University
4. Private industry/Employer contributions

Program Administration

A Student Loan Repayment Program will require substantial administrative expenditures. Thus estimating the funding for the Program will necessitate consideration of these expenditures. The University currently awards and disburses financial aid to students through the campus financial aid offices. Since the University currently offers no Student Loan Repayment Program it must create an administrative delivery mechanism, in addition to the current financial aid office function. Depending on the level of detail required in the loan repayment program, considerable administrative cost could be involved if the program required documenting graduation status, loan indebtedness, borrower income and whether or not the borrower resides in the State of Nebraska.

Several potential administrative structures might serve the Student Loan Repayment Program including expanded campus financial aid offices, the Nebraska Department of Revenue, revision in the Nebraska state tax code, or the Coordinating Commission for Post-Secondary Education.

Anticipated Outcomes

A student loan repayment program would pursue four major desired outcomes:

1. Increased access to the University of Nebraska for financially needy, academically qualified Nebraskans
2. Shift in financial aid to greater emphasis on grants for freshmen and sophomores and greater emphasis on loans for juniors and seniors
3. Increased incentives for college graduates to remain in Nebraska after graduation

    4.   Increased degree completion for financially needy, academically qualified Nebraskans

The outcomes of a student loan repayment program will be influenced by federal rules on loan limits. The Higher Education Act (as amended), which governs federal financial aid programs, restricts student borrowing by grade level. Freshmen are allowed to borrow up to $2,625, sophomores $3,500, while juniors and seniors may borrow up to $5,500 per year, and total undergraduate limit is $23,000. In fact, because of these congressionally mandated loan limits, colleges and universities are already partially "front loading" grant assistance to freshmen and sophomores in order to meet the financial needs of as many undergraduate students as possible. The Higher Education Act requires reauthorization during the current Congressional session. Possibly Congress will consider raising loan limits to $4,000 and $6,000 for freshmen and sophomores respectively and total cap to $30,000. However the Congressional Budget Office estimates the cost of this loan limit increase at $20 billion (Burd, 2004). For this and other reasons any proposed increase remains controversial. The following discussion addresses potential outcomes under current loan limits as well as possible changes with increased loan limits.

Potential Outcomes 1 and 2: Increased Access and Shifting Grant Aid to Freshmen and Sophomores

The Commission recognizes the value of a loan repayment program that would shift grant assistance from upper division undergraduates to lower division undergraduates through increased incentive for juniors and seniors to increase their loan burdens. If this result occurred the University could potentially better meet the unmet needs of more lower-division students. This goal depends upon the premise that junior and senior undergraduates would replace resultant lost grant funds with additional loans. However given current federal loan limits this could have a negative impact on upper division students. Since the federal loan program caps loans, and since the most financially needy students already borrow to the cap, shifting grant assistance away from upper division students and replacing some of these lost funds with a loan repayment benefit after graduation would likely <u>increase</u> unmet need of currently enrolled juniors and seniors. Thus the proposed Student Loan Repayment Program could exacerbate rather than reduce unmet need for these students. However, if the federal loan limits increase substantially, the negative impact on upper division students could potentially convert to a positive impact. In that event the loan repayment idea would deserve additional consideration.

Potential Outcome 3: College Graduates Remain in Nebraska After Graduation

The described Student Loan Repayment Program will encourage graduates to live and work in the State of Nebraska. Knowing that they will receive repayment assistance for up to 10 years could provide a decisive incentive for graduates to take employment in the State of Nebraska. However, the level of financial incentive (detailed in the following "Cost" section) to a student appears to be small. An open question remains as to whether this level of assistance would significantly impact student residence and employment decisions, given that 70% of graduating

Nebraska citizens currently remain in the state after graduation (in the absence of a Student Loan Repayment Program).

However, if federal loan limits increase substantially the incentive to remain in Nebraska would likely increase accordingly.

Potential Outcome 4: Increased Degree Completion

Sufficient financial aid clearly enhances the likelihood of student retention and degree completion. Student awareness that they will receive loan repayment assistance after graduation may reduce students' anxiety about loan burden and thus both encourage them to work less during enrollment and increase degree completion rates.

However, since many needy upper division students already borrow the maximum student loans allowable by law, reducing grant assistance to these students could jeopardize their ability to persist to graduation after their freshmen and sophomore years. Students will not realize the benefits of the Loan Repayment Program until after they complete their degree program. Although the reduced student anxiety, from reassurance of future loan repayment by the Program, might enhance retention, the decreased net financial aid while enrolled would likely have a more powerful negative influence on retention.

As already noted in relationship to "Potential Outcomes 1-3," increased federal loan limits could positively alter the effectiveness of the program on degree completion as well.

Program Costs

Three possible scenarios illustrate the estimated cost of a potential Student Loan Repayment Program. Each scenario focuses on a slightly different group of borrowers with various levels of repayment. The following three pages present and describe each of the scenarios.

Scenario Analyses

Scenario #1:
This approach would provide a benefit to all students who borrow, independent of total debt burden or income after graduation, and the benefit would increase as the total debt burden increased. This scenario forgives a portion of every student's debt, with the amount of the debt forgiven determined on a sliding scale based on the size of the student's debt burden.

Although Scenario #1 benefits the largest number of graduates (over 1,000 per graduating year), the benefit would be modest (between $7.50 and $99.00 per month) for almost 90% of graduates. Even the largest benefit ($99 to $213 per month) might not provide a significant incentive to encourage graduates decisions to live and work in Nebraska. In fact only about 100 graduates per year would receive this modestly higher benefit.

At full implementation (ten years of loan repayment), this program would cost an estimated $11.2 million (not including administrative costs). As an alternative to a Student Loan Repayment Program, consideration should be given to investing the $11.2 million annually in grants for students, thus reducing their unmet need while enrolled in school.

Scenario #2:
This approach would provide a benefit only to students who borrow more that the University average (currently $16,429), independent of income after graduation.

Scenario #2 emphasizes students with greatest need and also increases the number of graduates who receive the higher loan repayment benefit after graduation, approximately $200 per month. Over 500 graduates would receive the benefit. Nonetheless, as in Scenario #1, the relatively modest level of $200 per month loan repayment might not provide a significant incentive to encourage graduates decisions to live and work in Nebraska.

At full implementation (ten years of loan repayment), this program would cost an estimated $17.3 million (not including administrative costs). As noted for Scenario #1, consideration should be given to investing the $17.3 million annually in grants for students, thus reducing their unmet need while enrolled in school.

Scenario #3:
This approach would provide a benefit only to students who borrow more that the University average (currently $16,429), and who earn incomes after graduation 20% less than the average graduate in that year.

Scenario #3 emphasizes students with greatest need both as students (greater than $16,429 debt burden) and as graduates (low income). Nonetheless, this scenario has a low loan repayment benefit ($50 per month) and thus limited incentive to encourage graduates decisions to live and work in Nebraska. However, Scenario #3 has the added dimension of supporting students in workforce shortage areas characterized by modest incomes, such as teaching and nursing.

At full implementation (ten years of loan repayment), this program would cost an estimated $2.2 million (not including administrative costs). While the added dimension of encouraging majors in workforce shortage disciplines, as noted for scenarios 1 and 2, consideration should be given to investing the $2.2 million annually in grants for students majoring in those disciplines as a recruitment incentive.

Scenario #1: Forgive portion of debt for all students who borrowed.

							Net Monthly Payment for				Assume 70% of Grads Stay in State		
Indebtedness	UNL # of Students	Avg. Loan	Total Debt	Monthly Payment	% of Payment Forgiven	Monthly Payment Forgiven	Repayment Over 10 Years	Annual Payment Forgiven	Annual Loan Forgiveness Cost to UNL	X 2 (Est. Cost U Wide)	Cost Per Year Per Graduating Class	Total Cost at 5th Year of Implementation	Total Cost of Full Implementation
$1-5K	76	$ 3,051	$ 231,876	$ 50.00	15.0%	$ 7.50	$ 42.50	$ 90.00	$ 6,840	$ 13,680	$ 9,576	$ 47,880	$ 95,760
$5K - $10K	149	6,974	1,039,126	68.70	25.0%	17.18	$ 51.53	206.10	30,709	61,418	42,992	214,962	429,925
$10K - $15K	178	12,380	2,203,640	121.96	30.0%	36.59	$ 85.37	439.06	78,152	156,304	109,413	547,064	1,094,128
$15K - $20K	274	17,662	4,839,388	173.99	40.0%	69.60	$ 104.39	835.15	228,832	457,663	320,364	1,601,822	3,203,643
$20K - $25K	218	22,278	4,856,604	219.46	45.0%	98.76	$ 120.70	1,185.08	258,348	516,697	361,688	1,808,438	3,616,876
$25K - $30K	62	27,038	1,676,356	266.36	50.0%	133.18	$ 133.18	1,598.16	99,086	198,172	138,720	693,601	1,387,203
$30K - $35K	25	32,446	811,150	319.63	50.0%	159.82	$ 159.82	1,917.78	47,945	95,889	67,122	335,612	671,223
$35K - $40K	19	36,916	701,404	363.67	50.0%	181.84	$ 181.84	2,182.02	41,458	82,917	58,042	290,209	580,417
$40K - $45K	3	43,326	129,978	426.81	50.0%	213.41	$ 213.41	2,560.86	7,683	15,365	10,756	53,778	107,556
	1,004		$ 16,489,522						$ 799,052	$ 1,598,104	$ 1,118,673	$ 5,593,365	$ 11,186,731

Who benefits?
- Everybody who borrows.
- Those who borrow more benefit more than those who borrow less.

Who loses?
- Those who borrow less benefit less.

Impact on:
♦ **Staying in Nebraska: Those who borrow more will have more incentive to stay in NE.**
♦ **Retention: Everybody who borrows will have incentive to stay. Those who borrow more will have more incentive to stay in NE.**
♦ **Distribution of Grant Money: Potentially increases unmet need of Juniors and Seniors.**
♦ **Impact on Accessibility of Higher Education: Shifting more grant money to Freshmen and Sophomores may encourage 1st time students and low income students to give college a try. May increase accessibility of Freshmen and Sophomores at the expense of Juniors and Seniors. May find that retention rates of Sophomores and Juniors decline.**

Cost of Scenario (estimated)*:
- 1st Year: $1.1 million
- 5-Year Cap: $5.6 million
- Life of 10-Year Loan: $11.2 million

Scenario #2: Forgive total debt of students who borrowed more than the average debt amount ($16,429).

			Assume 70% of Grads Stay in State			
UNL # of Students	Total Debt	X 2 (Est. Cost U Wide)	Cost Per Year Per Graduating Class	Total Cost at 5th Year of Implementation	Total Cost of Full Implementation	Estimated Monthly Payment Forgiven
558	$12,340,341	$24,680,682	$1,727,648	$8,638,239	$17,276,477	$200

Who benefits?
- Those who borrowed more than the average loan amount.

Who loses?
- Those who borrowed at or below the average loan amount.

Impact on:
- **Staying in Nebraska: Those who borrow more than the average loan amount will have incentive to stay in the state.**
- **Retention: Program will act as incentive to finish school for those who borrow more than the average loan amount.**
- **Distribution of Grant Money: Potentially increases unmet need of Juniors and Seniors.**
- **Impact on Accessibility of Higher Education: Shifting more grant money to Freshmen and Sophomores may encourage 1st time students and low income students to give college a try. May increase accessibility of Freshmen and Sophomores at the expense of Juniors and Seniors. May find that retention rates of Sophomores and Juniors decline.**

Cost of Scenario (estimated)*:
- 1st Year: $1.7 million
- 5-Year Cap: $8.6 million
- Life of 10-Year Loan: $17.3 million

Scenario #3: Forgive total debt of students who borrowed more than the average debt amount ($16,429) and whose salary is 20% less than the average reported income after graduation.[1]

			Assume 70% of Grads Stay in State			
UNL # of Students	Total Debt	X 2 (Est. Cost U Wide)	Cost Per Year Per Graduating Class	Total Cost at 5th Year of Implementation	Total Cost of Full Implementation	Estimated Monthly Payment Forgiven
71	$1,573,393	$3,146,786	$220,275	$1,101,375	$2,202,750	$50

[1]Average salary based on annual survey of graduates conducted by Career Services at UNL.

Who benefits?
 - Those who borrowed more than the average loan amount, limited to paying down to the average debt amount.
 - Those who make less than $22,300 annually.

Who loses?
 - Those who borrowed at or below the average loan amount.
 - Those who make $22,300 or more annually.

Impact on:
♦ **Staying in Nebraska: Incentive for low income graduates who borrow more than the average loan amount.**
♦ **Retention: May be incentive for students who are pursing degrees in low-paying occupations.**
♦ **Distribution of Grant Money: Potentially increases unmet need of Juniors and Seniors.**
♦ **Impact on Accessibility of Higher Education: Shifting more grant money to Freshmen and Sophomores may encourage 1st time students and low income students to give college a try. May increase accessibility of Freshmen and Sophomores at the expense of Juniors and Seniors. May find that retention rates of Sophomores and Juniors decline.**

Cost of Scenario (estimated)*:
 - 1st Year: $220,000
 - 5-Year Cap: $1.1 million
 - Life of 10-Year Loan: $2.2 million

VIII. Conclusions and Recommendations

The Commission concludes that the goal embodied in the Board of Regents Resolution of June 7, 2003, reflects a thoughtful idea potentially addressing a major and increasingly serious problem for the State of Nebraska. That problem is increasing barriers to higher education access for Nebraska students as a result of insufficient financial aid, decreasing state appropriation for higher education, and consequent increasing tuition and fees.

The loan repayment idea derives from the premise that offering loan repayment guarantees to juniors and seniors would provide an incentive for juniors and seniors to increase their loan levels and thus permit diversion of current junior and senior grants to freshman and sophomores. However the Higher Education Act, which is the source of the vast majority of higher education loans, restricts student borrowing to capped levels. Since most financially needy juniors and seniors already borrow the maximum amount allowed, sufficient incentive for them to increase loan amounts does not exist currently. Thus achievement of the objective in the loan repayment concept would require significant increases in federal caps on student loans for juniors and seniors. Therefore the Committee on Student Loan Repayment concludes that the enhanced financial aid objective intended in the Board of Regents Resolution cannot be achieved by this method.

Commission Recommendations

The Commission on Student Loan Repayment offers the following recommendations to the Board of Regents:

1. Given the increasing amount of unmet need for an increasing number of University of Nebraska students, the Board of Regents should seek to increase need-based financial aid from all sources including state appropriation, University of Nebraska revenues, federal funds, and private philanthropy.

2. Given the increasing level of debt burden for University of Nebraska students, financial aid should move to an increasing emphasis on grants and a decreasing emphasis on loans.

3. Given the projected cost of a new loan repayment program and the current caps on federal loans, available resources should be directed toward need-based grants rather than loan repayment.

4. If federal loan caps are raised substantially in the future, a loan repayment program should be tested in a pilot study.

IX. References

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University-wide Committee on Diversity
2003-2004 Report to the Board of Regents
April 23, 2004

Preface

The 1993 Report of the Regents Committee on Minority Affairs stated the following, "The very foundation and tradition of the university is built up on diversity. It is diversity of thought and the free exchange of that thought that illuminate the path toward creativity, discovery and enlightenment. And yet, within our own university community, the path remains partially shrouded by shadows of intolerance, prejudice and inequity."

Beginning in 1993, the Board of Regents approved the report of the Regents Committee on Minority Affairs, thereby enacting the goals recommended by the committee. The goals called for a commitment to the value of diversity by all members of the University community, accountability to measure progress in achieving the goals, recruitment and retention efforts designed to achieve multicultural representation among faculty, staff, students, and administration, a climate on all the campuses that is conducive to the success of all peoples, diversity in the curriculum, and a promotion of awareness and sensitivity through campus programs and activities both in and out of the classroom setting.

The University-wide Committee on Diversity, composed of representatives from all four campuses – UNL, UNK, UNO and UNMC, met on a monthly basis to share ideas, assess progress and to develop recommendations aligned with the 1993 Regents' Minority Affairs Goals and Strategies for presentation to the Board of Regents. Members of the committee recognized the need to standardize the format of this annual report in order to ensure uniform measures of progress and consistent updates on the goals from year to year. While each campus has a specific process for the creation and approval of its report, committee members agreed uniformity has merit for an accurate view of system-wide accomplishments. The committee selected Goals 3 and 4 of the Regents' Minority Affairs Goals and Strategies in order to assess progress in the areas of recruitment, retention, and creation of a climate of inclusion for students, faculty and staff. This report will first, highlight progress and challenges for each campus in the identified areas; second, provide campus specific recommendations; and finally offer overall recommendations for the continued assessment of system-wide accomplishments and progress.

The 2002-2004 University-wide Committee on Diversity members are: Miguel Carranza (UNL), Linda Crump (UNL), Valda Ford (UNMC), Jane Harris (UNMC), Claude Louishomme (UNK), Bryan Samuel (UNK), Merry Ellen Turner, and (UNO) Ethel Williams (UNO). During the term of this committee Dr. Shari Clarke concluded her tenure with the University of Nebraska to assume the position of Vice President for Student Affairs at Mansfield University and Dr. Denise Maybank was named Associate to the President.

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University of Nebraska-Lincoln
2003-04 Diversity Report

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This report has been prepared by Miguel Carranza and Linda Crump of the University of Nebraska-Lincoln (UNL) as a part of the University-Wide Diversity Committee 2003-04 Report to the Board of Regents. This report focuses on progress related to the Regents' Goals #3 and #4 of the Regents' Goals and Strategies for Minority Affairs. IPEDS data by race/ethnicity for faculty, staff and students has been used to track trends from 1995 through 2003. Student retention data and graduation data by race/ethnicity has also been included by cohorts for the years 1995, 1997 and 2000. This report includes: 1) a review of minority representation among the populations of faculty, staff and students, 2) a review of progress and strategies to address campus climate, and 3) a list of recommendations.

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Executive Summary

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Modest progress has been made from 1995 to 2003 in the *recruitment* of minority faculty, staff and students to our campus. It is less clear how much progress has been made with regard to *retention*. Recruitment and retention must go hand-in-hand for efforts to be successful and long lasting. Many campus units have made significant efforts to recruit and retain diverse faculty, staff and students; some have been relatively successful.

- UNL's minority tenure and tenure-track faculty numbers have increased by 36 from 1995 to 2003. In 1995, members of minority groups made up 7.7 percent of the faculty; that percentage has increased to 12.3 percent.
- The numbers are less favorable among non-tenure track and part-time faculty, showing an increase during the same period of one FTE and a slight decrease in percentage of total within that group.
- UNL made significant gains in minority representation in managerial/professional staff, moving from 87 to 138 between 1995 and 2003. In 1995, minorities made up 5.6 percent of the total population, and 7.2 percent in 2003.
- There has been a significant decrease in office/service staff on campus. The minority representation among office/service staff decreased from 183 to 134. However, the percentage of minority staff increased from 5.4% in 1995 to 6.2% in 2003.
- The numbers for graduate and professional students reflected a modest increase from 311 to 369 between 1995 and 2003.
- In 1995, 1,084 undergraduate minority students attended UNL; that number rose to 1,267 by 2003. In 1995 the minority student enrollment was 5.6 percent of the student population and in 2003 the percentage was 7.1.

A strategy is being proposed to document the successful campus efforts to create best practice models to enable units to replicate the elements appropriate to their departments. It is also important that such efforts be sustained over time. UNL cannot be content with being at the median of our peer institutions; rather, our campus should raise our aspirations for diversity higher and our expectations will follow.

Regents' Goal #3: Establish effective methods of recruitment and retention designed to achieve multicultural representation among faculty, staff, students and administration.

Faculty

Table 1 – Full-Time Tenure/Tenure Track Faculty by Race/Ethnicity, 1995-2003

Race/Ethnicity	1995		1997		1999		2001		2003	
	#	%	#	%	#	%	#	%	#	%
Asian	50	4.7	55	5.3	56	5.3	55	5.5	61	6.4
Black	11	1.0	14	1.3	17	1.7	26	2.6	22	2.3
Hispanic	17	1.6	18	1.7	20	2.0	29	2.9	30	3.1
Native American	4	0.4	4	0.4	5	0.5	5	0.5	5	0.5
Sub-total	**82**	**7.7**	**91**	**8.7**	**98**	**9.6**	**115**	**11.4**	**118**	**12.3**
Non-resident Alien	6	0.6	12	1.1	24	2.3	27	2.7	27	2.8
Unknown	-	0.0	-	0.0	-	0.0	-	0.0	-	0.0
White	983	91.8	942	90.1	900	88.1	863	85.9	815	84.9
Total	**1,071**	**100**	**1,045**	**100**	**1,022**	**100**	**1,005**	**100**	**960**	**100**

Source: IPEDS Staff Survey

The overall trend indicates that UNL has made some progress in recruiting faculty historically underrepresented in higher education institutions. While the overall total number of full-time tenure/tenure track faculty has decreased from 1995 to 2003, the number of minority faculty has increased slightly. Numbers for Native American faculty have remained flat for this same period of time, and the greatest progress was made in the recruitment of Black and Hispanic faculty in 2001. In 2003 there was a significant increase in the number of Asian faculty but during that same year there was a slight decline in the total number of Black faculty. The number of Hispanic and Native American faculty was virtually unchanged during that same time period.

Table 2 - Full-Time Non-Tenure and Part-Time Faculty by Race/Ethnicity, 1995-2003

Race/Ethnicity	1995				1997				1999				2001				2003			
	FT	PT	Total	%	FT	PT	Total	%	FT	PT	Total	%	FT	PT	Total	%	FT	PT	Total	%
Asian	29	7	36	4.6	23	4	27	3.4	15	8	23	2.8	18	7	25	2.7	15	8	23	2.5
Black	3	2	5	0.6	7	4	11	1.4	1	2	3	0.4	7	6	13	1.4	7	5	12	1.3
Hispanic	5	6	11	1.4	7	4	11	1.4	7	3	10	1.2	7	3	10	1.1	12	4	16	1.8
Native American	2	1	3	0.4	-	4	4	0.5	1	2	3	0.4	1	1	2	0.2	2	3	5	0.6
Sub-total	**39**	**16**	**55**	**7.0**	**37**	**16**	**53**	**6.7**	**24**	**15**	**39**	**4.7**	**33**	**17**	**50**	**5.4**	**36**	**20**	**56**	**6.2**
Non-resident Alien	68	22	90	11.5	59	21	80	10.1	63	55	118	14.3	110	13	123	13.2	150	5	155	17.1
Unknown	-	-	-	0.0	-	-	-	0.0	-	-	-	0.0	-	1	1	0.2	-	-	-	0.0
White	327	309	636	81.4	338	320	658	83.2	341	328	669	81.0	363	393	756	81.3	325	370	695	76.7
Total	**434**	**347**	**781**	**100**	**434**	**357**	**791**	**100**	**428**	**398**	**826**	**100**	**506**	**424**	**930**	**100**	**511**	**395**	**906**	**100**

Source: IPEDS Staff Survey; FT=fulltime, PT= part-time

In the area of full-time non-tenure track and part-time faculty, overall there has been a slight increase from 1995 to 2003. Asian faculty numbers reflect a decline for this period, whereas Black and Hispanic faculty have increased slightly. Native American faculty numbers have remained relatively the same. The most significant increase during this time period is the non-resident alien full-time non-tenure track category; in 2003 this category comprises approximately 30% of the full-time non-tenure track faculty at UNL.

There are many factors that contribute to UNL's success or lack of success in recruiting and retaining minority faculty members. Under the leadership of the senior administrators on campus and with resources from Central Administration and the State Legislature, our campus was able to show positive growth trends beginning in 1997.

However, budget cuts and availability of diverse applicants have not enabled us to maintain the kind of progress that culminated in our strong numbers for 2001. Budget cuts resulted in shutting down many searches in order to meet the severe cuts to higher education and this resulted in fewer opportunities to recruit a diverse workforce. Many searches driven by UNL

academic priorities that were able to go forward were in areas where the potential pool of candidates is not very diverse. UNL is involved in programs to help increase the pipeline of future diverse faculty through efforts to increase the number of minority graduate students in a broad spectrum of disciplines. We are also working with Historically Black Colleges and Universities (HBCUs) and those Hispanic-Serving Institutions (HSIs) that graduate significant numbers of Latino students. Programs are in place with some of the tribal colleges to encourage Native American students to pursue graduate education.

During the current recruitment cycle some college deans are proactively working with departmental chairs in the exploration of recruiting diverse faculty to our campus. UNL has had some success in diversifying the faculty through joint appointments with the Institute for Ethnic Studies and various disciplines. The Institute for Ethnic Studies has taken a lead role in the identification of highly qualified candidates to recruit to the campus. The University Libraries has created a new position for a Diversity Librarian. The Chancellor's office has reassigned a faculty member's appointment to work half-time with deans and department chairs on their diversity recruitment and retention efforts. Dr. M. Colleen Jones is serving as a Special Assistant to the Chancellor to work on these efforts.

Traditional methods of training search committees, advertising in minority publications or in population areas with significant minority populations, networking, using directories of minority graduates, contacting minority associations within disciplines, and inclusive language in advertisements are a standard part of our recruitment efforts. Search committees are required to document their efforts to recruit a diverse pool of applicants. Some search committees and departments have developed very effective methods; some committees and departments are still struggling to find a mechanism that will bring meaningful results; and other committees and departments have not shown any proactive efforts. This documentation will assist Dr. Jones in her efforts to determine some 'best practices' that can be shared with departments that have not been successful in diversifying their faculty.

Retention efforts have been a greater challenge to institutionalize. Traditional models of mentoring do not always produce effective results. Part of Dr. Jones' work with deans and chairs will be to explore retention efforts that are more productive and long term. Retention is a very complex issue involving institutional commitment, advancement opportunities, compensation, mentorship opportunities, workplace climate/environment, community issues and personal preferences. There is not a 'one size fits all' solution to retaining faculty members. However, there are efforts that UNL has undertaken to retain faculty members and, thus far, they have shown mixed success. This is an area that is very underdeveloped and should be a primary focus for every administrator, dean, chair, and faculty member as a routine part of their professional development.

Staff

Table 3 – Managerial/Professional Staff by Race/Ethnicity, 1995-2003

Race/Ethnicity	1995				1997				1999				2001				2003			
	FT	PT	Total	%	FT	PT	Total	%	FT	PT	Total	%	FT	PT	Total	%	FT	PT	Total	%
Asian	22	1	23	1.5	28	2	30	1.8	27	6	33	1.8	29	1	30	1.6	49	6	55	2.9
Black	34	5	39	2.5	36	4	40	2.4	35	6	41	2.2	34	6	40	2.2	39	5	44	2.3
Hispanic	14	4	18	1.2	17	2	19	1.1	16	2	18	1.0	18	3	21	1.1	22	3	25	1.3
Native American	6	1	7	0.5	7	-	7	0.4	8	1	9	0.5	10	-	10	0.5	13	1	14	0.7
Sub-total	**76**	**11**	**87**	**5.6**	**88**	**8**	**96**	**5.7**	**86**	**15**	**101**	**5.4**	**91**	**10**	**101**	**5.5**	**123**	**15**	**138**	**7.2**
Non-resident Alien	9	2	11	0.7	8	1	9	0.5	19	5	24	1.3	28	6	34	1.8	33	10	43	2.3
Unknown	-	-	-	0.0	-	-	-	0.0	-	-	-	0.0	-	-	-	0.0	-	-	-	0.0
White	1278	167	1445	93.6	1394	193	1587	93.8	1498	240	1738	93.3	1553	162	1715	92.7	1586	138	1724	90.5
Total	**1363**	**180**	**1543**	**100**	**1490**	**202**	**1692**	**100**	**1603**	**260**	**1863**	**100**	**1672**	**178**	**1850**	**100**	**1742**	**163**	**1905**	**100**

Source: IPEDS Staff Survey includes "Executive/Administrative/Managerial" and "Other Professionals/Support/Service"
FT = fulltime, PT = part-time

Recruitment efforts for staff that are historically underrepresented in higher education have not received as much attention and resources as efforts to recruit faculty and students. Managerial/Professional staffing trends show a recent increase in the total percentage of minorities at UNL. However, the only groups that have shown significant growth are the Asian population and the non-resident aliens. There was a significant increase within these categories from 1995 - 2003. The other groups show a flat trend.

The data regarding upper administrative positions is included within Table 3. When this data is extracted the results reflect no growth. In 1995 there were 10 full-time minority upper administrators on campus and in 2003 the number remained at 10. The percentage has dropped from a high of 5.4% in 1995 to 5.0% in 2003. Beginning in 2000 position reclassifications accounted for moderate growth within this group. IPEDS data does not disaggregate academic administrative positions from other managerial professional positions. Academic leadership positions should be studied to determine the diversity within this important campus population.

Table 4 – Office/Service Staff by Race/Ethnicity, 1995-2003

Race/Ethnicity	1995				1997				1999				2001				2003			
	FT	PT	Total	%	FT	PT	Total	%	FT	PT	Total	%	FT	PT	Total	%	FT	PT	Total	%
Asian	17	15	32	0.9	18	17	35	1.0	19	17	36	1.0	13	8	21	0.9	19	5	24	1.1
Black	42	22	64	1.9	53	16	69	2.1	46	36	82	2.3	55	6	61	2.6	41	6	47	2.2
Hispanic	36	28	64	1.9	41	19	60	1.8	42	29	71	2.0	40	5	45	1.9	44	4	48	2.2
Native American	12	11	23	0.7	13	9	22	0.7	17	7	24	0.7	15	3	18	0.8	13	2	15	0.7
Sub-total	**107**	**76**	**183**	**5.4**	**125**	**61**	**186**	**5.5**	**124**	**89**	**213**	**6.1**	**123**	**22**	**145**	**6.2**	**117**	**17**	**134**	**6.2**
Non-resident Alien	3	14	17	0.5	2	14	16	0.5	3	21	24	0.7	6	11	17	0.7	8	9	17	0.8
Unknown	-	-	-	0.0	-	-	-	0.0	-	-	-	0.0	1	1	2	0.1	-	-	-	0.0
White	1937	1268	3205	94.1	1865	1296	3161	94.0	1817	1449	3266	93.2	1814	357	2171	93.0	1762	249	2011	93.0
Total	**2047**	**1358**	**3405**	**100**	**1992**	**1371**	**3363**	**100**	**1944**	**1559**	**3503**	**100**	**1944**	**391**	**2335**	**100**	**1887**	**275**	**2162**	**100**

Source: IPEDS Staff Survey included "Clerical and Secretarial," "Skilled Crafts," and "Service/Maintenance"
FT = fulltime, PT = part-time

The trend data shows very little change at the Office/Service rank. This group of employees has been impacted the hardest by budget cuts. The greatest impact at the Office/Service level began in 2001 with a major reduction in the number of part-time staff employed at UNL. In 2003 budget cuts continued to erode the number of Office/Service staff employees, however, while the total number of minority staff has been decreasing, the percentage of minority staff has remained about the same in 2003 when compared to 1999 and 2001 percentages.

The geographic recruitment area for Office/Service staff is predominantly local with a few searches having a regional scope. The current diversity of the geographic area is not reflective of the patterns seen in the diversity of candidate pools. Nebraska has experienced a demographic shift during this same time period but the candidate pools have not been reflective of this shift. The traditional methods of advertising in local newspapers and placing jobs with local Job Service Agencies have not been effective in producing a more diverse pool of candidates.

New efforts need to be explored and some departments are currently contacting various local agencies to boost the diversity of the candidate pool. For example, a new method to be more proactive in recruitment is an effort between one department and the Office of Equity, Access & Diversity Programs. University representatives will go directly to the Malone Community Center, the Indian Center, the Hispanic Community Center and the Asian Community and Cultural Center to bring information about job opportunities at the University and to work with the professionals at those agencies on strategies to diversify our workforce.

As mentioned earlier Nebraska is experiencing a demographic shift and the fastest growing minority population is Hispanics. However, we are not seeing a shift in our applicant pools, which is evidence that we need to increase our recruitment efforts. The geographic recruitment area for Managerial/Professional employees includes local, regional and national targets, especially at the academic administrative ranks. Regional and national trends show that demographic shifts have occurred regionally and nationally while the candidate pools in some searches on campus are reflective of these shifts; other pools have not been very diverse.

Retention issues face the same concerns as those listed for our faculty. Salary competition with the local job market within some disciplines has been a significant factor in attracting a candidate pool with the education and experience we need programmatically. Without adequate financial resources we are finding it more challenging to recruit the type of workforce we need. Benefit packages being offered within the local labor market usually match or may even be more attractive than what the University can offer. There are many examples within the technology fields where competitors can many times offer twice the salary we offer. Many non-UNL employers are also willing to reimburse their employees who further their education, so we no longer offer an educational benefit that employees cannot receive outside of the university setting.

Students

Table 5 – Undergraduate Student Enrollment by Race/Ethnicity, 1995-2003

Race/Ethnicity	1995				1997				1999				2001				2003			
	FT	PT	Total	%	FT	PT	Total	%	FT	PT	Total	%	FT	PT	Total	%	FT	PT	Total	%
Asian	297	51	348	1.8	317	52	369	2.0	315	54	369	2.1	329	58	387	2.2	390	53	443	2.5
Black	307	66	373	1.9	293	55	348	1.9	298	52	350	2.0	315	54	369	2.1	340	44	384	2.2
Hispanic	260	51	311	1.6	242	36	278	1.5	248	43	291	1.6	275	38	313	1.7	318	41	359	2.0
Native American	43	9	52	0.3	58	13	71	0.4	55	14	69	0.4	65	20	85	0.5	68	13	81	0.5
Sub-total	**907**	**17**	**1084**	**5.6**	**910**	**156**	**1066**	**5.8**	**916**	**163**	**1079**	**6.1**	**984**	**170**	**1154**	**6.4**	**1116**	**151**	**1267**	**7.1**
Non-resident Alien	430	66	496	2.6	480	56	536	2.9	391	69	460	2.6	457	93	550	3.1	417	51	468	2.6
Unknown	462	175	637	3.3	469	161	630	3.5	468	136	604	3.4	556	102	658	3.7	649	97	746	4.2
White	14752	2217	16969	88.4	14187	1827	16014	87.8	13939	1722	15661	88.0	14112	1511	15623	86.9	14037	1333	15370	86.1
Total	**16551**	**2635**	**19186**	**100**	**16046**	**2200**	**18246**	**100**	**15714**	**2090**	**17804**	**100**	**16109**	**1876**	**17985**	**100**	**16219**	**1632**	**17851**	**100**

Source: IPEDS Enrollment Survey
FT = fulltime, PT = part-time

Historically underrepresented students continue to have low undergraduate enrollment rates at UNL, although, the figures reflect a very slow yet steady increase. However, in 2003 there was an increase of only 116 more Black, Hispanic and Native American full-time students enrolled at the undergraduate level compared to 1995. In 1995 the total enrollment percentage for this population was 3.7% and it rose to 4.5% by 2003. This is still a very small percentage of the entire undergraduate population.

The Admissions Office has revamped their diversity recruitment efforts. The historical model of having only one person specializing in the recruitment of minority students did not enable our campus to reach out to significant numbers of minority students. The office now coordinates efforts with all recruiters sharing in the responsibility for recruitment of diversity students within their geographic areas of responsibility. All recruiters team with the individual that specializes in minority recruitment and this approach has resulted in both increased numbers and enrolling more minority students of high academic ability.

The Senior Vice Chancellor for Academic Affairs reorganized responsibilities of the Associate and Assistant Vice Chancellors in Academic Affairs to enable our campus to have a Dean of Undergraduate Studies. Dr. Rita Kean holds that position and part of her efforts involves the coordination of undergraduate education. Dean Kean has been involved in an assessment of specific populations on campus and in the development of efforts to improve their success. The recruitment and retention of historically underrepresented students is one of the targeted program efforts of this new office.

The Vice Chancellor for Student Affairs has reorganized the former Minority Assistance Program (MAP) into the new Office of Academic Support and Intercultural Services (OASIS). The emphasis of this office is on minority student retention, offering academic and social support for successful matriculation through graduation. OASIS brings together many campus retention efforts centered in academic development and a co-curricular model to enhance student success.

Table 6 – Graduate/Professional Student Enrollment by Race/Ethnicity, 1995-2003

Race/Ethnicity	1995				1997				1999				2001				2003			
	FT	PT	Total	%	FT	PT	Total	%	FT	PT	Total	%	FT	PT	Total	%	FT	PT	Total	%
Asian	55	53	108	2.1	58	62	120	2.6	47	45	92	2.1	45	44	89	1.9	71	38	109	2.3
Black	58	42	100	1.9	52	47	99	2.2	48	40	88	2.0	62	54	116	2.4	61	54	115	2.4
Hispanic	50	35	85	1.7	51	32	83	1.8	50	38	88	2.0	47	44	91	1.9	58	63	121	2.6
Native American	10	8	18	0.4	9	8	17	0.4	11	10	21	0.5	7	15	22	0.5	11	13	24	0.5
Sub-total	**173**	**138**	**311**	**6.1**	**170**	**149**	**319**	**7.0**	**156**	**133**	**289**	**6.7**	**161**	**157**	**318**	**6.7**	**201**	**168**	**369**	**7.8**
Non-resident Alien	532	174	706	13.8	584	165	749	16.4	600	199	799	18.4	710	202	912	19.1	707	211	918	19.5
Unknown	63	137	200	3.9	41	47	88	1.9	32	29	61	1.4	52	56	108	2.3	73	56	129	2.7
White	1775	2142	3917	76.3	1588	1837	3425	74.8	1511	1678	3189	73.5	1594	1847	3441	72.0	1610	1682	3292	69.9
Total	**2543**	**2591**	**5134**	**100**	**2383**	**2198**	**4581**	**100**	**2299**	**2039**	**4338**	**100**	**2517**	**2262**	**4779**	**100**	**2591**	**2117**	**4708**	**100**

Source: IPEDS Enrollment Survey
FT = fulltime, PT = part-time

At the graduate and professional student level we see trends similar to undergraduate education. In 2003 there was an increase in the total number of Hispanic students because of a significant increase in both their full-time and part-time student populations. There was a significant increase in the total number of full-time Asian students during 2003. The total number of Black students increased in 2001 and remained about the same for 2003. The population of Native American Students has remained flat since 1995. The enrollment of full-time Black, Hispanic, and Native American graduate students has been about the same for several years. In 1995 through 2001 the total number of full-time graduate students in these three groups was 118 in

1995, 112 in 1997, 109 in 1999 and 116 in 2001. However in 2003 the number increased to 130 largely due to an increase in the total number of full-time Hispanic graduate students.

For Asian graduate students two-thirds are full-time students and one-third part-time in 2003. In comparing the full-time and part-time categories for Black, Hispanic and Native American graduate students a trend becomes apparent. From 1995 to 2003 full-time students in these three groups have increased only 10%; however, part-time students have increased by approximately 52%. The result is a bigger and bigger percentage of these students are now attending graduate and professional schools on a part-time basis. In fact the figures indicate 50% are full-time and 50% are part-time.

The Office of Graduate Studies has been working with HBCUs, HSIs and Tribal Colleges to actively recruit underrepresented graduate students to our campus. Dr. Stephanie Adams currently has a part-time appointment with Graduate Studies to work on the recruitment of minority graduate students to our campus. The Law College received a grant to recruit minority undergraduate students to law school. The program's success resulted in a four year renewal of the grant. These are examples of some of the proactive efforts currently in place on our campus. However, the data suggests that we need to increase our efforts to bring significant changes to our campus.

Table 7 - First-time, Full-time Freshman Cohort Retention Rates by Race/Ethnicity - 1995, 1997, 2000

	Number and Percent of Students Returning in					
	Year 2		Year 3		Year 4	
	#	%	#	%	#	%
Asian						
Fall 1995 N=59	46	78.0	34	57.6	34	57.6
Fall 1997 N=52	37	71.2	24	46.2	23	44.2
Fall 2000 N=83	67	80.7	62	74.7	55	66.3
Black						
Fall 1995 N=82	43	52.4	37	45.1	29	35.4
Fall 1997 N=60	37	61.7	24	40.0	22	36.7
Fall 2000 N=76	59	77.6	53	69.7	47	61.8
Hispanic						
Fall 1995 N=54	36	66.7	31	57.4	28	51.9
Fall 1997 N=55	34	61.8	25	45.5	20	36.4
Fall 2000 N=66	44	66.7	31	47.0	28	42.4
Native American						
Fall 1995 N=10	7	70.0	5	50.0	4	40.0
Fall 1997 N=19	8	42.1	5	26.3	5	26.3
Fall 2000 N=18	12	66.7	10	55.6	7	38.9
All Students						
Fall 1995 N=3900	2888	74.1	2515	64.5	2319	59.5
Fall 1997 N=3200	2543	79.5	2169	67.8	2037	63.7
Fall 2000 N=3605	2840	78.8	2520	69.9	2328	64.6

It is difficult to extrapolate trends based upon the raw numbers displayed in cohort retention tables. Students may drop in and out of the institution, however, year two retention data is one of the standards used nationally to measure student success. Year two retention data at UNL shows significant progress for Black undergraduate students. The trend data for Hispanic

students has shown little change over the same time period and the numbers for Native American students are extremely small and a change in the status of even one student has a great impact on percentages. Asian student retention data has remained on par with the total student population trends. In 2000, the data shows that by 'year four' Asian and Black student retention percentages are similar to the all student percentages. For that same time period Hispanic and Native American student retention data continues to lag behind the all student trend.

Table 8 - First-time, Full-time Freshman Cohort Graduation Rates by Race/Ethnicity - 1995, 1997

	Number and Percent of Students Completing in					
	4-Years		5-Years		6-years	
	#	%	#	%	#	%
Asian						
Fall 1995 N=59	7	11.9	23	39.0	28	47.5
Fall 1997 N=52	3	5.8	15	28.9	19	36.5
Black						
Fall 1995 N=82	5	6.1	16	19.5	22	26.8
Fall 1997 N=60	7	11.7	17	28.3	19	31.7
Hispanic						
Fall 1995 N=54	7	13.0	20	37.0	23	42.6
Fall 1997 N=55	3	5.5	10	18.2	14	25.5
Native American						
Fall 1995 N=10	2	20.0	3	30.0	3	30.0
Fall 1997 N=19	1	5.3	3	15.8	3	15.8
All Students						
Fall 1995 N=3900	621	15.9	1718	44.1	2074	53.2
Fall 1997 N=3200	679	21.2	1677	52.4	1900	59.4

Cohort data for the 2000 group is not included in this table. Graduation data for this cohort group will begin in May 2004.

The six year graduation rate is another measure used nationally to measure student success. At UNL in 1995 and 1997 the six year graduation rate for all students shows a positive increase. This same trend is not seen among the minority student population with the exception of the Black student population. However, even taking this positive growth into consideration the six year graduation percentages for all minority students lags significantly behind the all student percentages. Trend data for the 2000 cohort will begin with gradation this May and is expected to show some positive trends based upon the retention data displayed in Table 7. There is a new effort in Nebraska for all institutions of higher education to obtain data to track students beyond the institution where they began their education. With this new data a student that begins his or her education at UNL and subsequently graduates from another institution of higher education can be tracked to show their success beyond our campus.

Regents' Goal #4: Create and maintain a climate conducive to success for all peoples.

UNL is working with instruments developed by the Gallup Organization to periodically assess climate issues with all employees. The two major instruments assess issues of workplace engagement and inclusiveness. In March of this year the second assessment of campus climate issues was administered. Employees assess the local workplace climate and work as a team to develop and implement plans to improve the local climate. Some units on campus have had great success with this process, some mixed reviews and others have not found the process to be a good match for their unit.

The analysis of survey results for the first administration did not reveal significant differences in the responses from underrepresented populations on campus. UNL has worked with Gallup to fine tune the instrument to include specific assessment questions about climate for faculty and staff of color, women, Gay, Lesbian, Bisexual, Transgender (GLBT) faculty and staff, and those with ADA protected disabilities. The assessment is a measure of progress but the real impact of this instrument is the local engagement on how to work as a team to create a better workplace.

Units that did not want to continue working on climate issues using the Gallup instruments were allowed to find an alternative climate assessment and planning instrument. Reports on alternative climate assessment instruments and plans to improve local workplace environments that units used in place of the Gallup instruments are due to the deans and directors by March 12th.

The Chancellor's Commission on the Status of People of Color has recently been reorganized into three councils to focus in on faculty, staff and student issues. The Commission meets on a regular basis with the Chancellor. Two grassroots organizations have formed on campus to actively work on retention issues for underrepresented populations. The African American Faculty and Staff Caucus and the Latino and Latin American Faculty and Staff Caucus have organized to provide support to faculty, staff and students and to bring forward issues to the upper administration.

UNL is currently exploring the possibility of using on-line courses to provide all employees with information about their rights and responsibilities to prevent illegal discrimination and harassment on campus.

The GLBT Committee administered a survey of faculty, staff and students on climate issues and based upon their findings individuals in the GLBT community do not find the climate on campus to be welcoming. The survey makes many recommendations for campus action and for action by the Board of Regents on issues like domestic partner benefits.

Student retention issues have been address previously in this document. In addition to work on academic retention issues OASIS is engaged in programs beyond the classroom. The Division of Student Affairs has always been involved in providing programs to improve the climate for undergraduate students. Special programming for underrepresented students is a normal part of their programming efforts. The Dean of Undergraduate Studies Office in collaboration with The Office of Admissions has inaugurated a new campus effort called the Melvin Jones Scholars Learning Community. This new effort is specifically designed to work with diverse first year students. The Ethnic and Minority Affairs Committee (EMAC) is a long standing program working with diverse graduate students in Educational Psychology. Some disciplines have similar programs, however there are many disciplines that have not engaged in efforts to assess climate issues for underrepresented graduate students.

Recommendations

We must be comprehensive, consistent and persistent in our efforts to diversify our faculty and staff workforce and our student body. To that end we recommend the continuation and enhancement of the following initiatives:

- Discover the 'best practices' that have been successful with recruitment <u>and</u> retention efforts here at UNL and broadly disseminate these models across campus
- Create 'cohorts' for administrators and faculty similar to that currently done for undergraduate students, to track our success at retention of minority administrators and faculty over time
- Establish incentives to sustain and expand efforts for units that have successful models to recruit and retain minority faculty and for units that have demonstrated significant efforts but have not realized success.
- Explore the feasibility of a 'grow-your-own' program for creating more UNL minority PhDs to then be recruited at our own campuses and simultaneously continue and fortify efforts to recruit minority graduates from other institutions
- Rigorously coordinate the efforts of academic affairs and student affairs through the Dean of Undergraduate Studies to maximize our success at recruiting and retaining minority undergraduate students

Conclusion

Efforts to recruit and retain groups that have been historically underrepresented on campus have shown some progress. The fact that the recruitment efforts have seen some significant results in many years demonstrates that there are talented individuals that will come to the University of Nebraska-Lincoln. The impact of budget cuts has hindered our opportunities to bring a more diverse workforce to our campus. However, the overall flat percentage trends indicate that a greater focus on retention issues is paramount to any future success in having a more diverse campus climate. Retention is a very complex issue but the university must be active in developing multiple efforts to expand our recruitment efforts and enhance our retention efficacy.

University of Nebraska at Omaha
2004 Diversity Report to the Board of Regents

This report was prepared by Merry Ellen Turner and Ethel Williams of the University of Nebraska at Omaha, as part of the university-wide Committee on Diversity 2004 Report to the Board of Regents. The report focuses on progress toward Regents' goals three and four, and selected strategies relative to them. Data regarding faculty, staff and students are compared for IPEDS reporting years from 1995 through 2003.

Executive Summary:

- UNO made significant gains in the recruitment of faculty of color. There was an **82% increase in fulltime tenure and tenure-track faculty of color from 1995 to 2003**.
- **Minority student enrollments increased by about 5% since 1995**.
- Gains in the number of minority staff members are less dramatic. This is at least partially attributable to reductions in the workforce required by budget constraints.
- Retention of undergraduate students has shown increases across all categories. The most dramatic increases are seen in year two with **an average 17.2% increase.**
- Surveys of faculty, students, and staff indicate that UNO **maintains a climate conducive to diversity**.

Recommendations:

- Emphasize enrollment opportunities for African American students and the growing Hispanic population through programs such as the Aguante Project which serves Hispanic families and the African American Ambassadors pilot program designed to attract black students.
- Develop a comprehensive website for resources and information associated with campus diversity initiatives.
- Continue to emphasize mentoring programs for students, staff and faculty of color using models such as the Goodrich Scholarship Program and the Black Women Faculty and Staff "Lunch and Learn" Series.

Introduction:

In keeping with the focus of the university-wide Diversity Committee, UNO's Diversity Report for 2004 will address Regents' goals three and four, and selected strategies associated with them. Where appropriate, data charts are provided for IPEDS reporting years from 1995 to 2003.

Goal 3: Establish effective methods of recruitment and retention designed to achieve multicultural representation among faculty, staff, students, and administration.

UNO has made positive strides in recruiting and retaining students, staff, and faculty of color. Tables 1 through 7 show increases across categories over the 1995 base year.

- **Tenure and tenure-track faculty have increased from 39 in 1995 to 71 in 2003**, representing an 82% increase. Faculty of color represent a total of 17% of all fulltime faculty, an increase of 7.5% since 1995.
- Staff has increased about 2% (97-117).
- While the absolute number of fulltime students of color increased (912-956), the percentage of total fulltime students decreased (11% -10.8%).

2003-2004 Diversity Report
University of Nebraska at Omaha
Student Data

Table 1

Undergraduate Student Enrollment by Race/Ethnicity

Race/Ethnicity	1995			1997			1999			2001			2003		
	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
Asian	142	89	231	175	108	283	168	85	253	180	86	266	209	97	306
Black	487	245	732	482	236	718	425	231	656	430	203	633	419	198	617
Hispanic	189	106	295	219	95	314	225	82	307	236	106	342	245	94	339
Native American	52	20	72	44	22	66	34	24	58	38	11	49	34	11	45
Sub-total Minority	870	460	1,330	920	461	1,381	852	422	1,274	884	406	1,290	907	400	1,307
Non-Resident Alien	125	82	207	160	99	259	186	101	287	234	99	333	192	75	267
Unknown	267	251	518	253	179	432	268	167	435	265	129	394	275	115	390
White	5,911	3,955	9,866	5,550	3,453	9,003	5,842	2,821	8,663	6,523	2,598	9,121	6,746	2,392	9,138
TOTAL	7,173	4,748	11,921	6,883	4,192	11,075	7,148	3,511	10,659	7,906	3,232	11,138	8,120	2,982	11,102

Table 2

Graduate Student Enrollment by Race/Ethnicity

Race/Ethnicity	1995			1997			1999			2001			2003		
	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
Asian	11	15	26	13	26	39	18	37	55	16	50	66	21	40	61
Black	22	60	82	17	76	93	26	84	110	31	82	113	21	105	126
Hispanic	8	26	34	7	25	32	7	28	35	11	36	47	2	44	46
Native American	1	3	4	1	4	5	2	4	6	1	8	9	5	3	8
Sub-total Minority	42	104	146	38	131	169	53	153	206	59	176	235	49	192	241
Non-Resident Alien	67	36	103	100	53	153	86	72	158	172	89	261	189	113	302
Unknown	34	98	132	19	75	94	20	62	82	21	81	102	16	72	88
White	485	1,904	2,389	419	1,800	2,219	413	1,746	2,159	444	1,963	2,407	447	1,817	2,264
TOTAL	628	2,142	2,770	576	2,059	2,635	572	2,033	2,605	696	2,309	3,005	701	2,194	2,895

Table 3

First-Time Full-Time Degree-Seeking Undergraduate Retention Rate by Cohort by Race/Ethnicity

Cohort	Year 2			Year 3			Year 4			Year 5			Year 6		
	# Return	% Return	Grads	# Return	% Return	Grads	# Return	% Return	Grads	# Return	% Return	Grads	# Return	% Return	Grads
Asian															
Fall 1995 N= 23	15	65.2	0	10	43.5	0	8	34.8	0	5	21.7	3	5	21.7	0
Fall 1997 N= 35	26	74.3	0	22	62.9	0	19	54.3	2	14	40	9	8	22.9	3
Fall 2000 N= 41	34	82.9	0	32	78	0	32	78							
Black															
Fall 1995 N= 78	45	57.7	0	34	43.6	1	28	35.9	3	17	21.8	5	12	15.4	5
Fall 1997 N= 79	42	53.2	0	35	44.3	0	28	35.4	2	23	29.1	8	9	11.4	6
Fall 2000 N= 102	61	59.8	0	46	45.1	0	34	33.3							
Hispanic															
Fall 1995 N= 27	16	59.3	0	10	37	0	10	37	1	9	33.3	0	6	22.2	4
Fall 1997 N= 32	24	75	0	20	62.5	0	16	50	2	12	37.5	6	6	18.8	4
Fall 2000 N= 53	35	66	0	33	62.3	0	29	54.7							
Native American															
Fall 1995 N= 5	2	40	0	2	40	0	0	0	1	1	20	0	0	0	0
Fall 1997 N= 12	5	41.7	0	5	41.7	0	5	41.7	0	1	8.3	1	0	0	0
Fall 2000 N= 6	5	83.3	0	3	50	0	2	33.3							
TOTAL															
Fall 1995 N=	697	62.1	0	548	48.8	2	482	42.9	63	337	30	166	164	14.6	83
Fall 1997 N=	797	67.3	0	634	53.5	1	543	45.8	94	386	32.6	222	219	18.5	114
Fall 2000 N=	1,109	72.2	0	939	61.1	0	834	54.3							

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Table 4

Executive Administrative and Managerial/Professional Staff by Race/Ethnicity

Race/Ethnicity	1995			1997			1999			2001			2003		
	Full	Part		Full	Part		Full	Part		Full	Part		Full	Part	
	Time	Time	Total	Time	Time	Total	Time	Time	Total	Time	Time	Total	Time	Time	Total
Asian	5	1	6	9	0	9	5	0	5	7	1	8	9	1	10
Black	17	0	17	13	0	13	14	0	14	22	0	22	21	1	22
Hispanic	3	2	5	4	1	5	3	2	5	3	0	3	4	0	4
Native American	0	0	0	1	0	1	5	0	5	1	0	1	0	0	0
Sub-total Minority	25	3	28	27	1	28	27	2	29	33	1	34	34	2	36
Non-Resident Alien	0	0	0	1	0	1	1	0	1	3	0	3	2	0	2
Unknown	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	273	25	298	306	8	314	316	20	336	351	26	377	336	31	367
TOTAL	298	28	326	334	9	343	344	22	366	387	27	414	372	33	405

Table 5

Office/Service Staff by Race/Ethnicity

Race/Ethnicity	1995			1997			1999			2001			2003		
	Full	Part		Full	Part		Full	Part		Full	Part		Full	Part	
	Time	Time	Total	Time	Time	Total	Time	Time	Total	Time	Time	Total	Time	Time	Total
Asian	6	2	8	6	0	6	5	1	6	7	1	8	6	0	6
Black	47	0	47	48	1	49	45	1	46	74	1	75	63	1	64
Hispanic	17	0	17	18	20	38	14	0	14	17	0	17	14	0	14
Native American	2	0	2	2	0	2	3	0	3	2	0	2	0	1	1
Sub-total Minority	72	2	74	74	21	95	67	2	69	100	2	102	83	2	85
Non-Resident Alien	0	0	0	2	0	2	1	0	1	0	0	0	0	0	0
Unknown	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	373	24	397	376	3	379	363	19	382	338	21	359	324	20	344
TOTAL	445	26	471	452	24	476	431	21	452	438	23	461	407	22	429

2003-2004 Diversity Report

University of Nebraska at Omaha

Faculty Data

Table 6

Full-Time Tenure/Tenure Track Faculty by Race/Ethnicity

Race/Ethnicity	1995			1997			1999			2001			2003		
	Full	Part		Full	Part		Full	Part		Full	Part		Full	Part	
	Time	Time	Total	Time	Time	Total	Time	Time	Total	Time	Time	Total	Time	Time	Total
Asian	19	0	19	21	0	21	23	0	23	31	0	31	32	0	32
Black	11	0	11	18	0	18	18	0	18	24	0	24	22	0	22
Hispanic	8	0	8	8	0	8	7	0	7	11	0	11	10	0	10
Native American	1	0	1	0	0	0	0	0	0	6	0	6	7	0	7
Sub-total Minority	39	0	39	47	0	47	48	0	48	72	0	72	71	0	71
Non-Resident Alien	2	0	2	7	0	7	6	0	6	7	0	7	8	0	8
Unknown	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	338	0	338	343	0	343	331	0	331	322	0	322	321	0	321
TOTAL	379	0	379	397	0	397	385	0	385	401	0	401	400	0	400

Table 7

Full-Time Non-Tenure and Part-time Faculty by Race/Ethnicity

Race/Ethnicity	1995			1997			1999			2001			2003		
	Full	Part		Full	Part		Full	Part		Full	Part		Full	Part	
	Time	Time	Total	Time	Time	Total	Time	Time	Total	Time	Time	Total	Time	Time	Total
Asian	3	0	3	1	0	1	3	1	4	3	4	7	1	7	8
Black	5	5	10	3	3	6	3	1	4	5	25	30	4	18	22
Hispanic	2	1	3	2	3	5	3	3	6	2	9	11	2	10	12
Native American	0	1	1	0	1	1	1	0	1	2	2	4	2	2	4
Sub-total Minority	10	7	17	6	7	13	10	5	15	12	40	52	9	37	46
Non-Resident Alien	3	0	3	4	0	4	4	0	4	9	3	12	6	0	6
Unknown	0	0	0	0	0	0	0	0	0	0	4	4	0	2	2
White	48	13	61	49	12	61	51	25	76	59	318	377	56	271	327
TOTAL	61	20	81	59	19	78	65	30	95	80	365	445	71	310	381

Progress on Strategies for Goal 3:

The priority of recruiting and retaining faculty, staff, and students of color is demonstrated through the number of efforts underway. These strategies complement and support the Regents Minority Affairs Goals.

- **Strategy A** emphasizes role models, active and successful affirmative action participation, and personal networking within fields. UNO's Diversity Action Plan focuses on maintaining progress in recruitment and retention, through quarterly reports to each Vice Chancellor to ensure that goals and objectives are accomplished.

- The College of Public Affairs and Community Service (CPACS) serves as a model for cooperation with the Omaha community in welcoming candidates for employment and their families. By introducing candidates to leaders in the minority community, often in a social setting, candidates can network and initiate potential business contacts. CPACS also uses its extensive community network to find employment for dual career couples. These efforts are consistent with those described in **Strategy B**.

- **Strategy C**'s focus on mentoring and development opportunities is emphasized in the Black Women Faculty and Staff "Lunch and Learn" Series. This emphasis is also reflected in the participation of several UNO faculty and staff members in the National Faculty Center Institute which "promotes learning-centered education as one means of facilitating success for diverse learners."

- The Goodrich Scholarship Program, a recent recipient of the distinguished national Hesburgh Award, serves as a model for success in retaining students of color through mentoring and supporting first-generation college students. The African American Ambassadors pilot program, implemented in March 2004, will determine the effectiveness of UNO's recruitment efforts among African American high school students. These efforts are consistent with **Strategy E**, which focuses on recruiting students of color, while providing effective formal and informal support systems once on campus.

- UNO's Aguante Project serves as a tool for both recruitment and retention of students from bilingual families. The recently-approved Latino/Latin American Studies major provides the opportunity for businesses, policy makers, scholars, and students to tap into interdisciplinary studies. These efforts reflect the focus of **Strategy F**, in providing recruiting methods that are meaningful to bilingual families.

Goal 4: Create and maintain a climate conducive to success for all peoples.

UNO regularly surveys faculty, staff and students to obtain their feedback about experiences on campus. Included in these surveys are several questions about the campus climate for diversity. Three recent surveys offer valuable feedback.

- The UNO Office of Diversity and Equal Opportunity conducted a survey of all staff in fall 2003 to gage perceptions of on-the-job experiences. Over 70% of the respondents strongly agreed or agreed that diversity is valued at UNO. When asked if they had "personally experienced discrimination that includes race, sex, color, religion, national origin, marital status, sexual orientation, age and/or disability," 17% of the respondents strongly agreed or agreed.

- In a faculty survey conducted in fall 2001, participants identified the recruitment of more minority students and the creation of a diverse multicultural campus environment, as issues of the highest priority in undergraduate education. Over 90% of the respondents agreed that a racially/ethnically diverse student body enhances the educational experience of all students.

- In an outcomes survey of UNO students graduating in December 2003, nearly 64% indicated they had become more tolerant of cultural diversity through UNO courses. About the same percentage also indicated they had become more aware or sensitive to diversity of cultures as a result of their UNO courses.

Progress on Strategies for Goal 4:

UNO's recently completed "Diversity Action Plan" offers measurable, identifiable and concrete strategies to foster a campus culture of inclusion. It complements and supports the three strategies associated with Goal 4:

Strategy A stipulates that appropriate steps be taken to eliminate discrimination within the University of Nebraska. UNO's policy on prohibited discrimination is clearly stated and widely disseminated, and formal procedures are in place for resolution of complaints. The Assistant to the Chancellor for Diversity and Equal Opportunity has oversight responsibility for discrimination issues. She has extensive experience in mediation and conflict resolution, and conducts workshops throughout the year to familiarize faculty, students and staff with issues related to prohibited discrimination.

One such program, "Pathways to Harmony," addresses the issue in **Strategy B,** the creation of a campus climate "…in which all faculty, staff and students feel respected and comfortable…" Over 600 UNO staff, faculty and students have participated in "Pathways" since its inception in 1998. The program's mission "to nurture a harmonious university community characterized by awareness, integrity, cooperation and mutual respect…" speaks directly to the issues of collegiality and civility described in **Strategy B**.

Increasing multicultural awareness is the focus of **Strategy C**. As a metropolitan university, UNO is committed to creating an inclusive educational environment reflective of the diverse community it serves. On an almost daily basis, there are workshops, festivals, film series, presentations, conferences, and other events on campus that introduce students, staff, faculty and community members to the multicultural experience. Two recent additions are representative: "Color Me Human" Week, sponsored by the American Multicultural Student Agency, celebrates the diversity of backgrounds, cultures, beliefs and lifestyles that are part of the UNO community. And, the UNO "Women of Color" awards luncheon honors those who have made significant contributions to the Omaha community. It is co-sponsored by ConAgra Foods, State Farm Insurance and Cox Communications.

University of Nebraska Medical Center
2003 – 2004 Diversity Report

This report has been prepared by Valda Boyd Ford, Director of Community and Multicultural Affairs on behalf of the Cultural Competence Development Steering Committee of the University of Nebraska Medical Center. The information provided in this report will focus on strategies and activities associated with two of its goals: establishing effective methods of recruitment and retention designed to achieve multicultural representation among faculty, staff, students and administration; and creating and maintaining a climate conducive to success for all people. Data regarding faculty, staff and students are compared for IPEDS reporting years from 1995 through 2003, where applicable. Footnotes are used to explain the data tables.

Executive Summary:

- Activities at UNMC have centered around facilitating an environment where people feel good about being at the university. Two comprehensive reports, the 2002 Workforce Response to Environmental Assessment and the 2002 Employee Satisfaction Survey provided the foundation for subsequent efforts to strengthen positive aspects of UNMC's diversity plan and make improvements as needed.

- Collaborations with outside Universities and area organizations, i.e. Urban League and Chicano Awareness Center, that are sensitive to and advocates for diversity have been established or enhanced.

- Efforts focus on employee development, leadership enhancement, relationship building, and developing skill-sets and competencies.

Recommendations:

- Continue to build or strengthen an infrastructure that supports and protects efforts to enhance diversity.

- Evaluate existing policies to ensure that real or perceived barriers are addressed and/or eliminated.

- Strengthen existing relationships and build new relationships that foster successful partnerships on the campus and in the community.

- Maintain the positive community partnerships in health care access, education, advocacy and research.

- Develop a mechanism to adequately assess reasons why applicants for employment and education decide to seek other venues.

- Continue leadership development, comprehensive education of faculty, staff and students on cultural competence, and mentoring/fellowship opportunities.

Introduction

In 1993, the Board of Regents approved the *Minority Affairs Goals and Strategies* strategic plan that delineates goals, strategies, and activities designed to increase diversity at the University of Nebraska Medical Center (UNMC). The information provided in this report will focus on strategies and activities associated with two of its goals:

Goal 3: Establish effective methods of recruitment and retention designed to achieve multicultural representation among faculty, staff, students and administration; and

Goal 4: Create and maintain a climate conducive to success for all people.

At the University of Nebraska Medical Center, efforts to develop an environment where all people feel good about being here is the foundation of all activities. While numerical measurements are important in determining the effectiveness of efforts to diversify the faculty, staff, and student bases, efforts to do so without first changing the social climate will result in a revolving door effect where employees and students come and go in equal numbers. As such, our efforts and this report reflect strategies designed to effect substantive organizational culture shifts that provide for a welcoming, nurturing and productive environment.

Recruitment and Retention

Diverse effective methods of recruitment and retention have been designed to achieve multicultural representation among faculty, staff, students and administration at UNMC. The continued need to work toward this effort is illustrated in student enrollment (undergraduate and graduate), staff demographics, and faculty representation (frequencies provided in Tables 1-7 enable comparisons between 1995, 1997, 1999, 2001, and 2003, except for staff; data for staff are not available until 1999, as, due to the merger of University Hospital and Clarkson Hospital in 1998, there was a divestiture of 2800 UNMC employees.) Multitudes of strategies and activities have been implemented and are summarized below.

Incentives for active and successful participation of highly qualified staff and administrators are being established with success. For example, Rubens Pamies, MD was hired as Vice Chancellor for Academic Affairs, and is the first person of color in that or a similar post; Jose' Romero, MD continued as chief recruitment officer for Hispanic/Latino students. Additionally, participation in enrichment opportunities and fellowships for faculty and staff are provided and encouraged. Examples include:

➢ Richard Rigmaiden, MD, Chairman of the Minority Health Education, Research, and Outreach program (MHERO) participated in the Minority Faculty Development Fellowship American Association of Medical Colleges (AAMC) at Georgetown University;

➢ Kristie Hayes, MD, advanced to the position of Assistant Dean for Students and Multicultural Affairs in the College of Medicine;

➢ Valda Ford, MPH, Director of Community and Multicultural Affairs is participating in the Kellogg Foundation International Center for Health Leadership Development at the University of Illinois at Chicago; and

➢ Antonia Correa, MS, is participating in the Latino Council on Alcohol and Tobacco Fellowship.

Additional activities designed to make candidates for University employment feel welcome at work and in the local communities are in place. They include relationships with local community service organizations such as the Urban League, the Chicano Awareness Center, and with Tribal leaders to provide a more direct link with community members of color and

to learn of concerns or kudos from the public regarding these relationships; continued participation at minority career fairs; partnering with Nebraska Department of Vocational Rehabilitation; provision of interview skills training to residents at Girls and Boys Town; serving as the health care anchor at the MultiCultural Expo; conducting Performance Leadership Seminars and workshops to enhance supervisors, and managerial skills in Planning, Feedback, and Reward and Recognition (with the intended outcome of facilitating clarity of understanding what is expected of employees, regardless of ethnicity or race, and provide tools for ongoing dialogue and feedback to employees to maintain and retain qualified committed employees). Other efforts include initiation of formalized "market pricing" process for all job reclassification, or new job development requests, resulting in externally competitive opportunities and internally equitable establishment at pay levels.

The *Workforce Response to Environmental Assessment* report revealed a need for comprehensive training in the area of cultural competency. As such, a formal Training-of-Trainers (T-O-T) program is in progress that will increase the number of faculty, staff, and administrators on the UNMC campus who have in-depth knowledge about cultural competency, e.g., the knowledge and skills necessary to create an environment that respects the values and needs of all people and develops policies and procedures to facilitate such an environment. Participants in the T-O-T program come from 13 different departments and include representatives from clinical programs, human resources, information technology, research programs, counseling services, community outreach, and continuing education. They will serve as trainers on issues of diversity that encompass everything from respect for others to rules, regulations, and laws that guide clinical practice in the areas of vulnerability, linguistic access and cultural diversity.

A mechanism for addressing the reasons why people of color have declined offers of employment at the University will be determined and addressed in order to inform us about the current environment, unseen barriers to success and participation, and recruitment and retention strategies. The Faculty Senate evaluates the decision to decline faculty employment opportunities; however, the evaluation by racial/ethnic status is currently under development and could not be provided in this report.

To learn more about what specific factors contribute to retention, UNMC Human Resources staff developed and implemented the *2002 Employee Satisfaction Survey* in the Fall of 2002. The 30-question survey is designed to gather baseline information concerning employee perspectives about working at UNMC and to identify areas where improvement may be needed. To further define employee opinions, 8 employee focus group sessions are planned for April 2004. *Employee Turnover Data* and *Applicant Tracking Systems* also are being developed as part of this effort.

Recruiting students of color nationally continues but not to the exclusion of enhancing recruitment efforts aimed towards multicultural residents of Nebraska. Below are descriptions of activities implemented within the UNMC campus, with in-state partners, as well as out of state; all are designed to increase the number of students of color and to create a nurturing multicultural UNMC environment in which they will flourish.

Campus activities:

➢ Continue outreach efforts to Omaha Public School elementary, middle, and high school students and Jesuit Middle School through Community Academy, and Career Connections.

➢ Facilitated an increase in the number of undergraduate minority students on campus in research laboratories from 15 to 22 in summer 2003.

➢ Developing a Summer Enrichment Program for undergraduate students on campus in research laboratories that will be offered this summer from June to August, 2004.

➢ Secured National Cancer Institute funding through the Continuing Umbrella Research Experience (CURE) program to provide stipends for minority and first generation high school and undergraduate students engaged in cancer research in summer 2004.

➢ Anticipating another year of Nebraska EPSCoR funding [NASA funding to Nebraska (UNL) for the Experimental Program to Stimulate Competitive Research] to facilitate minority undergraduate students engaged in research this summer.

➢ Received minority undergraduate research supplement funding from ten NIH institutes to support students in UNMC summer laboratory experiences.

In-state partnership activities:

➢ Graduating first NU-PATHS student (Dental Hygiene) from UNL in May, 2004.

➢ Admitted first NU-PATHS students (College of Medicine, College of Pharmacy) to UNK in fall, 2003.

➢ Shared with Creighton University the Community Service Award from American Association of Medical Colleges.

➢ Developing a NIH research proposal focused on Stroke Prevention with Creighton University and 12 local African-American churches.

➢ Continued the partnership with INROADS, providing UNMC internships for outstanding minority college students in the Omaha-Council Bluffs area.

➢ Implementing the Physically Healthy and Toned Kidz (PHAT) program through partnerships with Boys and Girls Clubs, and Girls, Inc. This program is a research and service-learning program that allows Allied Health students to work with minority and socioecomically disadvantaged youth. This opportunity affords participants with an in-depth cultural immersion and provides the youth members with direct access to health care role models.

Out-of-state partnership activities:

➢ Completed the 3rd formal affiliation agreement with the University of Arkansas at Pine Bluff, a historically black university.

➢ Negotiating with historically black colleges and universities (Tennessee State University, Spelman College, Bennett College, Virginia State University and St. Paul's College) to develop formal affiliation agreements.

➢ Partnered with Fort Lewis College, a college with a high Native American student enrollment, to seek Minority Access to Research Careers (MARC) funding. MARC Students (2) from Fort Lewis College are scheduled to be on UNMC campus for research experiences in summer 2005.

➢ Scheduled UNMC Recruitment Day at Dillard University for October, 2004.

➢ Launching faculty exchange program with Dillard University in November, 2004.

➢ Developing a grant proposal with St. Paul's College (HBCU) in response to a NIH initiative focused on enhancing the research infrastructure of historically black colleges and universities.

➢ Through the relationship with Dillard University, 10 minority students from Omaha Public Schools have been admitted to the Gilbert Academy summer program.

Student recruiting methods that are meaningful for bilingual families also are being developed and implemented. For example, we have begun the development of a core curriculum on culturally and linguistically appropriate services that will address the student application and interview process, faculty and staff recruitment, hiring, retention, mentoring, and enrichment. We have also increased the availability of bilingual staff or volunteers at community events.

Faculty and staff of color, as well as volunteers, are crucial role models. Therefore, mentoring and professional development opportunities for people of color are being encouraged and reviewed for effectiveness, where among other things, they also assist in creating a nurturing multicultural environment where all persons at UNMC feel welcome and flourish. Highlighted activities include:

➢ The redevelopment of a formal mentoring program has started. Human Resources has contracted with Career Design to have focus groups to determine how to improve the program. Recommendations will be tested and implemented in the near future.

➢ "Foundations for Success", an in-house staff development program serves many purposes. Its main function is to expose non-managerial employees to the types of training that will help them to advance in the organization. "Foundations for Success" is a four-session career development and networking experience for office service employees. The series is designed to provide participants with career development information and access to UNMC resources that will assist them in their career choices. The goal of the series is to provide an opportunity for employees to acquire additional knowledge and skills that will enhance job performance, maximize career potential and bring value to the University of Nebraska Medical Center. There is a disproportionate representation of underrepresented minorities (URM) in this category and there has been an intentional over-election of URM into the program. By bringing people together from across the campus, new relationships are formed; people who may have felt isolated as "the only" one in their areas have the opportunity to network with similar people or feel empowered because of the quality of learning opportunities offered.

➢ The "Administrative Colloquium" is a one-year course composed of a series of four 8-hour workshops. In addition, there are two 2-hour meetings that take place during February and August to allow participants to network with each other and to work on their projects. Aside from the required course-work, each participant is required to complete a personal growth project that demonstrates the application of the course content to the very specific need of the participant in his/her daily learning and working activities. The personal growth project may be presented either as a poster display or as a short oral presentation at the Colloquium Graduation.

Expanding employment-advertising efforts is yet another strategy that has been implemented to increase multicultural representation among faculty, staff, students, and administration at UNMC. They now include *Nuestro Mundo* (a Spanish-language newspaper) and continue with the *Omaha Star* (traditionally targeted to African Americans) and online with

Career Link. A new print advertising campaign with a focus on diversity, *I work here . . . Maybe you should too*, featuring current UNMC employees, began March 14, 2004 and will continue throughout 2004. The models are UNMC employees and represent a variety of people of different racial/ethnic backgrounds.

Other mediums to increase multicultural representation and inclusion have been implemented. UNMC, with an award from Association of Academic Health Centers, has developed and implemented, "Eliminating Health Disparities in Omaha: A Collaborative Approach" and lead the way in developing a comprehensive strategy to improve the health of and recruit from the most vulnerable in the society. UNMC partners with Heartland Latino Leadership Council, LLC to provide an annual conference that brings approximately 600 people to Omaha. The conference stresses educational, business, and social opportunities for Latinos; addresses issues of cultural competency, and provides over a dozen college scholarships for gifted Latino students.

Finally, the Employee Diversity Network (EDN) continues and has been strengthened. Its mission is to support the growth and development of cultural competency/awareness for all at The Nebraska Medical Center, University of Nebraska Medical Center and University Medical Associates. Community members are always invited to EDN sponsored events.

Conducive Climate for All

The aforementioned strategies and activities to increase diversity at UNMC also serve to create and maintain a climate conducive to success for all people, thus serving multiple purposes. Nevertheless, 3 different additional strategies were delineated to create and maintain a conducive climate; highlighted events and activities implemented to achieve this end are noted below:

1. *Unfair, illegal, and irrational discrimination should not be tolerated in any form within the University of Nebraska. Appropriate steps to eliminate this type of discrimination should be swift and effective.*

   ➢ Annually, a letter from the Chancellor, explaining the non-discrimination policy, is distributed to all employees and students. Supplemental copies are distributed to incoming staff at New Employee Orientation and in the on-line version of the *Student Handbook*.

   ➢ Human Resources staff utilizes a mediation style that addresses complaints or concerns before they rise to the level of a grievance. This practice effectively allows employees the opportunity to speak out about topics that are emotion-evoking without going through a formal process. Human Resources' specialists then develop educational opportunities and other solutions to address difficult issues.

2. *Every effort should be made to create a university campus in which all faculty, staff, and students feel respected and comfortable and in which success is possible and obtainable. Seemingly simple information is greatly appreciated.*

   ➢ Human Resources provided the funding for *Foundations for Success*, and for the courses provided in cooperation with Metropolitan Community College's Workforce Development Institute (*Business Writing, Command Spanish®,* and *English as a Second Language*).

   ➢ T-O-T program (described on page 2 of this report).

   ➢ Specific retreats and training opportunities for faculty on cultural competency.

- ➢ Frequent recognition of and celebration of cultural events which may include formal presentations, culturally specific art and/or music, panel presentations, roundtable discussions, or theatrical presentations.
- ➢ New House Officer orientation.
- ➢ Foundations for Success (described on page 4 of this report).
- ➢ Administrative Colloquium (described on page 4 of this report).

3. *Every effort should be made on campus to dispel the ignorance or anxiety associated with multicultural experiences. The multicultural experience is not to be feared or dismissed; the experience should be viewed and shared by each campus as an important step toward maturity, balance, equity, social justice, and racial harmony.*
   - ➢ EDN activities (described on page 5 of this report).
   - ➢ UNMC Today articles.
   - ➢ Course content on cultural competency for all first year students.
   - ➢ Unit-based cultural celebrations and presentations.

Overall Success

After reviewing all the activities highlighted in this report—sustained and new—one can conclude that the environment at UNMC is being affected, where these targeted efforts seek to achieve an increase in multicultural representation among faculty, staff, students and administration (goal 3) and create and maintain a climate that is conducive for all people (goal 4). Although there is room for improvement, increased or sustained enrollment or employment among the following groups serves as one positive indicator attributed to such targeted efforts: Black and non-resident alien undergraduates (Table 1); Black, Hispanic, Native American and non-resident alien graduate students (Table 2); Hispanic, Native American, and non-resident alien managers/professionals (Table 4) and office/service staff (Table 5); Asian and non-resident alien full-time tenure track faculty (Table 6) and full-time non-tenure and part-time faculty (Table 7). At minimum, successful implementation and achievement of these two goals is laying a solid foundation for continued and future success where UNMC equitably represents the diversity of those served.

APPENDIX

Table 1. Undergraduate student enrollment by race/ethnicity
Table 2. Graduate student enrollment by race/ethnicity
Table 3. First-time full-time retention rate by cohort by race/ethnicity
Table 4. Managerial/professional staff by race/ethnicity
Table 5. Office/service staff by race/ethnicity
Table 6. Full-time tenure track faculty by race/ethnicity
Table 7. Full-time non-tenure and part-time faculty by race/ethnicity

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Student Data

Table *UNMC 1*
Undergraduate Student Enrollment by Race/Ethnicity

Race/Ethnicity	1995			1997			1999			2001			2003		
	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
Asian	10	3	13	12	3	15	14	3	17	7	2	9	6	0	6
Black	13	3	16	14	3	17	6	2	8	2	2	4	13	1	14
Hispanic	27	0	27	12	1	13	18	1	19	17	3	20	16	1	17
Native American	6	2	8	5	1	6	4	1	5	0	0	0	1	0	1
Sub-total Min.	56	8	64	43	8	51	42	7	49	26	7	33	36	2	38
Non-Resdnt Alien	1	0	1	4	1	5	1	2	3	1	0	1	5	2	7
Unknown	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	775	83	858	707	73	780	653	59	712	541	88	629	617	80	697
TOTAL	832	91	913	754	82	836	696	68	764	568	95	663	658	84	742

Table *UNMC 2*
Graduate Student Enrollment by Race/Ethnicity[1]

Race/Ethnicity	1995			1997			1999			2001			2003		
	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
Asian	70	12	82	63	6	69	95	8	103	92	4	96	85	7	92
Black	30	4	34	26	5	31	30	4	34	32	5	37	19	9	28
Hispanic	29	1	30	29	1	30	27	3	30	22	3	25	31	8	39
Native American	8	0	8	10	1	11	10	0	10	7	1	8	10	1	11
Sub-total Min.	137	17	154	128	13	141	162	15	177	153	13	166	145	25	170
Non-Resdnt Alien	71	10	81	53	13	66	71	7	78	103	18	121	106	18	124
Unknown	0	0	0	0	0	0	0	0	0	0	2	2	0	0	0
White	1334	273	1607	1365	210	1575	1351	220	1571	1489	283	1772	1528	301	1829
TOTAL	1542	317	1859	1546	236	1782	1584	242	1826	1745	316	2061	1779	344	2123

[1] All masters' degrees and Ph.D., M.D. D.D.S., Pharm.D. degrees; includes all students beyond bachelor's degree.

Table *UNMC 3*
First-Time Full-Time Retention Rate by Cohort by Race/Ethnicity[2]

Cohort	Year 2			Year 3			Year 4			Year 5			Year 6		
	# Rett	% Ret.	Grads	# Ret.	% Ret.	Grads	# Ret.	% Ret.	Grads	# Ret.	% Ret.	Grads	# Ret.	% Ret.	Grads
Asian															
Black															
Hispanic															
Native American															
TOTAL															

[2] UNMC has no entering freshman so no first-time full-time retention rate by cohort by race/ethnicity. Not applicable to this campus.

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Table *UNMC 4*
Managerial/Professional Staff by Race/Ethnicity[4]

Race/Ethnicity	1995			1997			1999[4]			2001[5]			2003[6]		
	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
Asian							88	3	91	71	2	73	78	3	81
Black							22	2	24	37	6	43	37	3	40
Hispanic							10	1	11	22	3	25	27	2	29
Native American							4	0	4	3	1	4	3	0	3
Sub-total Min.							124	6	130	133	12	145	145	8	153
Non-Resdnt Alien							27	0	27	140	55	195	159	3	162
Unknown							0	1	1	0	0	0	0	0	0
White							806	89	895	1240	168	1408	1273	144	1417
TOTAL							957	96	1053	1513	235	1748	1577	155	1732

Table *UNMC 5*
Office/Service Staff by Race/Ethnicity

Race/Ethnicity	1995			1997			1999			2001			2003		
	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
Asian							12	7	19	8	1	9	4	6	10
Black							75	8	83	89	5	94	77	9	86
Hispanic							13	6	19	20	4	24	22	9	31
Native American							3	0	3	3	1	4	5	1	6
Sub-total Min.							103	21	124	120	11	131	108	25	133
Non-Resdnt Alien							0	0	0	3	2	5	6	3	9
Unknown							2	0	2	0	0	0	0	0	0
White							650	208	858	683	75	758	661	177	838
TOTAL							755	229	984	806	88	894	775	205	980

[3]Due to the loss of over 2800 employees with the merger of University Hospital into (then) Nebraska Health System in 1998, UNMC staff data reports will start with 1999.

[4]1999 data does not include House Officers and executive-administrative data (POA group 61).

[5]2001 data does not include executive-administrative staff (POA group 61).

[6]2003 data includes all managerial/professional employees, House Officers, and executive administrative staff (POA group 61).

Table *UNMC 6*
Full-Time Tenure/Tenure Track Faculty by Race/Ethnicity

Race/Ethnicity	1995			1997			1999[8]			2001			2003		
	Full Time	[7]Part Time	Total	Full Time	[7]Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
Asian	12		12	15		15	38	0	38	46	0	46	49	0	49
Black	0		0	0		0	4	0	4	4	0	4	5	0	5
Hispanic	1		1	2		2	10	0	10	10	0	10	7	0	7
Native American	0		0	0		0	0	0	0	0	0	0	0	0	0
Sub-total Min.	13		13	15		17	52	0	52	60	0	60	61	0	61
Non-Resdnt Alien	0		0	0		0	0	0	0	18	0	18	22	0	22
Unknown	0		0	0		0	0	0	0	0	0	0	0	0	0
White	183		183	180		180	418	0	418	430	0	430	449	0	449
TOTAL	196		196	197		197	470	0	470	508	0	508	532	0	532

Table *UNMC 7*
Full-Time Non-Tenure and Part-time Faculty by Race/Ethnicity

Race/Ethnicity	1995[9]			1997[9]			1999			2001			2003		
	Full Time	[7]Part Time	Total	Full Time	[7]Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
Asian	32		32	24		24	13	4	17	12	4	16	16	2	18
Black	5		5	6		6	4	0	4	4	0	4	4	2	6
Hispanic	10		10	9		9	7	0	7	2	0	2	2	2	4
Native American	2		2	0		0	0	0	0	0	0	0	0	0	0
Sub-total Min.	49		49	39		39	24	4	28	18	4	22	22	6	28
Non-Resdnt Alien	17		17	16		16	0	0	0	13	1	14	24	6	30
Unknown	0		0	0		0	0	0	0	0	0	0	0	0	0
White	359		359	354		354	142	178	320	138	149	287	128	167	295
TOTAL	425		425	409		409	166	182	348	169	154	323	174	179	353

[7]Data not kept on part-time faculty in 1995 and 1997.

[8]Beginning in 1999, faculty on Health Professions contracts were included in the table *Full-Time Tenure and Tenure-Track Faculty by Race/Ethnicity*.

[9]In 1995 and 1997, faculty on Health Professions contracts were included in the table *Full-Time Non-Tenure and Part-Time Faculty by Race/Ethnicity*.

University of Nebraska at Kearney
2003-2004 Diversity Report to the Board of Regents

This report was prepared by Bryan Samuel and Claude Louishomme, members of the 2003-2004 University-wide Diversity Committee. It includes strategies used by the University of Nebraska at Kearney to accomplish Goals 3 and 4 of the Board of Regents' Minority Affairs Goals and Strategies. Data regarding faculty tenure and status by ethnicity, staff status by ethnicity, and student enrollment status by ethnicity is presented in tables for comparison years of 1995, 1997, 1999, 2001 and 2003. Student retention data is also provided for the 1997 and 2000 cohorts.

Executive Summary

1. In the last 3 years, strategies for recruiting multicultural faculty and staff have been enhanced.
2. Although recruitment of multicultural faculty continues to be a challenge, in the past 8 years, representation of full time tenure/tenure track multicultural faculty has <u>increased</u> 143% while total faculty numbers have <u>decreased</u>.
3. Diversity training and maintaining a climate conducive to success for all peoples remains a high priority for the campus.
4. Resources dedicated to the recruitment and retention of multicultural students have been enhanced. Results have been encouraging.

Recommendations

1. Efforts to recruit multicultural faculty and staff should remain a priority.
2. Continue to provide diversity and sensitivity training for all employees.
3. Continue benchmarking the campus' progress in hiring, retaining and promoting faculty and staff of color.
4. In light of the many and varied initiatives that are going forward, examine whether current administrative structure is adequate to monitor multicultural issues and advise the Chancellor about appropriate strategies.
5. Consider establishing partnerships with community members to identify strategies that enhance the attractiveness of the Kearney community for multicultural persons and their families.

Regents' Goal # 3: Establish effective methods of recruitment and retention designed to achieve multicultural representation among faculty, staff, students and administration. Incentives for active and successful affirmative action participation should be established. Establishment of vitae banks, use of minority directories, personal networking within fields of study and consortiums are recommended recruiting tools.

Efforts to recruit faculty of color are evident in strategies employed by the colleges. Although disciplinary and interdisciplinary considerations are the primary factors that guide searches, to the greatest extent possible, job descriptions are developed to maximize the number of multicultural applicants. Faculty search committees include female and/or multicultural representation. Additionally, informal networks searches of other institutions, associations and graduate schools to identify potential minority and/or female candidates are used to identify prospective opportunity hires. Data on faculty recruitment yields are represented in tables 1 and 2 below.

Table 1: Full Time Tenure/Tenure Track Faculty by Race/Ethnicity

Race	1995			1997			1999			2001			2003		
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
Asian	5		5	6		6	10		10	8		8	8		8
Black				1		1	2		2	2		2	2		2
Hispanic	1		1	2		2	4			6		6	5		5
Native American	1		1	1		1	3		3	2		2	2		2
Sub-total	7	0	7	10	0	10	19	0	19	18	0	18	17	0	17
Non-res Al	3		3	2		2	1		1	2		2	5		5
Unknown			0			0			0			0			0
White	255		255	249		249	235		235	229		229	217		217
Total	265		256	261	0	261	255	0	255	249	0	249	239	0	239

Table 2: Full-Time Non-Tenure and Part-Time Faculty by Race/Ethnicity

Race	1995			1997			1999			2001			2003		
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
Asian			0	1		1	1		1	2	2	4	1	1	2
Black		1	1	1		1			0		1	1			0
Hispanic	2	2	4	2	3	5	1	5	6	1		1	1		1
Native American			0	1		1			0			0			0
Sub-total	2	3	5	5	3	8	2	5	7	3	3	6	2	1	3
Non-res Al			0			0			0	1	2	3			0
Unknown			0			0			0			0			0
White	44	108	152	49	120	169	64	86	150	59	81	140	55	85	140
Total	46	111	157	54	123	177	66	91	157	63	86	149	57	86	143

Recruitment of minority faculty and staff at UNK involves the initiatives of the individual colleges and departments, supplemented by the Office of Affirmative Action and Equal Opportunity and the Dual Career Program. The Affirmative Action Office works with hiring departments to recruit faculty and staff of color. Through the Affirmative Action Office, regional and national mailing lists are available to distribute job vacancy notices to institutions with significant minority enrollments. In addition UNK purchases a listing of minorities graduating with PhDs so that departments can contact potential applicants directly. In 2003 UNK purchased a membership to HigherEdJobs.com, one of the largest job databases which focus exclusively on college and university positions. In addition to the regular advertisements in publications such as Black Issues in Higher Education and Women in Higher Education, HigherEdJobs.com offers UNK the optional Affirmative Action Email which is sent weekly to 29,013 (and growing) higher education job seekers. Strategies utilized at UNK include the following.

- The Office of Affirmative Action/Equal Opportunity supplies mailing labels for minority/women colleges and universities to campus departments interested in increasing the number of minority/female applicants for staff positions.
- By comparing the affirmative action cards that are returned to the Office of Affirmative Action/Equal Opportunity and reviewing the shortlist submitted for each position, the Office of Affirmative Action/Equal Opportunity oversees the shortlist and may request explanations for shortlists without minority/women candidates.
- The Office of Affirmative Action/Equal Opportunity routinely provides advertising source updates departments.

The Affirmative Action Office will continue to update and develop creative ways to recruit faculty and staff of color in 2004.

The Dual Career Program (www.unk.edu/offices/dcp) was created in 1998 in response to career concerns of the accompanying partners of qualified applicants and employees. The program is offered to relocating partners of faculty, administrators, and staff and provides them with up-to-date information about local businesses, networking opportunities, support during the job search, and résumé and cover letter assistance and review. A recent survey (Fleig-Palmer, Murrin, Palmer, Rathert, 2003) established that the program is comparable to the best programs in the nation (e.g., Cornell University, Purdue University, and University of Iowa). Data on multicultural staff recruitment yield are represented in tables 3 and 4 below.

Fleig-Palmer, M., Murrin, J., Palmer, D. K., & Rathert, C. (2003, April). Meeting the needs of dual-career couples in academia. Paper presented at the Dual Career Conference, Iowa City, IA, April, 2003.

Table 3 Managerial/Professional Staff by Race/Ethnicity

Race	1995 Full-Time	1995 Part-Time	1995 Total	1997 Full-Time	1997 Part-Time	1997 Total	1999 Full-Time	1999 Part-Time	1999 Total	2001 Full Time	2001 Part Time	2001 Total	2003 Full Time	2003 Part Time	2003 Total
Asian			0			0			0			0			0
Black	2		2	2		2	2		2	4		4	3		3
Hispanic			0	1		1	1		1			0	1	1	2
Native American	1		1	1		1			0			0			0
Sub-total	3	0	3	4	0	4	3	0	3	4	0	4	4	1	5
Non-res Al			0	1		1			0	3		3	2	1	3
Unknown			0			0			0	1		1			0
White	104	13	117	134	14	148	132	15	147	147	15	162	145	29	174
Total	107	13	120	139	14	153	135	15	150	155	15	170	151	31	182

* Data includes Exec and Mgr/Prof

Table 4: Office/Service Staff by Race/Ethnicity

Race	1995			1997			1999			2001			2003		
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
Asian	1		1	1		1	1		1	1		1		1	1
Black	1		1	1		1			0			0	2		2
Hispanic	10	1	11	9	1	10	9	1	10	6	1	7	8	1	9
Native American	1		1	2		2	1		1			0			0
Sub-total	13	1	14	13	1	14	11	1	12	7	1	8	10	2	12
Non-res Al			0			0			0			0			0
Unknown			0			0			0	1		1			0
White	213	20	233	223	21	244	213	20	233	216	17	233	207	19	226
Total	226	21	247	236	22	258	224	21	245	224	18	242	217	21	238

* Data includes Tech/Para, Clerical, Crafts and Service

Efforts have been implemented to improve the number of multicultural students attending UNK. In August 2001 the Office of Admissions hired a Hispanic Recruiter to assist with establishing inroads in selected cities and townships with high Hispanic student populations. The Hispanic Recruiter also coordinates new advertising strategies for the Office of Admissions. These new strategies include advertising in Hispanic publications "El Perico," out of Omaha, Nebraska and "Buenas Dias," out of Grand Island, Nebraska. El Perico services Omaha, Lincoln, Fremont and Schuyler, Nebraska as well as Council Bluffs, IA. Buenas Dias services central Nebraska. Additionally, UNK publishes student information in Spanish. In August of 2002, the Admissions Office created the position of Coordinator for Multicultural Recruitment. The Coordinator for Multicultural Recruitment is responsible for state and regional recruiting strategies designed to pique the interest of students from underrepresented populations. The strategies have included the following.

- In October of 2003, the first annual Multicultural Scholars and Leaders Day program was realized. The Multicultural Scholars and Leaders Day program invites the best and brightest high school multicultural prospects to speak with faculty and students, tour campus facilities and discuss merit and talent based scholarship opportunities offered by UNK. In its first year, the program hosted more than 150 multicultural students from across the state of Nebraska as well as students from Garden City, Kansas.
- In March of 2003, the University of Nebraska at Kearney hosted its first annual Cultural Unity Conference. The Cultural Unity Conference consists of multiple workshops and a keynote luncheon and is designed to assist under-represented students in grades 9-12 with addressing perceived barriers to higher education. In its debut, the Cultural Unity Conference hosted more than 130 students, from central Nebraska and Garden City, Kansas.
- The Campus Visit Program, established in 2000, is being continued. This concerted effort to bring prospects from targeted high schools to campus and to engage them meaningfully with our programs, faculty and students was expanded to include Scottsbluff and Gering, Nebraska and Garden City, Kansas. Currently the Campus Visit Program produces approximately a 24% yield.

The Office of Admissions has also employed multiple contact strategies for enhancing communication with prospective multicultural students, school administrators and parents. These strategies include target mailings, phone calls, emails and information brochures flyers that are used to inform prospective

students, high school administrators and parents, and to enhance prospects' awareness of scholarships, academic programs and multicultural representation on the campus. Posters and information brochures announcing a new scholarship initiative, the UNK Multicultural Community Service Scholarship, were mailed to all high schools in the state of Nebraska. The Multicultural Community Service Scholarship is designed to assist the university with building a multicultural community by encouraging students to actively participate in multicultural programs, activities, events and multicultural student organizations that champion issues on the importance of multiculturalism, diversity and inclusion. Every multicultural student who applied for admissions to UNK received information from the Coordinator for Multicultural Recruitment detailing scholarships such as the Davis Scholarship, Platte River Corridor Scholarship, NUPATH Scholarship and the UNK Multicultural Community Service Scholarship.

In August of 2002, the College of Education secured a grant to begin the Educational Access Project. The Educational Access Project attempts to address and remove perceived barriers to higher education through a multi-component intervention program. Students who are members of any of the underrepresented groups or whose family income is at or below federal poverty guidelines are eligible to participate in the project. The project has a Director and an Assistant Director who conduct recruiting visits at high schools throughout the state of Nebraska.

As a result of these efforts, UNK has witnessed an increase in the number of admissions applications submitted by multicultural students. Further, these efforts have produced a significant increase in the number of multicultural students applying for scholarships such as the Davis Scholarship, NUPATH, Platte River Corridor and the Multicultural Community Service Scholarship. Data on multicultural student recruitment yield are represented in tables 5 and 6 below.

Table 5: Undergraduate Student Enrollment by Ethnicity

Race	1995			1997			1999			2001			2003		
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
Asian	33	3	36	30	6	36	21	6	27	14	4	18	28	1	29
Black	44	6	50	40	5	45	29	7	36	43	3	46	37	5	42
Hispanic	82	27	109	82	18	100	80	19	99	76	18	94	120	11	131
Native American	17	8	25	12	6	18	13	2	15	11	3	14	9	2	11
Sub-total	176	44	220	164	35	199	143	34	177	144	28	172	194	19	213
Non-res Al	195	20	215	192	22	214	156	22	178	193	73	266	265	62	327
Unknown	266	75	341	293	44	337	281	38	319	229	37	266	261	28	289
White	4,757	934	5,691	4,607	754	5,361	4,467	664	5,131	4,196	507	4,703	4,119	425	4,544
Total	5,394	1,073	6,467	5,256	855	6,111	5,047	758	5,805	4,762	645	5,407	4,839	534	5,373

For Fall 2004, application numbers as of March 10, 2004, show continued progress in reaching out to multicultural audiences. In particular, applications from African American students have increased by 20%
over last year and by 46% over three years ago, and applications from Hispanic students have increased by 66% and 227%, respectively.

Table 6: Graduate Student Enrollment by Ethnicity

Race	1995			1997			1999			2001			2003		
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
Asian	1	2	3	2	4	6	1	5	6	1	2	3		3	3
Black	2		2	1		1	1	1	2		2	2	1	1	2
Hispanic	2	6	8	2	6	8	1	8	9	3	6	9	3	19	22
Native American	2	2	4	1	1	2		2	2		2	2		2	2
Sub-total	7	10	17	6	11	17	3	16	19	4	12	16	4	25	29
Non-res Al	25	6	31	20	11	31	34	5	39	24	9	33	18	9	27
Unknown	8	38	46	7	28	35	3	14	17	2	38	40	1	22	23
White	206	853	1,059	178	761	939	139	761	900	172	758	930	163	764	927
Total	246	907	1,153	211	811	1,022	179	796	975	202	817	1,019	186	820	1,006

Regents' Goal #4: Create and maintain a climate conducive to success for all peoples.

The University of Nebraska at Kearney works to maintain a climate that is conducive to the success of all people. Toward this end, policies and procedures have been implemented to address issues of discrimination and harassment. These policies and procedures can be found at http://www.unk.edu/offices/aaeo/aapolicies.html. In addition, information brochures are provided to students and new staff during orientation, information is provided in the Student Handbook and Employee Handbook, and training sessions are offered on a semi-annual basis.   UNK also has an Affirmative Action Commission that reports to the Chancellor and is comprised of faculty, staff and students. The Affirmative Action Commission exists as a vehicle to advise the Chancellor on Affirmative Action and Equal Opportunity policies and practices. The Commission has two distinct charges: first, to review and support the development of institutional Affirmative Action and Equal Opportunity policies, monitor the hiring process and the Affirmative Action Plan, and identify potential areas of concern in matters related to Affirmative Action and Equal Opportunity; and second, to support education and training programs relative to the institution's Affirmative Action and Equal Opportunity policies and guidelines, monitor Affirmative Action initiatives, and investigate individual grievances related to policies or actions which may be discriminatory. These two charges are designed to encourage and support diversity initiatives and to protect individuals and the university community collectively from the possible moral and legal repercussions of the violation of Equal Opportunity guidelines. These charges to the Commission also provide a means for ensuring due process if members of the university community experience discrimination.

The CORE (Creating Opportunities for Respect and Equity) Program was developed for UNK by faculty, staff and administrators and is patterned after the Pathways to Harmony program that was developed by the University of Nebraska at Omaha. The mission of CORE is to nurture a respectful community characterized by awareness, integrity, cooperation and equal opportunities through open and constructive dialogue among all people. The mission is accomplished by a team of facilitators who guide participants through a day long program of information, activities and discussions. The first CORE Program was held in the fall of 2003 with more than thirty faculty, staff and administrators participating. UNK plans to offer at least two opportunities each year for UNK community members to participate in CORE (including students and Kearney community members). The University of Nebraska at Kearney, in an effort to attract and hire quality faculty and staff, sends surveys to all candidates who decline offers for

interview and/or employment, or who withdraw from the search process. Information received from these surveys is compiled and reported in spreadsheet format to the Administrative Council on an annual basis.

Other strategies of interest include the UNK Mentor Advantage, a mentoring program developed and administered by Staff Senate to assist new staff employees (Office, Service, Managerial/Professional or Administrative). New situations can be stressful as the individual attempts to gain a "sense of place." The mentor helps the new employee achieve a comfort level within the university system. This is accomplished as the mentor assists the new employee become a full participant in the university system through instruction on learning policies, procedures, campus values, customs and expectations. The program is designed to be an ongoing, flexible program that will be updated and expanded as needed. The program is voluntary and offered to all new employees. Additionally, various campus departments assist and participate in the annual James E. Smith Conference on World Affairs and recently the University of Nebraska at Kearney College of Education was selected as only one of four universities nation-wide to host a Multicultural Competence and Social Justice Conference. This conference was designed to help educators and mental health practitioners generate individual advocacy plans, become aware of the thirty-one fundamental multicultural competencies needed by educators and mental health professionals, and learn how to become an advocate for institutional and community change to meet the needs of diverse students and clients.

Student Retention

The need to retain all minority students at similar rates has been recognized and resulted in the continuation of a number of initiatives including, but not limited to, the following.

- The Office of Multicultural Affairs, established in 2000, continues to offer cultural enrichment programs and services for minority students and the University community.
- Utilizing a diversity awareness and appreciation philosophy, Student Affairs professionals in the offices of Multicultural Affairs, Academic Advising and Student Support Services continue to work with minority students. During Summer Enrollment and Advising, these units offer a special diversity session allowing entering minority students to speak candidly with faculty, staff and currently enrolled minority students about multicultural issues prevalent on the campus and in the Kearney community, as well as to allow said students to co-register for selected general education courses.
- Two minority student groups, the Tribunal Council of Black Students and the Student Kouncil of Intertribal Nations, were created in the fall 2001. These groups, in association with the Office of Multicultural Affairs and various other campus departments, have offered creative cultural programs and activities for minority students and the university community. The Hispanic Student Association, established in 1998, assisted by faculty and staff, organizes the annual Cultural Unity Conference.

Table 7: First-Time, Full-Time Degree-Seeking Undergraduate Retention rate by Cohort by Ethnicity

COHORT		YEAR 2			YEAR 6	
			% Return			
		# Return	Retention Rate		Graduation Rate	
Asian						
Fall 1995 Cohort Ethnicity not Available						
Fall 1997 N= 2		1	50.0%		0.0%	0
Fall 2000 N= 6		5	83.3%		avail. Fall 2006	
Black						
Fall 1995 Cohort Ethnicity not Available						
Fall 1997 N= 6		4	66.7%		16.7%	1
Fall 2000 N= 14		12	85.7%		avail. Fall 2006	
Hispanic						
Fall 1995 Cohort Ethnicity not Available						
Fall 1997 N= 17		12	70.6%		41.2%	7
Fall 2000 N= 23		17	73.9%		avail. Fall 2006	
Native American						
Fall 1995 Cohort Ethnicity not Available						
Fall 1997 N= 0						
Fall 2000 N= 0						
TOTAL All Students						
Fall 1995 N= 1,038		735	70.8%		48.3%	501
Fall 1997 N= 1,005		751	74.7%		49.7%	499
Fall 2000 N= 996		792	79.5%		avail. Fall 2006	

Faculty and Staff Retention

Retention of faculty and staff of color, like recruitment, continues to be a challenge. These efforts may be enhanced by institutionalizing specialized assistance strategies designed to address a lack of culturally based goods, services and opportunities commonly found in more urban, metropolitan environments. Such assistance enhances the institution's holistic involvement through partnerships with various community members and agencies. For example, an African American faculty or staff person living in Kearney, Nebraska, is without Afro-centric spiritual worshiping opportunities. As such, his/her only recourse is to travel 130 miles to Lincoln, Nebraska. Using the scenario described above, one strategy to provide specialized assistance could be to identify a Pastor, of an Afro-centric denomination, who would be willing to occasionally visit Kearney and conduct spiritual worship services.

This form of assistance has proven successful in Fortune 500 companies such as Kimberly Clarke. It could very well work in American higher education, particularly rural colleges and universities such as the University of Nebraska at Kearney.

General Recommendations

of the

University-wide Committee on Diversity

- Establish a cycle on which to reassess the Regents' Goals and Strategies. Through this process develop appropriate benchmarks of success.

- Maintain data in IPEDS format, in the even numbered years, for consistency of reporting and measuring progress over time.

- Develop uniformed exit interview items, which may be incorporated into the existing process of each campus, to capture consistent information across the system.

DISTANCE EDUCATION STRATEGIC PLAN

Four Years: 2004-2005 to 2007-08

University of Nebraska

Office of the Executive Vice President and Provost
April 2004

DISTANCE EDUCATION STRATEGIC PLAN
FOUR YEARS: 2004-2005 TO 2007-08
UNIVERSITY OF NEBRASKA

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Distance Education Strategic Plan
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INTRODUCTION

A distance education student at the University of Nebraska is one for whom the majority of instruction occurs when student and instructor are not in the same place at the time of delivery of instruction. Instruction may be synchronous or asynchronous. Distance education may employ audio, video, computer technologies, correspondence study or other media. The instructor determines what constitutes "majority of instruction" subject to the approval of the department chair or designee. Courses using distance education techniques may enroll both distance education students and non-distance education students. (Derived from Guidelines for Distance Education, 2000, North Central Association Commission on Institutions of Higher Education).

A distance education strategy must relate to the profound impact that information technology and computer connectivity today have on the entire American higher education enterprise. The future of distance education is characterized by three compelling imperatives:

> **Imperative 1:** information technology methods used in distance education also can enhance traditional, residential courses.
> **Imperative 2:** continual investment in new technology is essential to support quality distance education.
> **Imperative 3:** increased access to higher education and quality of instruction must serve as principal justification for distance education expansion.

The University of Nebraska's (NU) primary responsibility is to serve the citizens of the state. Expansion of distance education programs to the nation and world facilitates NU's primary responsibility to Nebraska because it permits offering more distance education programs than otherwise possible. Additionally these efforts are consistent with several national trends including:

- The demand for distance education courses continues to rise rapidly. The number of students enrolled in U.S. distance education courses grew by 113 percent from 1998 to 2001. In 1997-98 there were 1,344,000 students (duplicated) enrolled in distance education at American colleges while in 2001-02, there were 2,876,000 students enrolled (Chronicle, 2003). The International Data Corporation (IDCX) expects a 33 percent growth rate in distance education over the next several years (Howell, 2003).
- More public institutions are offering distance education courses. In 1997, the percentage of public institutions offering distance education courses was 78 percent, and by 2001-02, the percentage increased to 90 percent. (Chronicle, 2003).
- Adult learners are the fastest growing population in higher education. While the number of 18-24-year-old students increased only 41 percent between 1970 and 2000, the number of adult students (> 24 year old) increased by 170 percent (Howell, 2003).

The distinct character of each of the four campuses represents a major strength of the University of Nebraska. Consistent with this strength, the distance education directions among

campuses vary substantially. Nonetheless, two or more campuses frequently pursue collaborative approaches to distance education programs. Thus the strategic approach for distance education programs at the University of Nebraska blends campus initiatives and responsibilities with central facilitation and support. Each campus develops plans for distance education activities taking into account its own strengths and priorities, faculty interests, and the relationships between such activities and the unique role and mission of the campus.

The appendices of this report provide detailed strategic plans for each campus. Additionally, a separate report prepared and submitted to the Provost in March 2004 by the University-wide Distance Education Coordinating Council, "Status of Distance Education, March 2004," provides detailed documentation of distance education developments through the academic year concluding in May 2003. In 2004 the membership of the Distance Education Coordinating Council expanded to include several faculty members with extensive distance education teaching experience (Appendix 5).

UNIVERSITY CRITERIA FOR DISTANCE EDUCATION INVESTMENT

Criteria for investment in development and expansion of University of Nebraska distance education programs include the degree to which programs:

1. Support defined needs in Nebraska, the region, the nation and/or the world;
2. Have adequate resources to support quality programs and provide student advising and other support services, without diminishing support for existing programs;
3. Fit within the role and mission of the University of Nebraska and the programs' academic colleges;
4. Extend what faculty do in their on-campus programs;
5. Add value for NU;
6. Have defined processes for assessing student outcomes to help ensure that students are provided quality learning experiences;
7. Offer potential for collaborative partnerships that expand resources by building relationships with other colleges and universities in the state, region and/or nation.

CAMPUS-SPECIFIC ACADEMIC EMPHASES

Distance education emphases of the four campuses reflect their distinct missions and character. While NU benefits from many collaborative distance education efforts among the campuses, the distinct and complementary campus missions substantially enhance the current and future quality of distance education programs.

Analysis of academic priorities on each campus clearly demonstrates the strength inherent in these distinct campus-specific approaches. The University of Nebraska at Kearney's (UNK) distance education priorities respond to both the undergraduate and graduate level needs of rural Nebraskans, particularly teachers and the small business sector. The University of Nebraska-Lincoln (UNL) emphasizes graduate degree and certificate programs, particularly non-thesis master's degrees, and targeted courses in undergraduate professional disciplines including journalism and agriculture. UNL focuses primarily on Nebraska citizens, but also pursues expansion in selected disciplines serving needs nationally and worldwide. The Medical Center (UNMC) targets health professions programs addressing critical state workforce shortages, as

well as regional and national workforce shortages. The University of Nebraska at Omaha (UNO) emphasizes the Bachelor of General Studies degree (BGS), undergraduate and graduate collaborative programs with sister campuses in peer institutions for which enrollment numbers from more than one institution both enhance quality and increase efficient delivery, and programs for which UNO has a statewide mandate.

While these brief statements of academic emphases provide a current snapshot into each campus, it is very important to underscore the fact that each campus provides many additional distance education programs not reflected in these summary statements. The detailed campus strategic plans in the Appendices provide details on both the areas of emphases and the much broader scope of distance education programs.

DISTANCE EDUCATION GROWTH PROJECTIONS

Distance education has grown dramatically during the past decade for several reasons, including most prominently the rapid evolution of information technology methods applied to learning, the increasing recognition of higher education's role in economic vitality, and the rapid growth of adult learners. The University of Nebraska distance education developments have not just reflected this growth but have exceeded national averages and future projections continue that trend.

UNK distance education enrollment grew 130 % between 1998-99 and 2002-03 (736 to 1,696 students) and the campus anticipates a 10% growth per year in the next four years, resulting in a 46% increase by 2007. This growth will likely occur through the addition of four new master's degrees in the areas of psychology, fine arts, physical education, and teacher education; a new certificate program in history; an undergraduate program in travel and tourism, and additional undergraduate courses which can serve as electives, general education requirements, or supporting courses for degree programs. UNK's target audience will continue to be the rural, place bound, nontraditional student in Nebraska with the secondary market aimed at non-resident students.

At UNL distance education enrollments increased an average of 58% per year from 1998-99 to 2001-02 (728 to 2,801), a cumulative increase of 285%. While the increase continues, it has occurred at a less rapid pace since 2002 (13% to 14% per year through 2004), reflecting a national trend.   Projections for the next four years anticipate 10% per year, or 46% cumulative through 2007. UNL anticipates the greatest potential growth in non-resident students particularly in graduate programs and participating alumni who have moved out of state. UNL predicts most rapid growth through 2007 in out of state course enrollment (64%) and in special contract courses (partnerships between the University and outside organizations or businesses) at 94%. Among the planned new UNL distance programs are a Master of Science in Architecture with a specialization in Interior Design, Certificate and Master's in Food Science and Technology with an international enrollment emphasis, and substantial expansion in existing degree programs and courses in several colleges.

UNMC distance course enrollment increased from 755 in 1999 to 1, 782 in 2003 (136 % growth). Plans for new programs in the next four years focus in specific workforce shortage areas. Among the most critical new programs are new courses for the second year of Dental Hygiene in rural Nebraska, two new nursing Master's Degrees and a Clinical Doctorate in Nursing, new dual degrees built on the existing Master of Public Health Program such as MD/MPH, MSN/MPH, MSW/MPH, and MPA/MPH, and UNMC's participation in a four-state

consortium offering a Master's Degree in Genetic Counseling. Additionally UNMC will expand enrollment in existing programs in Cytotechnology, Radiography, Radiation Therapy, Medical Technology, Nursing as a second degree, and RN to BSN programs with the focus throughout the state as well as in South Dakota, Missouri, and for targeted international access particularly in India, China, Armenia, and Jordan.

UNO experienced more than six-fold growth in distance education enrollment between 1998-99 and 2002-03 (269 to 1,942), leveling off between 2001-02 and 2002-03, consistent with national trends. UNO projects future enrollment increase trends at approximately 10 %. Predominant growth will likely occur in concentration areas for the Bachelor's of General Studies (MIS, Internet Technologies, and Airport Maintenance Administration), graduate programs in Telecommunications Management and Creative Writing, and Certificate/Endorsement Programs in Sign Language Interpretive Training and Library Science/Library Media.

Detailed descriptions of specific program projections for the next four years as well as bases for those projections are described in the Appendices of this report which details specific strategic plans for each campus.

PRINCIPAL RESOURCE NEEDS

General development and infrastructure funds, faculty support, and student services comprise essential resource categories for enhancing distance education quantity and quality. The following listing summarizes the nature of these key resources.

General Development and Infrastructure Funds:

- Internal institutional grants for initial design and development of new distance education degree programs ($25,000-50,000 per program)
- Proposals for extramural grants addressing innovations in distance education
- Allocation of non-resident distance education fees to the programs that generate the fees for use in enhancement and further development
- Enhanced library web linkages to distance education courses
- Continued investment in information technology hardware and software

Faculty Support:

- Faculty training in distance education course development and delivery, such as the UNL "Online Summer Institute"
- Teaching assistants to facilitate the 24 hour/7 days a week teaching model of distance education
- Graduate student training in distance education, such as UNL's "Graduate Assistant Distance Learning and Technology Institute"
- Faculty mentor programs in distance education
- Creation of distance education support teams, to assist faculty, comprising instructional designers, technician, librarians, and marketing staff
- Faculty summer stipends committed specifically to distance education course development

Student Services:

- Online student handbooks providing information on library services, helpdesk support, and basic student instruction on participation in distance education courses
- Periodic student surveys assessing students' perceived needs for improvements in distance education approaches
- Increased student advising resources targeted at distance education issues
- Scholarships specifically for distance education students

COLLABORATIVE EFFORTS

Collaborative programs in distance education exist not only among the four NU campuses, but extend to many other higher education institution in Nebraska and beyond to multiple national and international partnerships. The following list describes the broad range of collaborative activities. The specific strategic plans of each campus, in the Appendices provide additional detail.

- The Great Plains Interactive distance education alliance among UNL, Iowa State University, Kansas State University, and the University of Missouri-Columbia
- UNL's partnerships with Nebraska community colleges in Journalism and Mass Communications
- UNK/UNL collaboration on the faculty "Summer Institute for Online Teaching"
- UNK/UNO collaboration on distance MFA in Writing
- UNK collaboration with area community colleges in business management and criminal justice
- UNK collaboration with multiple colleges on international languages
- UNK/UNL partnership in the MS in Biology
- UNMC Genetic Counseling program with the University of Arkansas, University of Kansas Medical Center, University of Oklahoma Health Sciences Center
- UNMC partnerships with community colleges, state colleges, and hospitals in Nursing, Dentistry, and the Master of Public Health
- UNMC collaboration with access points in Norfolk and in Sioux Falls, South Dakota for medical technology as well as future partnerships with the University of South Dakota and the University of Missouri
- UNMC partnership in Radiation Therapy with St. Francis Medical Center in Grand Island and future relationships with the University of Missouri-Columbia, and the University of Kansas
- UNL/UNO/UNK collaboration on Special Education programs in sign language, disabilities programs, early childhood and special education, gifted and talented programs, assistive technology, and visual impairment
- UNO partnership with the University of Missouri in BS in Library Media
- UNO articulation agreements with Metropolitan Community College and other area community colleges

These types of collaborative efforts will continue to grow during the next four years.

KEY POLICY CHANGES

Several distance education policy changes, recently implemented and planned for the future, will enhance future growth and development. Beginning in 2003-04 each campus has authority to charge differential tuition rates for non-resident distance education students, and these revenues are then allocated specifically for further development of distance education programs. Marketing efforts will receive attention in the coming years, beginning with enhancement of the University-wide website to provide additional information on access to distance education course opportunities. Future financial aid developments must address part-time and distance education students, an issue which has recently gained national attention in the federal financial aid context. The University expanded the Distance Education Coordinating Council this year to include more faculty with specific expertise in distance education. Methods of analyzing faculty workload must consider the nature of distance education instruction. Distance education programs cosponsored by more than one campus will require approaches for allocation of revenues among the campuses. Enrollment, advising, and other support services for distance education students need further development. The University must examine overall marketing policies and procedures as they relate specifically to distance education. Intellectual property policies have implications for distance education that need further exploration.

In addition to the policy issues briefly described above, each campus has unique policy issues that also will be explored in the coming years.

COMPARISONS BETWEEN UNIVERSITY DISTANCE EDUCATION PROGRAMS AND TRADITIONAL ON-CAMPUS EDUCATION

Clearly residential and distance students experience their educational pursuits in substantially different ways. Residential students are limited to courses or programs offered at local or regional institutions where they have chosen to reside. Online students can 'shop' the Internet for a wide variety of courses and programs and they can do it from home or work. New choices for coursework and delivery have changed the face of learning.

The Role of the Student:

Residential courses require a place, a starting and ending time, and a design that allows students an opportunity to interact with a professor and material inside the boundaries of time and place; students meet for class one to five times per week. Distance-delivered courses are packaged to invite students to interact with course materials and each other through a learning oriented design that is accessible anytime and anywhere. Students and professors may interact any day and at anytime of the day; either asynchronously or in chat rooms.

Students in residentially delivered courses can sometimes remain silent during the class period or participate by entering the dialogue. Student silence is not usual in an online option. Many faculty note that online students, in an asynchronous environment, often demonstrate more reflection in the comments they make and questions they pose in an online discussion than students in a traditional classroom.

Online students have responsibility for having computer equipment and computer competencies that are appropriate for the courses they are taking. They also must have access to an internet service provider that provides adequate bandwidth for accessing the course materials.

Course Design for Distance Delivery:

It is nearly impossible to directly convert a residentially delivered course to an online course without making dramatic shifts in the way one thinks about learning. Faculty who teach in an online environment must become familiar with a variety of pedagogical strategies and techniques appropriate to the distance approach. Faculty who teach online students must develop curricular material that is designed to draw out student responses and foster interaction with other students and the professor. Faculty new to online teaching should be given instruction on how to teach online. They must learn some basic competencies about the software that is used for online teaching, such as the BlackBoard Course Management System used by the University of Nebraska. Faculty must consider the bandwidth available for their student populations when designing course materials.

Expectations of Distance Students: Interaction and Time:

Online students expect high quality, well-designed learning materials that provide information as well as thought-provoking questions to stimulate dialogue. Professors need well developed courseware to stimulate the thinking of distance students including attractive course pages, the capacity for interactivity with the material, and a variety of feedback loops. Work of this nature requires a team approach which includes at a minimum an instructional technologist to assist with the technical applications. Most professors who deliver distance learning courses expend much time creating courses for distance delivery and they monitor the courses to determine the changes that can improve learning immediately.

Commonly, professors invest more real time with students, individually and collectively, in online settings as contrasted to residential classes. Students are available for dialogue 24 hours a day and 7 days per week. They expect continuous feedback because they provide a continuous stream of information. Because of the technical nature of distance education courses, students expect technical help beyond the typical 8 am to 5pm help desk support. Online education students must have access at a distance to services that are provided to residential students on campus such as student services, library services, and bookstore.

COMPARISONS BETWEEN COMMERCIAL DISTANCE EDUCATION ENTERPRISES AND THE UNIVERSITY OF NEBRASKA

The following description of three private, for-profit distance education institutions offers insights and comparisons to NU.

University of Phoenix:

The University of Phoenix (UOP) Online, founded in 1989, was one of the first accredited universities to provide college degree programs over the Internet for working professionals. Classes are designed to be taken in sequence, one at a time, with undergraduate classes lasting

five weeks and graduate classes six weeks. By taking one course at a time students complete up to 27 credits per year. Electronic textbooks are available for students who would rather not order print texts for delivery to their homes or offices. Instructors engage only in teaching and do not design their own courses. Course design is done for instructors by a smaller number of Phoenix faculty members who develop the school's curriculum, then assign the material to other instructors. UOP online faculty hold master's or doctoral degrees and teach only part-time, mostly during evenings and on weekends. They hold positions within their principal, full-time occupations as CEOs, CFOs, CIOs, supervisors, managers, business owners, executives, and professionals. UOP pays professors $1,000 to $1,500 on average for a five or six week class. Faculty members teach 20 to 24 hours a course. UOP curricula are based specifically on the perceived current needs of industry. UOP draws its faculty from among the leaders of those industries to provide the instruction. Their learning model is designed to leverage an adult student's experience to cover more ground in less time. If students have professional training or have served in the military, they may be able to convert previous experience into academic credits. Credits awarded through the Assessment of Prior Learning or the College Level Examination Program will also be considered for academic credit. Most students earn their degree in 2 to 3 years. Undergraduate program students must have a high school diploma or equivalent, be at least 21 years of age and be employed. If not employed, students must have access to an organizational environment that allows application of the concepts learned in class. Master's programs require a 2.5 GPA and up to three years of full-time work experience. National admission tests are not required. Doctoral programs require three years full-time work experience, including supervisory or managerial experience, current employment and three letters of recommendation and membership in a research library. Students must hold a master's degree from a regionally accredited college or university, or one that is a candidate for accreditation, and have a minimum cumulative GPA of 3.0 or better. UOP residency requirements are eight days in year one, three days in year two and eight days in year three (Dallas Morning News).

UOP Online had 49,400 students enrolled in online courses in 2002, a 70% increase over 2001 (Chronicle of Higher Education). Of the students enrolled in online courses, 70% were in undergraduate degree programs, 26% in graduate programs and 4% in non-degree programs. 65% of students who start a degree program eventually earn a degree. Class size is capped at 13 students. Degree enrollments for UOP Online at February 29, 2004 were 99,500 students compared to 63,000 students February 28, 2003. Combined degree enrollments at the UOP (101,900 students) and UOP Online (99,500 students) was 201,400 at February 29, 2004 (The online Apollo Group).

In 2002, Phoenix University spent $32.7 million on advertising for both its online and campus programs. Half of Phoenix's students receive tuition assistance from their employers. The university derives 62 percent of its net revenue from students who receive help from the federal government's student financial aid programs (Dallas Morning News).

Bellevue University:

Bellevue University provides career-oriented, revenue-generating programs at the undergraduate and graduate level. Their accelerated degree completion program offers an accredited bachelor's degree in 15 months for students who already have an associate's degree or 60 previously acquired credit hours. Online bachelor's degree programs can be completed in 15-

24 months if a student has completed 45 or more credit hours from an accredited institution. Graduate programs take about 18 months to complete. In 2002-2003, Bellevue University offered 301 credit-granting online-only courses, with a total enrollment of 1,400 students.

Capella University:

Capella University is an online academic institution founded in 1993 to serve working adults and employers. Faculty qualifications require terminal degrees at the graduate level although this qualification is not required but only preferred at the undergraduate level. Many, but not all of Capella's faculty are practitioners rather than traditional academics with research expertise. Faculty are also trained in online course instruction. Capella University courses are developed usually by their employed faculty rather than contractor/adjunct faculty, in conjunction with instructional designers. Capella University offers bachelor's, master's and doctoral programs and certificates through online learning. They also recognize prior work experience and previously earned college credits. Capella University had about 8,500 distance education students comprised of learners from all 50 states and about 40 countries and has produced approximately 1,000 graduates. Programs comprise 65 degrees and specializations and about 600 online courses.

University of Nebraska:

The University of Nebraska has a leadership role in bringing quality distance education to the citizens of Nebraska and beyond. Building on areas of academic strengths and using the latest available cost-effective technology, the University of Nebraska delivers quality distance education courses so that learners can attain degrees or enhance their career/professional development regardless of location. Distance education at the University of Nebraska serves as an important part of the enterprise, but the University's mission far exceeds in complexity that of typical commercial distance education providers. Distance education programs must fit within the overall role and mission of the University and its academic subunits, and must have faculty support and adequate financial resources in order to succeed. Distance education at NU is seen by academic colleges as a valuable method to increase the effectiveness and efficiency of learning and as a means to increase University strategic options in planning for the future.

Justification for distance education programs at the University of Nebraska requires persuasive evidence that the programs will increase access to higher education and assure quality of instruction. Program requirements for obtaining degrees are the same for students enrolled in distance education courses as residential courses. This assures that academic quality standards are maintained no matter what the method of delivery. Consistent with these quality standards, at the University of Nebraska tenured faculty predominantly develop and teach the distance education courses. Virtually all the faculty teaching distance education courses also have on-campus teaching, research and/or service appointments and responsibilities in their academic department/college. An additional benefit of distance education is the fact that it not only enhances access for non-residential students but increasingly affects development and delivery of curricula for residential students.

These characteristics clearly distinguish the University of Nebraska from commercial, private for-profit distance education providers, such as University of Phoenix, Bellevue, and

Capella Universities. The most distinct differences exist in institutional mission, faculty, and students served, among other major differences.

First, commercial distance education providers engage in one mission, instruction. The University of Nebraska's triple mission (teaching/research/service) makes rational comparisons with commercial providers tenuous at best and potentially seriously misleading.

Second, most commercial distance education faculty do not hold academic credentials equivalent to most NU faculty teaching distance education courses. Commercial providers appoint most distance education faculty to part-time positions and their principal professional roles are not academic but rather in another business or professional sector outside the academic profession.

Third, commercial providers target a more limited population of students than does NU. Commercial providers emphasize students fully employed and largely older while NU serves a much more diverse student population, and of course commercial providers do not serve residential students in the quantity or manner employed by NU.

Fourth, commercial providers grant degrees with quite different course requirements including awarding substantial credit for work experience. This markedly changes the student learning experience and outcome. Among other differences students spend very little time in direct faculty contact and spend less total time to earn degrees from commercial providers.

Fifth, commercial providers spend substantial resources on marketing and support their mission virtually entirely on tuition revenues. Tuition revenues support only about 15-16% of the NU mission.

Nonetheless, despite these and other major differences between NU and commercial distance education providers, ongoing monitoring of commercial delivery approaches could provide potentially useful insights.

The following table lists degree programs and student cost (tuition and fee) per credit hour for Bellevue University, Capella University, University of Phoenix and the four University of Nebraska campuses.

Table 1
Bellevue University, Capella University, University of Phoenix and University of Nebraska Distance Education Program Comparisons

Institutions	Programs Areas		Faculty Qualifications	Student Cost (Tuition and Fees)
	Undergraduate	Graduate		
Bellevue University	BS in Business Adm BS in Business Adm of Technical Studies BS in Business Information Systems BS in Criminal Justice Adm BS in E-business BS in Global Business Management BS in Healthcare Adm BS in Correctional Adm & Management BS in Internet Systems and Software Technology BS in Leadership BS in Marketing Management BS in Management BS in Management of Human Resources BS in Management Information Systems	MA in Leadership MBA MS in Health Care Adm MS in Computer Information Systems MA in Management	Full-time and part-time/adjunct Masters/Doctoral Degree Degree not less than 2 years old and 5 or more years work experience	Undergrad $260/hr Grad $295/hr
Capella University	BS in Business BS in Information Technology	MS in Organization & Management MBA PhD in Organization & Management MS in Information Technology MS in Education PhD in Education MS in Psychology PhD in Psychology MS in Human Services PhD in Human Services	Terminal degree required at graduate level and preferred at undergraduate level. Many, but not all faculty are practitioners rather than researchers. Some contractor/adjunct faculty.	Undergrad $250/hr Master's $320/hr Doctoral $3,500/quarter regardless of actual number of credits attempted

Table 1 (cont.)
Bellevue University, Capella University, University of Phoenix and University of Nebraska
Distance Education Program Comparisons

University of Phoenix	AA in General Studies BS in Business/Accounting BS in Business .Administration BS in Business/e-Business BS in Business/Management BS in Business/Marketing BS in Criminal Justice Adm BS in Human Services/Management BS in Information Technology BS in Management RN to Bachelor of Science in Nursing	MAED/Curriculum and Instruction MAED/Curriculum and Technology MAED/Adult Ed & Distance Learning MAED/Administration & Supervision MAED/Elementary Teacher Ed MAED/Secondary Teacher Ed MAED/Special Ed MAED/Early Childhood Ed MA in Organizational Management MBA MBA/Accounting MBA/e-Business MBA/Global Management MBA/Health Care Management MBA/ Human Resource Management MBA/Marketing MBA/Technology Management MBA/Health Administration MS in Computer Information Systems MS in Nursing MS in Nursing/MBA/HCM Doctor of Business Administration Doctor of Education in Educational Leadership Doctor of Health Administration Doctor of Management in Organizational Leadership	Masters/Doctoral Degree Degree not less than 2 years old & 5 or more years work experience	Undergrad Tuition $440/hr Master's Tuition $545/hr Doctoral Tuition $620/hr Late Payment Fee $30 Graduation Audit Fee $50

Table 1 (cont.)
Bellevue University, Capella University, University of Phoenix and University of Nebraska
Distance Education Program Comparisons

| University of Nebraska | BS in Education in Library Media
Bachelor of General Studies
BS in Business Administration
BS in Criminal Justice
BS in Nursing
BS in Medical Technology
BS in Radiation Science | MA in Education Administration
MBA
MEd in Administration, Higher Ed
MEd in Teaching, Learning & Teacher Education, Pre-K-12
MEd in Ed Administration, Pre-K-12
Master of Engineering Management
MS in Family and Consumer Science
MA in Journalism & Mass Communication
MPA
Master of Public Health
MS in Agriculture
MS in Biology
MS in Ed Instructional Technology
Masters of Special Education
MS in Ed , Curriculum and Instruction
MS in Entomology
MS in Nursing
MS Textiles, Clothing & Design
Doctorate in Education Administration
Doctorate in Educational Studies
Doctorate in Nursing | Terminal degree required
Promotion and tenure requirements
Many of the faculty have teaching, research and/or service appointments | Resident Undergrad
  UNK $132/hr
  UNL $163/hr
  UNO $152/hr
  UNMC Nursing $162.50/hr
Non-Resident Undergrad
  UNK $132/hr
  UNL $224./hr
  UNO $202/hr
  UNMC Nursing $476/hr
Resident Grad
  UNK $157/hr
  UNL $204/hr
  UNO $187/hr
  UNMC Nursing $184.25/hr
Non-Resident Grad
  UNK $157/hr
  UNL $285/hr
  UNL Entomology $324/hr
  UNO $239/hr
  UNMC Nursing $513.75/hr
UNMC has a distributive learning fee per semester;
Undergraduate $50
Graduate $75 |

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The online Apollo Group Inc. Reports Fiscal 2004 Second Quarter Results

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UNIVERSITY OF NEBRASKA AT KEARNEY
DISTANCE EDUCATION STRATEGIC PLAN

Summary

The University of Nebraska at Kearney has been meeting the educational and service needs of place bound, nontraditional students in rural Nebraska for over 30 years. In the 1970's and 1980's, those services were met by offering face-to-face classes at various locations throughout the state with major learning centers in Grand Island, North Platte, Columbus, McCook, and Broken Bow. Participating faculty were all too familiar with the term "windshield time" as they spent many hours on the road to teach their classes in this face-to-face format. As technology evolved, the delivery method of UNK offerings transitioned from face-to-face delivery to distance education delivery. Although the delivery methods changed through the years, the needs of the off-campus students did not. The nontraditional, place bound, working adults in rural Nebraska continue to seek quality educational programs from UNK. UNK is committed to serving those needs by continuing and expanding its program offerings utilizing cutting edge distance education technology.

UNK distance education enrollment has grown from 736 students in 1998-99 to 1,696 students in 2002-03, an increase of 960 students, representing a growth of 130 percent. Looking ahead, UNK anticipates a projected enrollment of 2,482 by 2007.

UNK currently offers five graduate degree programs, two undergraduate degree programs, five endorsements, one specialist program, and one certificate program by distance education. General studies and professional development courses are also offered. These programs are offered either online, through videoconference, or in a blended format.

It is a difficult task to accurately project future program offerings because of the need for funding and resources to sustain growth. If adequate funding and resources are allocated, future program offerings are anticipated to include four additional master degrees, one new certificate program, one undergraduate program, and additional undergraduate courses. Estimated funding needed per year to offer these new and expanded programs is approximately $700,000 of which UNK currently generates $150,000 through the distance education fee, a projected $25,000 through the non-resident distance tuition differential, and $225,000 allocated from the general fund.

History

UNK's Division of Continuing Education has been meeting the educational and service needs of place bound, nontraditional, working adults throughout Nebraska for more than three decades. In the early years, those services included face-to-face instruction at various locations throughout the state of Nebraska with major learning centers in Grand Island, North Platte, Columbus, McCook, and Broken Bow. The major areas of concentration were in business administration and education at both the undergraduate and graduate level. Teachers or pre-service teachers enrolled at UNK to meet their educational needs in the areas of undergraduate and graduate teacher education. Educators moving up the career ladder pursuing careers as

principals or superintendents also sought out UNK to fulfill their training needs. These education degree programs were offered at all the major learning centers. In the business world, undergraduate and graduate students relied on UNK to offer degree programs in Business Administration and the MBA. Because of UNK's reputation in these areas, it was common for students living in rural Nebraska to travel one to two hours or even longer to take a class from UNK faculty at these learning centers. In fact, a course offered in North Platte would attract students from the Scottsbluff and Valentine areas. Because of this demand for UNK's programs, in a typical semester UNK would offer 50 courses in Grand Island, and 10 courses each in North Platte, McCook, and Columbus. In the peak years, UNK's off-campus enrollment reached over 2,000 students.

  With the evolution of technology in the 90's, UNK responded to the market demand by transitioning from face-to-face instruction to distance education delivery. Many students took advantage of the opportunity to cut travel time by enrolling in a course at a local distance receive site or by taking a class in the convenience of their own home. Because most of these students were place bound, nontraditional, working adults who had personal and/or professional commitments, convenience and flexibility become major factors in determining where they earned their education. Therefore, UNK responded to this market by increasing its distance education delivered offerings. Although the delivery methods changed, the educational needs of the off-campus students did not. Teachers and pre-service teachers continue to need graduate programs and coursework, especially with recent legislation including the No Child Left Behind Act where teachers are to pursue advanced study in their content areas. Rural Nebraskans continue to pursue business degrees in order to improve the operation of their small businesses or to advance up the career ladder.   Thus, the role and mission of UNK's service to its off-campus constituents has not changed; however, the method by which it delivers those services has.

<p style="text-align:center">Mission</p>

  The University of Nebraska at Kearney's mission focuses on three areas which include undergraduate education, graduate education, and serving the needs of the off-campus students. Although undergraduate education is the primary focus of UNK's role and mission, graduate education is also a core mission at UNK. With 30 graduate degree programs offered at UNK, there are anywhere from 1400 to 1600 students (duplicated) enrolled in graduate courses in a given semester. Because graduate students are more likely to be place bound working adults than undergraduate students, the majority of the students in the distance education programs are pursuing graduate degrees. Out of 1,696 distance ed students in 2002-03, 63 percent or 1,065 of them were graduate students. The statement below is extracted from UNK's mission statement. For its complete statement, refer to Appendix A.

> "The University of Nebraska at Kearney is Nebraska's public, residential university that is distinguished by its commitment to be the state's premier institution for undergraduate education. It seeks primarily to serve the needs of Nebraska through the operation of baccalaureate general academic and professional degree programs, and programs of graduate instruction, research, and public service, as authorized by the Board of Regents of the University of Nebraska. The undergraduate and graduate programs are complementary and synergistic, and both are essential in the identity and mission of UNK. Accessibility to the programs of the university is advanced through extending off-campus educational

opportunities through selected degree programs, continuing education courses, cultural outreach, and economic development activities."

National Trends

1. ***The demand for distance education courses continues to rise rapidly***. The literature is replete with evidence of the growing demand for distance education. The approximate number of students enrolled in distance education courses grew by 113 percent from 1998 to 2001. In 1997-98 there were 1,344,000 students (duplicated) enrolled in distance education while in 2001-02, there were 2,876,000 students enrolled at American colleges (Chronicle, 2004). The International Data Corporation (IDCX) expects a 33 percent growth rate in distance education over the next several years (Howell, 2003).

2. ***More public institutions are offering distance education courses***. The number of public institutions offering distance education continues to grow. In 1997, the percentage of public institutions offering distance ed courses was 78 percent, and by 2001-02, the percentage increased to 90 percent. (Chronicle, 2004).

3. ***Students are shopping for courses that meet their schedules and circumstances.*** More and more learners are requiring flexibility in program structure to accommodate their other responsibilities, such as full-time jobs or family needs. With these constraints, students shop for courses that best accommodate their schedules and learning styles (Howell, 2003).

4. ***More on-campus students are enrolling in distance courses***. Distance students include both the nontraditional continuing education students and growing numbers of younger, on-campus students. This shift is occurring because traditional, on-campus students also have scheduling conflicts and appreciate the convenience and flexibility of online courses (Howell, 2003).

5. ***Adult learners are the fastest growing population in higher education.*** While the number of 18-24-year-old students increased only 41 percent between 1970 and 2000, the number of adult students increased by 170 percent (Howell, 2003).

6. ***The need for faculty development, support, and training is growing***. Faculty members tend to initially use their conventional classroom methods to teach at a distance and then become frustrated when attempts are unsuccessful. In Green's (2002) survey of the role of computing and information technology in U.S. higher education, chief academic and information technology officials rated "helping faculty integrate technology into their instruction" as the single most important technology issue confronting their campuses over the next two or three years (Howell, 2003).

7. ***Distance programs have proven to be as effective as residential programs***. Two independent research studies compared distance MBA students to their residential peers. Both studies found more similarities than differences between groups in learner satisfaction and educational outcomes. The results found that distance learning is effective. Distance students reported higher scores on technology, quantitative, and theory skills (Phillips, 2004).

8. ***Public acceptance of distance degrees has increased steadily***. In 1989, 50 percent of corporate managers rated a distance degree "as good as" a residential option. To date, the acceptance rate is 90 percent (Phillips, 2004).

Principal Academic Emphases

The principal academic emphases at UNK have been at both the undergraduate and graduate levels, meeting the needs of rural Nebraskans, especially teachers and the small business sector. The second priority has been selected courses to be offered as electives, general studies, or parts of a degree program.

Current Distance Education Programs and Summary of Trends
1998-1999 to 2002-2003 Academic Years

Degree Programs and Courses

Currently, UNK offers five graduate degree programs, two undergraduate degree programs, five endorsements, one specialist program, and one certificate program by distance education. Also offered are general studies courses and professional development courses for teachers. The delivery method varies with some programs fully online or fully videoconference, while others take a more blended approach. Programs and courses currently offered are:

Graduate Degree Programs -
    M. S. in Biology – online/videotape
    Educational Administration Masters – online/videoconference/face-to-face
    Educational Administration Specialist - online
    M. S. in Instructional Technology – online/videoconference
    MBA – videoconference/online
    M. .S. in Curriculum & Instruction – McCook/online
    M. S. in Curriculum & Instruction – Grand Island/online

Undergraduate Degree Programs -
    Business Management (undergraduate) – online/videoconference
    Criminal Justice (undergraduate) – online/videoconference

Endorsements -
    Gifted Endorsement – videoconference/online
    Educational Media Endorsement - online
    Special Ed Endorsement – videoconference/online
    Drivers Ed Endorsement - online
    Vocational Occupations Endorsement – online

Certificate -
    Post-Baccalaureate Teaching Certificate - online

Individual Courses -
   General studies courses – online & videoconference
    Professional development courses for teachers – online & videoconference
    Communication courses – online & videoconference

Foreign language courses - videoconference

Past Enrollment

The distance education enrollment at UNK increased by 130 percent or 960 students (duplicated) from 1998-99 to 2002-03 (Chart 1).   Student credit hour production also increased by 130 percent or 2,845 credit hours (Chart 2). The number of courses offered by distance education has doubled in the past 5 years from 55 courses in 1998 to 109 in 20003 (Chart 3).
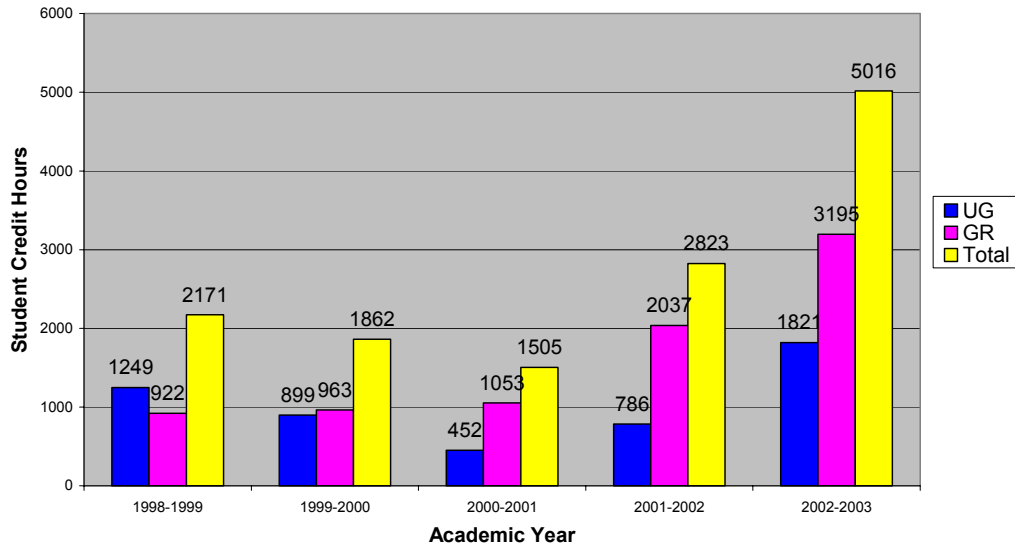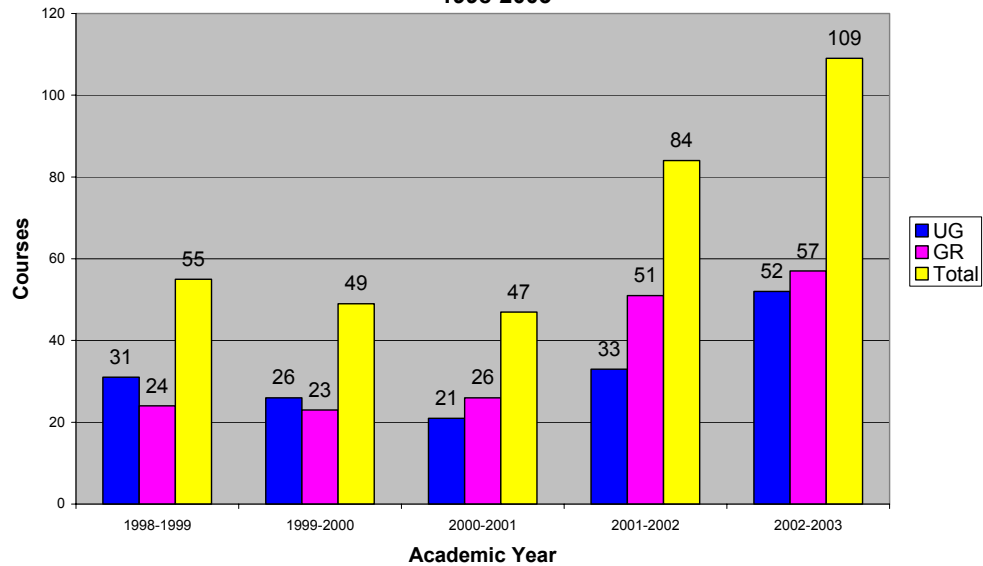
Chart 1
Distance Education Enrollment*
1998-2003
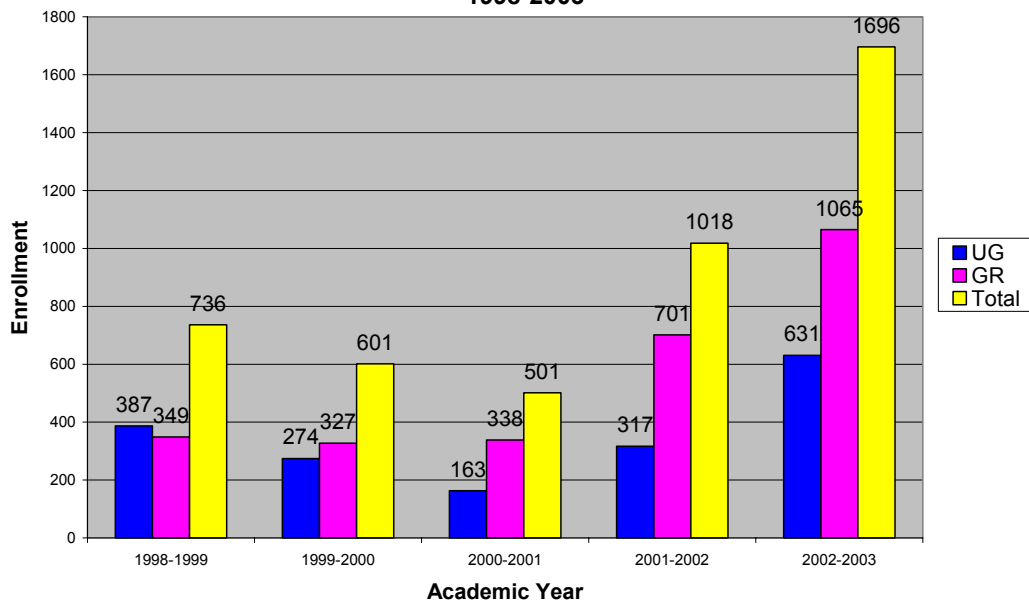
*Duplicated Student Count
The decline in enrollment from 1998-2000 is due to the decrease and eventual elimination of PBS telecourses.

Chart 2
Distance Education Enrollment
Student Credit Hours
1998-2003

Chart 3
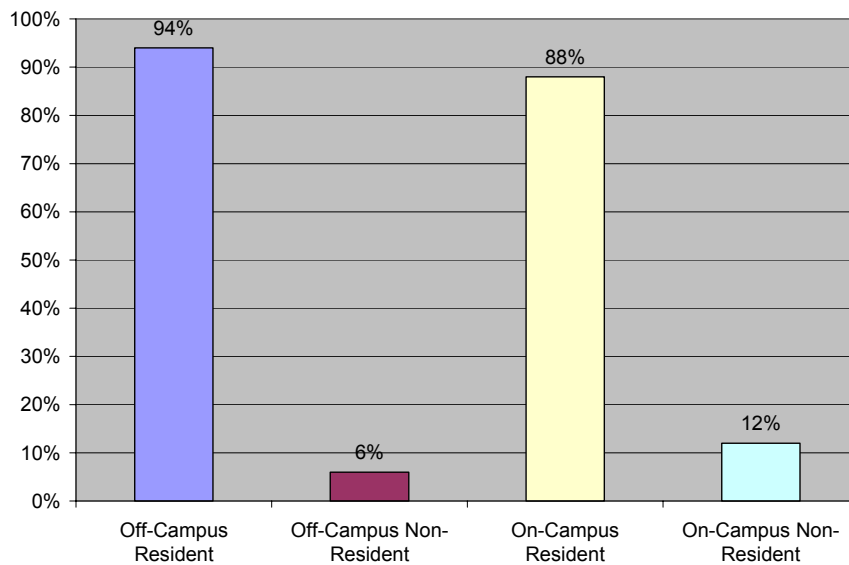**Distance Education Courses**
1998-2003

UNK's off-campus enrollment patterns remain consistent with its role and mission which is reflected in the high percentage of students who are from Nebraska and live in rural areas. Of the total off-campus enrollment, 90 percent live in rural areas and 94 percent live in Nebraska. Compared to the traditional, on-campus enrollment, 79 percent of the students come from rural areas and 88 percent are from Nebraska (Charts 4 & 5).

Chart 4
Rural vs. Urban
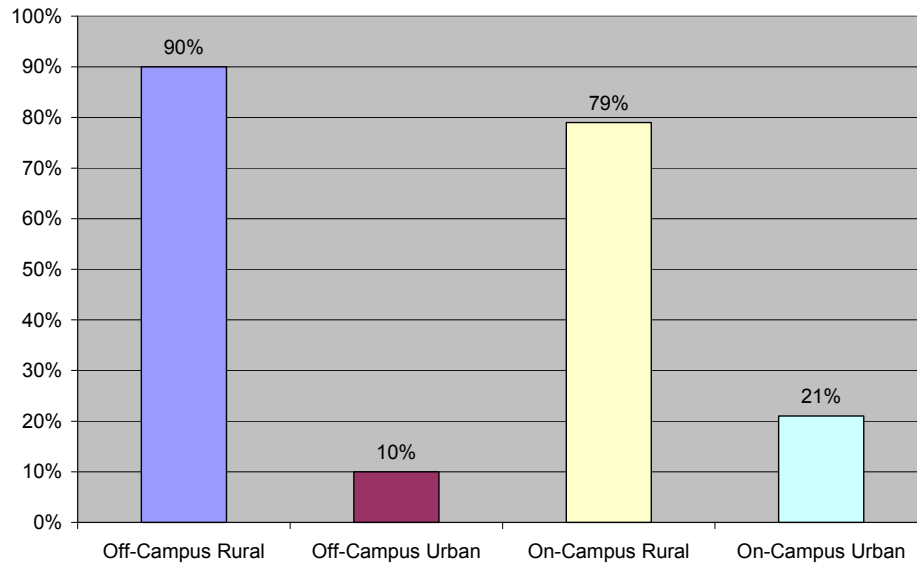
Chart 5
Resident vs. Non-Resident

Funding

Additional resources are needed to adequately support the fast-growing demand of distance courses. The recently implemented distance education fee of $20 per credit hour and the non-residential distance tuition differential are progressive steps; however, additional funding is needed to move the University mission of distance education forward.

Comparison to Peer Institutions

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The number of distance courses offered by UNK's peer institutions range from 7 at Minnesota State University Moorhead to 163 at Central Missouri University. When reviewing all 10 peer institutions, the median number of distance courses offered in Fall 2003 was 46. UNK offered 45 distance courses in Fall 2003. Degree program offerings also remain consistent with UNK as the vast majority of distance programs offered by our peer institutions are graduate degree programs.

Future Distance Education Programs
2004-2005 to 2007-2008 Academic Years

Principal Academic Emphases

The principal academic emphases at UNK will be the continuation of the development of complete degree programs at both the undergraduate and graduate level to meet the needs of place bound, nontraditional students. These additional programs include four master's degrees, a new certificate program, and an undergraduate program. A second priority will be the development of additional credit courses that can serve as electives, as general education requirements, or as parts of degree programs.

New Degree Programs and Courses

1. **M.S. Degree in the Teaching of Psychology** - The department proposes to develop an online, 36-hour M.S. degree in the Teaching of Psychology to meet the continuing educational needs of high school teachers. In three years, they anticipate enrollment of 90 students, with 50 percent of them from Nebraska and 80 percent rural.

2. **Certificate in History -** The department is proposing to offer the graduate Certificate in History (18 hours) via distance with one course offered each semester and one in the summer. The anticipated market is history and social science teachers. In three years, the anticipated enrollment is 35 students, half of them Nebraskans with 75 percent rural

3. **Master of Fine Arts** – This is a proposed collaborative program with UNO with an anticipated start date of Fall 2005. It will be the only MFA Creative Writing program in the Midwest. Approximately 50 percent of the enrollment will be Nebraska residents with a total enrollment of 10-15 students.

4. **Undergraduate Travel and Tourism Program** - Tourism as an economic development tool is of interest to rural Nebraska communities, and UNK has the only Travel and Tourism program in Nebraska. While Nebraskans are the intended audience, it is anticipated there would be a demand from out-of-state students. The program on campus is small but growing. Projected enrollment is 20-25 students per cohort who would be primarily from Nebraska. An adjunct with expertise in the field may be added to supplement existing faculty.

5. **Curriculum and Instruction Degree; Special Education Advanced Practitioner Option** - Four core courses for the M. A. in Curriculum & Instruction Program will be online as of this summer. They will support four program options within the C&I degree. One program option is Special Education Advanced Practitioner. Courses in Special Education program will be converted to online format so that the Advanced Practitioner degree can be earned via distance. The need for special education teachers remains strong. This program would assist teachers who prefer to change to special education from regular education, as well as special

education teachers who want to deepen their knowledge base. The participants will be Nebraska educators who are non-traditional and often place bound students. A small number of students are currently taking courses, and with additional recruitment, it could increase to a cohort of 25 students. If demand is strong enough, several adjuncts may need to be hired.

6. **M.A. in Curriculum and Instruction Degree - Montessori Early Childhood Specialization** - Four core courses for the M. A. in Curriculum & Instruction Program will be online beginning summer 2004. They will support four program options within the C&I degree. Currently, students can earn a C&I degree with an emphasis in Montessori early childhood education. No other institution in the country has made the Montessori program available online, yet the need for education to prepare teachers trained in this philosophy exists in every state. With appropriate marketing, this could become a national effort. A few courses in Montessori early childhood education are being offered at this time. Adjunct faculty members who have expertise and experience in Montessori serve as adjunct faculty.

7. **M. A. Master Teacher in Physical Education courses** - Every school district in the state has physical education teachers, and many of these teachers are located at a distance from a university campus. Physical education teachers often have coaching assignments or other duties that do not allow flexibility in their schedules to travel to a campus. Therefore, interest has been expressed in this program, and enrollment is steady. Offering up to 50 percent (18 hours) of coursework would increase the opportunities of these teachers to obtain a degree in their discipline. Projected enrollment is 20-25 teachers. An adjunct may be added to provide additional expertise and support.

8. **M.A. Curriculum & Instruction Program Courses** - Elective graduate courses for practicing teachers are proposed that will enhance their preparation, satisfy ongoing certification requirements, and facilitate future graduate degree work. The demands on rural teachers who do not have professional development support within the district and must meet the state expectations of teaching to standards and assessing student learning are different than the needs of teachers in larger schools. A series of courses would be developed to meet the instructional and assessment needs of this population. A new position or several adjunct lecturers would be added to provide these courses.

9. **Undergraduate Teacher Education program courses**- Several courses in the undergraduate teacher education program will be converted to an online format to meet the needs of community college transfer students in the early childhood education program, as well as non-traditional students. Multicultural education courses(s) will be available online to meet the needs of educators who work with students from diverse backgrounds and/or who may want to work toward an ESL endorsement. No new faculty member is needed, although adjuncts will need to be hired if the demand is large enough to require more sections than are currently offered.

10. **Computer Science and Information Systems courses** – The department proposes to offer CSIS 108 (Computers in Society) and CSIS 130 (Introduction to CSIS) each once annually by distance. These are General Studies courses which would be useful to any distance student trying to complete an undergraduate degree. About 40 students per year are expected to enroll, 20 in each class. It is expected that 85 percent of them would be Nebraska natives and 70 percent would be rural.

11. **Physics courses** – Physics courses would be offered in support of the M.S. Degrees in Biology and in Science Education, and to Enhance Content Preparation under the No Child Left Behind Act. The department anticipates offering one or two courses per semester in support of the current M.S. distance program in Biology and to satisfy the needs for enhanced faculty

preparation in content areas under No Child Left Behind Act. There is also thought being given to the possibility of assuming primary responsibility for the M.S. in Science Teaching and moving it to distance, though this possibility is not reflected in the estimates that follow. The department estimates 60 student enrollees per year with 40 percent of them from Nebraska and 90 percent rural.

12.   **Other Courses** – Additional courses to be developed are selected advanced courses in Speech and Journalism and Mass Communication, and courses in Multimedia.

Expansion of Continuing Degree Programs and Courses

1.   **M.S. in Biology Degree** - The department envisions that in three years, enrollment should increase from the current 92 to 150 students. About 40 percent of the students are expected to be Nebraska residents, and about 90 percent to be rural.

2.   **Ed. S. in Educational Administration for Superintendents** - The needs of educators who are place bound can be better met with this program in an online format. There is no projected increase in support as this program is being converted from a blend of videoconference and face-to-face to online. The vast majority of the audience will be Nebraskans living in rural areas.

3.   **M.A. in Educational Administration - Preparation of Principal -** The need and demand in Nebraska for educators prepared as principals continues to be strong. UNK is offering this program in a blended format with 50 percent of the courses offered by videoconference and 50 percent of the courses on campus. The students are located in western, eastern central and southeast Nebraska. The delivery of the program may be expanded to northeast Nebraska with an anticipated cohort of 25 students. If so, additional adjuncts or a lecturer will need to be hired to support the expansion.

4.   **M. A. in Instructional Technology Program** - This degree has three program options and is currently offered in a blended distance format sharing the core of four online courses required by the C&I program. If it is converted to a fully online program, the audience will expand to even more place bound Nebraskans and educators in the region. The need and demand for educators with technology expertise continues. Additional adjuncts will be needed.

5.   **Educational Media Endorsement** – This is an option within the M. S. in Instructional Technology degree. The need and demand continues to be strong in Nebraska and the region for Educational Media specialists. UNO and UNK collaborate in delivering this endorsement program by distance. The size of the current program has led the College of Education to reallocate resources for a second faculty member with credentials in Educational Media. Students in the program currently are primarily from Nebraska, although some come from other states. It is anticipated that up to 25 additional students could be attracted from out-of-state with further marketing. If demand is great enough, an adjunct will need to be hired.

6.   **Online Post Baccalaureate Certificate Courses** - UNK is the only institution in Nebraska that offers online courses leading to secondary education certification to individuals with bachelor's degrees. These degrees must be in a discipline that is taught in secondary schools. This set of courses could be expanded to a regional base if advertised. An additional position would be needed but other services are in place.

7.   **MBA** – This is currently being offered in a blended format with the majority of the delivery by videoconference to Grand Island and the remainder online. The expansion of the receive sites will be determined upon demand with McCook, North Platte and Columbus as

target sites. The program will also integrate additional online components to meet the demands of the non-traditional, place bound, working adults.

8.   **Other Courses** - Individual course expansion is expected to be in the areas of speech, modern languages, teacher development, music, women's studies, and professional development for teachers.

Student support services

UNK is committed to providing support services to its distance learning students. Expansion of student support services for future programs are recommended below:

1.   Develop a distance education handbook for students – A handbook for students taking a distance ed course would be a valuable resource for the student.   Although most of the resources will be available on the Continuing Ed web site, a comprehensive handbook in a PDF format may be helpful.

2.   Conduct a survey of students to receive input and recommendations on support services – The best way to determine if UNK is meeting the needs of the students is to ask them. With the availability of survey software, this could easily be accomplished. Another survey tool that is addressing issues pertaining to student services is the distance ed evaluation being developed for faculty use by the Faculty Senate Continuing Ed Committee.

3.   Upgrade the Continuing Ed web site – The Continuing Ed web site has been a useful resource for those students interested in distance courses by answering questions regarding online courses and providing links to student resources. Additional resources will be added to this web site.

4.   ITS Services – As the demand for distance courses increases, the services provided by ITS such as Help Desk support, training services, etc. will also evolve with the technology and the needs of the campus.

5.   Improve communication with distance students – Faculty members vary as to how they communicate with their online students prior to the start of their classes with various methods used, i.e., email, letters, phone calls or nothing. It is the latter that is an issue as some students do not know how to get started with their online classes and are well into the semester before they initiate contact with the instructor. A process needs to be established in order to improve the communication with the distance student.

6.   Provide testing services – Continuing Ed has provided testing services to the students and could expand these.

7.   Library Services – To further enhance library services, the library will develop web pages to address the research needs of distance education students. Communication with distance students will be increased to promote the use of library services and resources.

8.   Career Planning Services – Career Services has expressed an interest in providing services to the distance ed students.

9.   Office of New Media Services – A collaborative effort to establish an Office of New Media Services is in the development stage and would provide multimedia assistance to students.

10. Online Writing Center – The UNK Writing Center is recommending to expand their writing assistance to the distance ed students. Most of it could be done electronically.
11. Advising – Improve advising services to the distance students.
12. Tutor Assistance – Tutors have been provided for distance classes and these services will be expanded.

Faculty support services

Recommendations for faculty support services include:

1. Designate an instructional designer for each of the colleges – With the increase of online course development, it is critical to provide adequate support to the faculty. It is Continuing Ed's goal to eventually designate one instructional designer to each college.
2. Establish a faculty mentor program – Many colleges have set up a faculty mentor program where faculty are assigned to an experienced distance ed instructor who "mentors" them throughout their teaching of their distance ed course.
3. Provide testing services – While most faculty teaching online give timed tests or open book tests, some prefer the traditional testing methods and are concerned about students cheating. Proctored testing services could be established to eliminate these concerns.
4. Develop a distance ed discussion board for faculty and staff – A discussion board could be helpful to faculty who are teaching a distance ed course where they could easily share their experiences on various aspects of distance education.
5. Enhance the Continuing Education web site to include faculty resources – Posting information regarding distance instruction would be helpful to the faculty, such as articles on teaching via distance, training available, valuable web sites, videoconferencing capabilities, receive sites, and services provided by Continuing Education, etc.
6. Establish a distance ed support team – A distance ed support team of an instructional designer, technician, librarian, and marketing person is recommended to consult with the instructor prior to the development of a course.
7. Offer the Summer Institute for Online Teaching – UNL has developed an effective training workshop for faculty teaching online. UNK is collaborating with them to offer the workshop to faculty in summer 2004.
8. Return differential non-resident tuition to the departments – If the non-resident distance tuition is increased to a market-driven amount, it is recommended that the differential tuition is returned to the department who is providing the degree program.
9. Develop a faculty handbook on teaching by distance – A comprehensive handbook on distance education available on the web site would be beneficial to faculty.
10. Office of New Media Services – A collaborative effort to establish an Office of New Media Services is in the development stage and would provide multimedia assistance to faculty.

11. ITS Services – As the demand for distance courses increases, the services provided by ITS such as Help Desk support, training services, etc. will also evolve with the technology and the needs of the faculty.
12. Expand course development funds – The summer stipend available to faculty for the development of distance courses is under review. It is recommended that the amount should be increased.
13. Library Services – To further enhance library services, the library will develop web pages to address the research needs of distance education faculty. The library will collaborate with faculty to include library information and web links in their online course materials for distance classes. Communication with distance faculty will be increased to promote the use of library services and resources.

Projected participants and estimates of demand for future programs

With the anticipated future growth and expansion of the above listed new and expanded programs, annual enrollments are expected to increase by 10 percent in each of the next 3 years, resulting in 2,482 distance ed students by Spring 2007 (Chart 6). It is expected that UNK will continue to serve the rural population with 90 percent of the students living in rural areas. With the development of new programs that may be in demand regionally, the percentage of nonresidents is anticipated to increase from 6 to 10 percent within the next 3 years; however, by far, the majority of the students will be Nebraska residents living in rural areas.

Chart 6
Distance Ed Projected Enrollment*
2003-2007
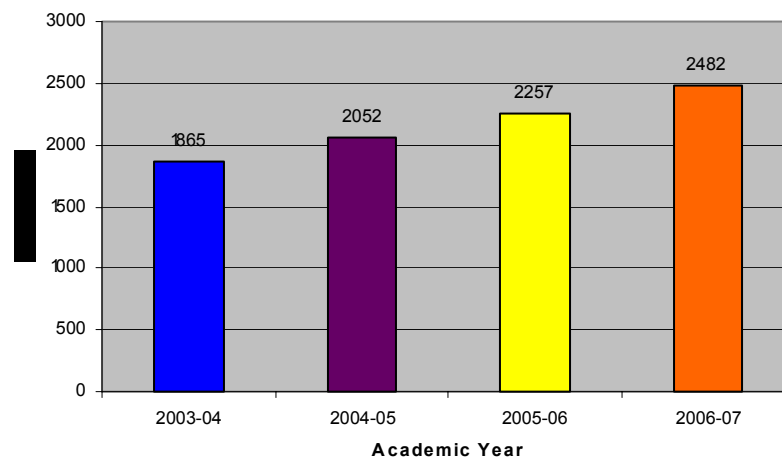
*Duplicated Student Count

Funding

To determine future funding for distance courses, several factors must be considered. These include costs for course development, infrastructure, faculty development, teaching, technology support, library support, materials, and administration. To offer the new and expanded programs listed in the previous section, the projected cost is approximately $700,000 annually. The distance education fee generates $150,000 per year, the projected non-resident

distance tuition differential is $25,000, and the general fund allocation is $225,000 per year, totaling $400,000. This results in a $300,000 shortfall to adequately support quality distance education programs at UNK

Policy and administrative process changes

To facilitate distance education development, a Distance Education Advisory Council will be formed to address policy issues related to distance education programs and courses. Two representatives from each college will be appointed to this committee, along with representatives from the library, Informational Technology Services, and Continuing Education.

New institutional program partnerships

Institutional program partnerships will continue with the M.S. in Biology, Special Ed, Gifted, and German programs. A new collaboration to begin in the Fall 2005 with UNO is the MFA. There is also interest expressed by the College of Fine Arts and Humanities to collaborate with colleges throughout the state in the areas of German, French, and Spanish.

UNIVERSITY OF NEBRASKA - LINCOLN
DISTANCE EDUCATION STRATEGIC PLAN

Summary

The University of Nebraska–Lincoln is committed to providing quality distance education programs that build on areas of academic strengths, and are competitive in a technology environment, so that learners can attain degrees or enhance their career/professional development regardless of location. The greatest growth opportunities are with non-thesis masters programs and graduate certificate programs. While UNL's primary responsibility is to serve citizens of the state, we will be aggressive in expanding program niche market opportunities to the nation and world. As the number of out-of-state distance education student enrollments increase, tuition differential funds will increase, thus making more funding available to support units in the development and delivery of quality distance education programs. As we enhance existing and develop new distance education programs, our emphasis will be on departments/colleges having growth management plans in place, to help ensure quality of instruction and a proper balance between enrollments and available program resources. UNL distance education enrollment growth over the next four years for technology delivered graduate and selected undergraduate professional courses is projected at an average annual rate of 10%. Academic colleges and support services to support this growth will use funds from tuition differential generated by increased out-of-state enrollments, Special Contract enrollments and fees. The following recommendations will help facilitate distance education growth and development:

Recommendations

1. Assess faculty support needs, program growth capacity, niche markets and the best use of available resources to support existing and new distance education program offerings in the academic colleges/departments. This assessment process will include academic colleges developing a strategic plan, business plan and cost model for each distance education program.
2. Develop a market strategy targeting both in-state and out-of-state distance education students where excess program capacity and/or new distance education program opportunities exist.
3. Identify distance education programs with large out-of-state markets and set-up a model to return tuition differential (difference between in-state and out-of-state distance education student tuition) to the department. To qualify the following conditions must be met:

   - The program being considered must be a distance education degree program.
   - A three-to-five year business plan must be developed.

- The Chancellor, Senior Vice Chancellor and Associate Vice Chancellor for Extended Education & Outreach must approve the business plan.

4. Annually provide one $50,000 grant for the creation of a new distance education degree program and up to four $25,000 grants for expanding/improving existing distance education programs.
5. Seek external funding support for distance education research and teaching projects through the Office of Research and Graduate Studies.
6. Define, develop and deliver training to faculty and graduate assistants on the use of instructional technology for distance education and residential courses with a focus on managing expectations of the 24/7 teaching paradigm shift.
7. Define and address faculty and student support policies and administrative processes that guide appropriate distance education development.
8. Identify and address faculty and student issues that enable University of Nebraska intercampus collaboration in sharing courses that support distance education programs. Develop models that support sharing distance education courses between institutions outside Nebraska, as appropriate.
9. Assess the quality of distance education courses/programs and establish guiding principles for application to all UNL distance education programs.
10. Create a more collaborative partnership in the development and delivery of College Independent Study and Summer Reading courses with academic colleges.
11. Develop a strong sales/recruitment program to enhance current client relationships, foster new client relationships and increase Independent Study High School visibility and sales. Seek out and establish partnerships that support the growth and development of the UNL Independent Study High School.
12. Explore and evaluate the application of instructional technology that supports distance education and residential instruction.

Future Distance Education Programs and Direction

Introduction

The University of Nebraska–Lincoln has a long-standing tradition of distance education programming and is committed to continue developing programs that are competitive in a technology environment. Individuals in both the rural and urban geographic regions, who are place and/or time bound, require opportunities for learning. Distance education provides this opportunity. To serve these educational needs, UNL will continue to build on areas of academic strengths and will use the latest available cost-effective technology to deliver high quality, distance education programs and courses, so that learners can attain degrees or enhance their career/professional development regardless of location. While UNL's primary responsibility is to serve citizens of the state, we will continue expanding program market opportunities to the nation and world. For many of the degree programs, expanded markets are the only way UNL can offer distance education programs to citizens of the state.

As we continue to develop distance education programs in these times of financial restraint, focus will be on managing the growth in credit hour production and the number of programs delivered to ensure quality of instruction. A careful assessment will be made with each academic college currently providing distance education programs or planning new distance education programs to determine program growth capacity and the best use of available

resources for supporting these programs. *The greatest growth opportunities are with non-thesis masters programs and graduate certificate programs.* Non-thesis masters and certificate programs fulfill the educational needs of many adult learners wanting to enhance their career and require less time for faculty advising.

Principal Academic Emphases

The Board of Regents has called for distance education to be a part of the core activities of the University. Further, given the dispersed geographic distribution of Nebraska's citizens, distance education is needed to provide access to the University's education resources. Distance education is seen by those academic colleges that have viable programs, as a valuable method to increase the effectiveness and efficiency of learning and as a means to increase their own strategic options in planning for the future. The goal is for faculty, departments and administrators to treat distance education responsibilities as part of their normal workload and not as an extra, or adjunct, responsibility, thus allowing UNL to be a stronger and more responsive university. UNL's priorities for future program development and delivery are listed in order of importance:

1. Develop distance education graduate degree and certificate programs for professionals in fields of UNL's special expertise.
2. Develop modules with specific learning outcomes to be used in credit and non-credit programs.
3. Develop courses, sets of courses or certificates in undergraduate professional programs, i.e. Journalism and Agriculture.
4. Explore the application of instructional technology to support learning of distance education and on-campus students.

Academic colleges providing distance education programs, strive to adhere to best practices for offering technology delivered degree and certificate programs developed by the eight regional accreditation commissions. These standards constitute a common understanding among the regional accrediting associations of those elements that are necessary to deliver high quality distance education programs:

- that education is best experienced within a community of learning where competent professionals are actively and cooperatively involved with creating, providing, and improving the instructional program;
- that learning is dynamic and interactive, regardless of the setting in which it occurs;
- that instructional programs leading to degrees having integrity are organized around substantive and coherent curricula that define expected learning outcomes;
- that institutions accept the obligation to address student needs related to, and provide the resources necessary for, their academic success;
- that institutions are responsible for the education provided in their name;
- that institutions undertake the assessment and improvement of their quality, giving particular emphasis to student learning;
- that institutions voluntarily subject themselves to peer review.

(Source, North Central Accrediting Association web site; "Best Practices For Electronically Offered Degree and Certificate Programs")

When evaluating new distance education degree and certificate programs the following guiding principles will be used:

1. Does the program support a defined need within Nebraska, the region, the nation or the world?
2. Does the college have adequate resources to support a quality program and provide student advising and other support services, without diminishing support for existing programs?
3. Does the program fit within the role and mission of the University of Nebraska–Lincoln and the academic college?
4. Is the program an extension of what faculty do in their on-campus programs?
5. Will the program add value for UNL?
6. Is there a defined process for assessing student outcomes to help ensure that students are provided a quality learning experience?
7. Are there collaborative partnerships that expand resources by building relationships with other colleges and universities within the state, region or nation?

New Distance Education Degree Programs and Courses

The College of Architecture is developing a Master of Science in Architecture with a specialization in Interior Design to start in the fall of 2004. This 36-credit hour program of study is designed for those students who have successfully completed an undergraduate degree in interior design or a closely related field (Foundation for Interior Design Education and Research accredited). With a nationally recognized undergraduate interior design program, UNL is poised to meet the demands of both the growing number of interior design students who seek advanced education and the various commercial sectors for designers with graduate degrees. The primary target audience will be the 300 undergraduate College of Architecture alumni living in Nebraska urban communities and throughout the United States. Anticipated enrollments for the first year of the program are 12 to 15 students.

The College of Agricultural Sciences and Natural Resources, Department of Food Science and Technology is planning to offer certificate programs (i.e., food safety certificate), and ultimately a Master of Science in Food Science and Technology. These programs will be offered to students in Latin American countries, starting first with Ecuador and Colombia in the fall of 2005, utilizing the Spanish version of the courses. The business plan developed by the Department of Food Science projects that 20 students could enroll in the program the first year, building up to 60 students per year as the program expands to other countries.

The Office of Extended Education & Outreach will work with the academic college deans and associate deans to identify opportunities for the delivery of degree and certificate distance education programs. Emphasis will be given to those departments and colleges that do not have distance education programs. Course/program development grant funds will be used for seed money to start new distance education graduate degree and certificate programs. Start-up programs will require a business plan, which includes a market assessment and defined demand for the proposed program.

Expansion of Existing Degree Programs and Courses

As UNL continues to develop distance education programs in these times of financial restraint, emphasis will be placed on managing the growth of credit hour production to ensure quality of instruction and student support services. To bring greater focus and structure to this process, academic colleges will be asked to develop a distance education strategic plan and supporting business plan. These plans will be used to evaluate program demand, determine program growth capacity, and define the allocation of financial resources for maintaining and/or growing priority programs.

The Master of Agriculture program has growth opportunity and considerable excess capacity as do the master's programs in the College of Education and Human Sciences. These programs are well-suited for rural and urban audiences in Nebraska and the nation. The Department of Entomology charges a higher tuition than do other, UNL distance education programs to out-of-state students for the distance education Master's program in Entomology. The tuition differential funds from these students are returned to the department and used to support the Entomology program as defined by the business plan. The Department of Entomology, also, has a collaborative partnership with the University of Nebraska at Kearney, which supports the UNL Master of Entomology and UNK Master of Biology programs. In addition master's programs in Journalism, and the College of Business Administration and Engineering have some growth capacity and are important programs for citizens of the state.

The College of Education & Human Sciences offers two doctoral degree programs within the Department of Educational Administration. The demand for both programs is high and requires implementing enrollment management plans in order to maintain quality and ensure that program size does not exceed available department/college resources. Program leaders for the Educational Leadership and Higher Education (ELHE) doctoral program in the College of Education & Human Sciences are developing a business plan and will request approval to receive out-of-state student tuition differential starting in the of fall 2004. This strategy is important for the ELHE team to obtain additional financial resources to help support this internationally recognized program. The break down of ELHE program enrollments is 30% from Nebraska, 60% from the United States and 10% from other countries.

Building stronger partnerships with academic departments is a primary area of focus for the UNL College Independent Study Program. These partnerships are essential to the growth and development of the College Independent Study Program and will require developing a different revenue sharing model. Program growth strategies are focused on serving place bound, time bound adult learners throughout Nebraska and the region, and working with UNL academic department advisors to assist on-campus students with course electives. New courses will be developed based on defined demand for the course and availability of academic college faculty to support the course. Current courses with low enrollments will be dropped. These strategies are critical in reversing the declining enrollment trends occurring in 2003–2004.

The UNL Independent Study High School will continue to strengthen its partnership with the Nebraska Department of Education and K-12 school districts within Nebraska. To expand the out-of-state market, more aggressive marketing will be done with community, national and international organizations that provide online and print courses to high school age students. The ISHS will continue developing new online courses and revising existing courses that are market and/or programmatically driven. It is anticipated that these strategies will help reverse the declining enrollment trend that is still occurring within the ISHS program.

Between 1998–1999 and 2001–2002 UNL distance education course enrollments increased by an average of 58% per year. During this three-year period, UNL transitioned to online course offerings, which account for much of the rapid growth along with new degree programs and increased enrollments in Teachers College programs (College of Education & Human Sciences). In the last two academic years enrollment growth has flattened out considerably, showing an increase of 13% in 2002–2003 and a projected increase of 14% in 2003–2004. Online or distance graduate course enrollments accounted for 87% of total enrollments in 2003–2004.

In the last four years, some of the most creative work in distance education has been done with special contracts. A Special Contract is a joint partnership between an academic college or colleges and another organization, institution, business or agency for the development and delivery of a specialized credit program that services the members/employees of that group. Special Contracts allow academic colleges to customize distance education programs for targeted audiences and establish a program price determined by market conditions. Revenue generated from the Special Contract "D" courses is expected to cover the cost of providing the program. UNL will continue to support special contract programs that fit within the role and mission of academic colleges, when adequate resources are available to support a quality program without diminishing support for existing programs within the department/college. Special Contract program "D" course enrollments have increased from 196 to 400 between 2000–2001 and 2002–2003. In 2002–2003, out-of-state distance education students accounted for 54% of "D" course enrollments. The following guidelines apply to Special Contracts:

- Identifiable population to be served.
- Customization of curriculum, delivery mode, location of delivery and/or unique schedule of expectations not normally included in regular course or program delivery by the University.
- Special financial arrangements required or negotiated, i.e. fixed pricing over a contracted time period; specified payments for course development, travel, etc.; or consolidated billing to the organization/institution.

Projected enrollment increase for new and existing distance education programs/courses is an average of 10% per year from 2004–2005 through 2007–2008. Most of the growth will occur in master's degree programs that have excess capacity and new degree and certificate programs that will be developed in the next four years. To increase enrollments will require aggressive target marketing of individual programs within Nebraska, the nation and the world. Targeting Nebraska alumni living outside the state is an important target audience for some distance education programs. *The greatest potential for graduate student growth will be the out-of-state market.* Table 1 shows a 64% growth in out-of-state "S" course (technology delivered distance education courses) enrollments between 2003–2004 and 2007–2008 compared to a 23% in in-state "S" course enrollments. "D" course enrollments will increase an estimated 94% over the same four years.

Table 1
University of Nebraska–Lincoln
In-State and Out-of-State Distance Education Growth Enrollment Projections
2003–2004 through 2007–2008

Year	Estimated Enrollments	In-State "S" Course Enrollments	Out-of-State "S" Course Enrollments	Special Contract "D" Course Enrollments	Percent Change in Total Course Enrollments	Percent Change in In-State "S" Course Enrollments	Percent Change in Out-of-State "S" Course Enrollments	Percent Change in Special Contract "D" Course Enrollments
02–03	3,165	1,592	1,173	400				
03–04	3,615	1,787	1,343	485	14	11	14	21
04–05	3,968	1,880	1,503	585	10	6	12	21
05–06	4,364	1,981	1,683	700	10	5	12	20
06–07	4,800	2,062	1,918	820	10	4	14	17
07–08	5,280	2,134	2,206	940	10	4	15	15

"S" courses are technology delivered graduate and undergraduate distance education courses
"D" courses are special contract technology delivered courses

Funding Support for Distance Education

Funding support for the UNL distance education program comes from the general fund in the amount of $815,000. Distance education students are charged a $60 per course distance education fee ($20 per credit hour) and the $20 per semester registration fee. They are also charged the $6 technology and $2 library per credit hour fee. The technology fee is transferred to Information Services and library fee to Libraries. In addition, the Chancellor's office provides $200,000 of discretionary funding to be used for course development grants, expansion of existing distance education programs and seed money for starting new distance education programs.

In July 2003, the NU Presidents Council adopted a policy giving the chancellors authority to set out-of-state tuition for distance education students at a higher rate than the in-state tuition. This tuition differential (difference between the in-state tuition and out-of-state distance education tuition) is returned to the campus and funds are used to support distance education programs. The Department of Entomology's Master's program is a pilot program where out-of-state tuition differential funds are returned directly to the department in support of the program. All other funds are returned to the Office of Extended Education and Outreach (EE&O) and distributed to academic colleges for support of distance education programs.

Tuition differential for out-of-state distance education students in 2003–2004 was set at $80.25 per credit hour for all UNL "S" graduate courses, except the Master's program in Entomology that is $119.25 per credit hour. The tuition differential for undergraduate courses is $60.75 per credit hour. The master's program in Entomology tuition differential rate will increase to $173 per credit hour in 2004–2005. The tuition differential rate for all other UNL distance education "S" courses will be increased by at least $10 per credit hour each over the next four years. This is a $40 increase per credit hour going from $80.25 to $120.25. Even with this kind of distance education out-of-state tuition rate increase, UNL will not be at the midpoint of peer institutions (Table 8). Revenue generated from the tuition differential is projected to increase by $480,602 between 2003–2004 and 2007–2008 (Table 2). Distance education fee revenue and the semester registration fees will increase by 46% over the same four years. The increased revenue from the tuition differential will be used to support the expansion of distance education programs within the academic colleges. The increased revenue from distance education and semester registration fees will be used by EE&O to partner with academic colleges on new instructional design positions and expansion of faculty and student distance education support services.

Table 2
University of Nebraska–Lincoln
Distance Education Tuition Differential and Fee Revenue Projections
2003–2004 through 2007–2008

Year	Enrollments	Out-of-State "S" Course Enrollments	Distance Education Fee Revenue $60/3 hr course	Semester Registration Fee $20	Out-of-State "S" Course Tuition Differential
03–04	3,615	1,335	$216,480	$36,080	$338,950
04–05	3,968	1,503	$238,080	$39,680	$444,174
05–06	4,364	1,683	$261,840	$43,640	$538,899
06–07	4,800	1,918	$288,000	$48,000	$662,616
07–08	5,280	2,206	$316,800	$52,800	$819,552

Academic colleges/departments with established distance education degree programs that include a strong out-of-state market will be encouraged to charge a higher out-of-state tuition differential than the UNL out-of-state "S" course rate. If the program meets the criteria, which has been established, the tuition differential will be returned to the program. UNL's criteria for allowing the tuition differential to be returned directly to the college/department (i.e. Department of Entomology) to support the program are:

- The program being considered must be a distance education degree program.
- A three-to-five year business plan must be developed.
- The Chancellor, Senior Vice Chancellor and Associate Vice Chancellor for Extended Education & Outreach must approve the business plan.

In the absence of meeting these criteria, the funds are retained on campus and "directed toward distance education" generally, through the Office of Extended Education & Outreach. As the number of out-of-state distance education student enrollments increase, out-of-state tuition differential funds will increase, thus making more funding available to support academic units in the development and delivery of distance education programs.

To provide greater incentive for new distance education degree and certificate program start-ups and expansion of existing programs, the majority of the $200,000 in discretionary funds provided by the chancellor's office will be redirected. One $50,000 grant will be made available annually for a new program, and up to four $25,000 grants will be made available for expansion of existing programs that have excess capacity. The development of a business plan that demonstrates program demand will be required to obtain the $50,000 and $25,000 grants. This will leave $50,000 for new distance education course development grants.

New Institutional Program Partnerships

The College of Agricultural Sciences and Natural Resources is being assisted by the Great Plains Interactive Distance Education Alliance to form a partnership with Iowa State University, Kansas State University and University of Missouri–Columbia in sharing courses

that will support the Master's degree in Agriculture. The partnership is also interested in graduate certificate programs and courses that support selected undergraduate programs within the region. The College of Journalism and Mass Communications is working with the academic officers of the Nebraska community colleges to form a partnership for the delivery of selected undergraduate Journalism courses. Journalism courses will target educational interests of local media practitioners and potential UNL Journalism transfer students.

Expansion of Student Support Services

While considerable progress has been made in mainstreaming distance education student support services, UNL must continue to identify and eliminate barriers that make it difficult for these students to be a part of the university community. In examining the three phases of student services, admissions, completion and graduation, there are issues that need to be addressed. We need innovative ways of serving the part-time, distance student. This is important in order to better manage the increased number of programs and students. Creating an online "distance student handbook" that provides generic information for admitted distance students, such as information on library services, help desk support, deadline by when students need their memorandum of courses approved, comprehensive exam forms and dates and graduation applications. Streaming of the graduation ceremonies helps distance education students become more connected to the campus community. Career Services and the Alumni Association can encourage professional networking of current, graduating, and former distance students in specific professional areas.

Expansion of Faculty Support Services

Faculty support services are divided into training, course development and delivery and teaching assistance. The Online Summer Institute, offered in the spring, has been very successful in helping faculty wanting to learn how to develop and teach online courses. The faculty demonstration luncheons, held three times a year, provide faculty with opportunities to demonstrate how they use technology in teaching their distance education courses and to learn from each other. Both of these programs will be continued.

Faculty need help in managing expectations created by the 24/7 teaching paradigm shift. This includes reducing the amount of time required in managing student e-mails, shifting student support services to support service staff and using teaching assistants, where appropriate. Workshops will be developed to assist faculty in addressing these issues. Instructional design support is a valuable service for faculty teaching distance education courses. EE&O partners with the College of Business Administration, College of Education & Human Sciences, College of Architecture, College of Engineering and Technology and College of Agricultural Sciences and Natural Resources to provide instructional design support. This program will be expanded to other colleges, as financial resources from distance education fees become available. The Graduate Assistant Distance Learning and Technology Institute, started in the fall of 2003, trains graduate students in online course development and teaching. It has already proven to be useful in assisting some faculty with their online courses. This training institute will be continued.

Policy and Administrative Process Changes

The following practices will be evaluated and policy or administrative process changes made to help facilitate appropriate distance education development and sustainability of programs:

1. Establish acceptable management guidelines for doctoral and masters thesis and non-thesis distance education programs through collaboration between academic colleges and Graduate Studies.
2. Develop a more student-friendly application and registration process for distance education students enrolling in NU intercampus courses.
3. Eliminate need for distance education students to have multiple passwords when using SIS+, Nroll, eNRoll and WAM, and create a more customer service friendly attitude among campus units serving distance education students. The current system requires too much faculty time to assist students and takes away from their teaching and research responsibilities.
4. Increase awareness of the value of distance teaching in the promotion and tenure process; hold up departments requiring faculty willingness to teach at a distance as part of their hiring expectations.
5. Encourage campus and department staff to treat distance education as a core mission of the university and departments, thus reducing amount of time required by faculty in addressing distance education student support issues by moving these tasks to other staff.

Current Distance Education Programs and Trends

There has been a conscious effort to create linkages between academic units that provide content for distance and supporting infrastructure necessary for programs and students to succeed. This focus is helping to establish distance education as a core mission of the academic colleges and University. Distance education degree and certificate programs currently being offered have been built around academic strengths, and use available cost-effective technology to deliver high quality courses, so that learners can attain degrees or enhance their career/professional development regardless of location. Given the financial climate of the University, there has been an emphasis on managing the growth of credit hour production and the number of programs delivered to ensure quality of instruction.

In addition to the distance education graduate degree and certificate programs, UNL offers undergraduate College Independent Study and Summer Reading courses. Faculty within academic departments or adjunct faculty approved by the department head/chair provide course content and instruction for College Independent Study courses. A number of residential students supplement their UNL enrollment with CIS courses in order to meet course prerequisites and graduation requirements. Adult place bound students use CIS courses to help them achieve their educational goals.

The University of Nebraska–Lincoln Independent Study High School offers over 160 self-paced courses and is accredited by the Nebraska Department of Education and the North Central Association Commission on Accreditation and School Improvement. Home schools, public and private high schools, learning organizations, military organizations, performing artists, athletes and individual students and families, among others, have found that UNL's

approach to independent study fits their individual needs. Students can take individual courses or enroll in the UNL ISHS diploma program.

Graduate Degree, Certificate and Endorsement Programs:

Through the dedicated efforts of many (mostly senior) faculty UNL has developed the following distance education graduate degree, certificate and endorsement programs:

Masters Degrees
- Agriculture
- Business Administration
- Teaching, Learning & Teacher Education, Pre-K-12
- Educational Administration, Pre-K-12
- Educational Administration, Higher Education
- Engineering Management
- Entomology
- Family and Consumer Sciences (Specialization in Family Financial Planning or Youth Development)
- Journalism and Mass Communications
- Special Education
- Textiles, Clothing and Design

Doctoral Degrees
- Educational Administration (UNO-UNL)
- Education Studies

Certificate Programs
- Education Technology
- Family Financial Planning
- North Central Association School Improvement Specialist Program
- Youth Development

Endorsement Programs
- Deaf Education
- Early Childhood Special Education
- English as a Second Language
- Severe Disabilities
- Visual Impairment

UNL offered 274 distance education courses from six academic colleges during 2002–2003 with a total of 3,165 enrollments. For a listing of distance education courses by academic college see Appendix I. For a listing of College Independent Study courses and Independent Study High School courses see Appendix II.

Enrollments

The number of distance education course enrollments has increased dramatically (344%) over the past five years (Figure 1).

Figure 1
University of Nebraska–Lincoln
Distance Education Student Enrollments and Student Credit Hours
1998–1999 through 2002–2003
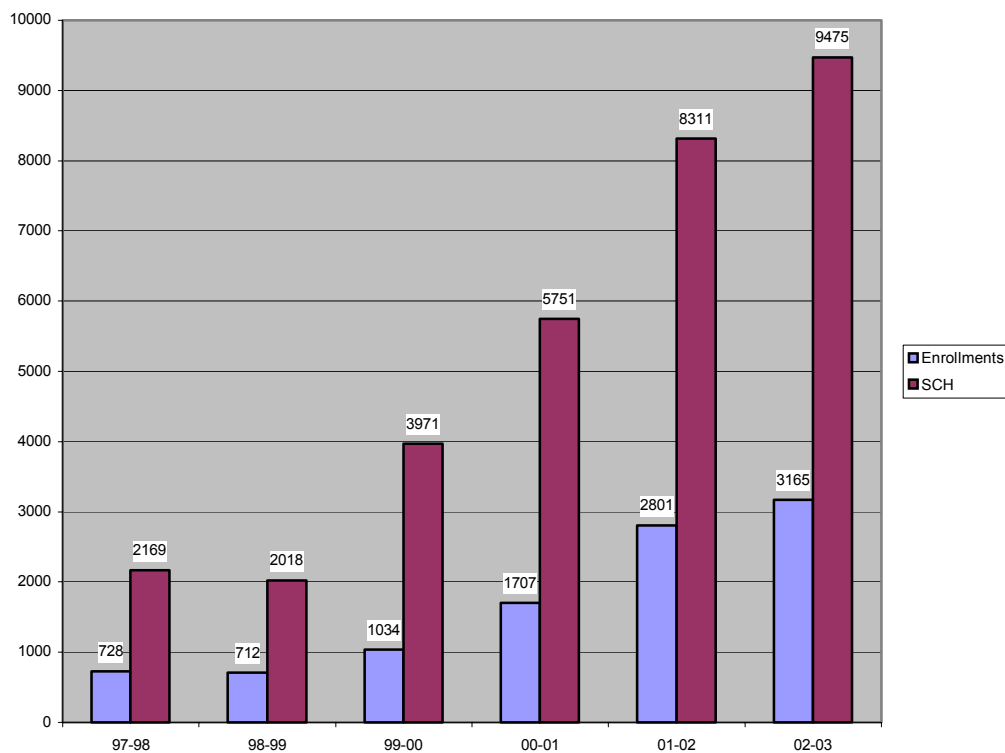
For a listing of enrollments and student credit hours by academic college for 2001–2002 and 2002–2003 see Appendix III and IV. For College Independent Study enrollments and Independent Study High School enrollments for 2000–2001 through 2002–2003 see Appendix V.

Nebraska Residents and Non-Residents

In 2002–2003 there were 466 undergraduate distance education course enrollments, 421 of the undergraduate enrollments were Nebraska residents. 90% of all undergraduate distance education student enrollments were Nebraska residents compared to 86% of undergraduate on-campus student enrollments being Nebraska residents (Table 3).

In 2002–2003 there were 3,065 graduate distance education course enrollments, 1,385 of the graduate enrollments were Nebraska residents. 45% of all graduate distance education student enrollments in 2002–2003 were Nebraska resident compared to 52% of graduate on-campus student enrollments being Nebraska residents (Table 4). While the number of distance education graduate student enrollments has increased during 2002–2003 the percentage of Nebraska residents has decreased. Out-of-state distance education student enrollments have increased at a faster rate than in-state distance education student enrollments.

Table 3
University of Nebraska–Lincoln
Undergraduate Student Enrollments
Comparing the Percentage of Resident and Non-Resident
Enrolled in Distance Education and On-Campus Courses
2000–2001 through 2002–2003

Year	UNL Undergraduate Enrollments			
	Distance Education		On-Campus	
	Resident	Non-Resident	Resident	Non-Resident
2000–2001	90%	10%	86%	14%
2001–2002	87%	13%	86%	14%
2002–2003	90%	10%	86%	14%

Note: Distance education enrollments include field courses
Source: Office of Institutional Research and Planning
        February 4, 2004

Table 4
University of Nebraska–Lincoln
Graduate Student Enrollments
Comparing the Percentage of Resident and Non-Resident
Enrolled in Distance Education and On-Campus Courses
2000–2001 through 2002–2003

Year	UNL Graduate Enrollments			
	Distance Education		On-Campus	
	Resident	Non-Resident	Resident	Non-Resident
2000–2001	52%	48%	58%	42%
2001–2002	48%	52%	55%	45%
2002–2003	45%	55%	52%	48%

Source: Office of Institutional Research and Planning
        February 4, 2004

Urban and Rural

In comparing the urban versus rural distance education graduate student enrollments from Nebraska in academic year 2002–2003, 67% were from the four urban counties of Cass, Douglas, Lancaster and Sarpy, with the remaining 33% from the rest of the state (Table 5). Urban versus rural data for the graduate on-campus students from Nebraska is not available by county. As indicated by data shown in Table 5 the greatest potential for in-state enrollment growth is in the four urban counties followed by the Southeast Extension District and the Northeast Extension District.

Table 5
Urban Versus Rural Distance Education Graduate Student Enrollments In Nebraska
Academic Year 2002–2003

Location	Number of Distance Education Student Enrollments	Percent of Distance Education Student Enrollments	Percent of State Population by District/Urban Counties
Urban Counties (Cass, Douglas, Lancaster & Sarpy)	930	67%	50.6%
Southeast Extension District (Excluding urban counties)	176	13%	19.6%
Northeast Extension District	140	10%	13.4%
West Central Extension District	81	6%	10.6%
Panhandle Extension District	58	4%	5.8%
Total	1,385	100%	100%

Funding Support for Distance Education in 2002–2003

In 1998, the Board of Regents called for distance education to be part of the core activities of the University. Included in this directive was a policy that Nebraska residents, taking distance education courses, would pay the same tuition as students taking on-campus courses and that tuition from distance education courses would go into the general fund. Teaching of distance education courses is considered part of the faculty's teaching load. In 2002–2003, UNL funding support for distance education came from the general fund in the amount of $815,000 of which $262,000 was transferred to the academic colleges and $107,000 supported the UNL Panhandle Learning Center and UNL Northeast Learning Center. The remaining $446,000 was for student and faculty support services and program administration provided by the Office of Extended Education & Outreach. From 1998–1999 through 2002–2003, out-of-state students taking distance education courses were charged a $65 per credit hour fee. In addition, the Chancellor's

office provided $200,000 of discretionary funding to be used for course development grants. All students taking distance education courses were charged the UNL $20 per semester registration fee. Revenue from these two fees in 2002–2003 was $208,000. For a summary of 2002–2003 UNL Distance Education Funding Support see Table 6.

Table 6
UNL Distance Education Funding Support
2002–2003

General Fund	$815,000
Distance Education Out-of State & Semester Registration Fees	$208,000
Course Development Grants	$200,000
Total	$1,223,000

Some UNL distance education programs are supported through Special Contracts. A Special Contract is a joint partnership between an academic college or colleges and another organization, institution, business or agency for the development and delivery of a specialized credit program that services the members/employees of that group.

UNL Approved Special Contracts:

1. CBA – Bangkok University Contract
2. CBA – Gallup Executive (MBA/MA) Leadership Program
3. CBA – Offutt MBA Program
4. CEHS – Great Plains Interactive Distance Education Alliance Program Memorandum of Agreement
5. CEHS – Leadership Academy Contract
6. CEHS – North Central School Improvement Specialist Program
7. College of Engineering and Technology CorpNet Program

College Independent Study, Summer Reading and Independent Study High School programs are self-supporting programs. Tuition, materials and fee revenue from these programs are used to develop courses, support faculty, provide student support services, and cover staff and operating costs associated with each program. For a summary of total revenue for each of these programs in 2002–2003 see Table 7.

Table 7
College Independent Study, Summer Reading
Independent Study High School Tuition, Material and Fee Revenue
2002–2003

College Independent Study	$1,080,069
Summer Reading	$119,666
Independent Study High School	$2,957,245

University of Nebraska–Lincoln Comparison to Selected Peer Institutions

Table 8 shows the comparison of graduate degree programs, resident tuition and non-resident tuition per credit hour, between UNL and eight peer institutions. When compared to other institutions listed in Table 8, UNL's tuition and fee charges per credit hour for both in-state and out-of-state distance education courses are near the bottom. In comparing types of programs being offered by UNL with nine peer institutions, UNL ranks among the top in number of graduate degree programs offered. UNL does not offer undergraduate distance education degree or certificate programs. Both Kansas State University and Washington State University do offer several undergraduate degree programs, and Pennsylvania State University offers 22 under-graduate certificate programs. For more information on peer program comparisons see Table 9.

Table 8
UNL Distance Education Program Comparison With Peer Institutions
Number of Graduate Programs, Tuition and Fees
2003–2004

Institution	Program(s)	Resident Tuition (per credit hour)	Non-Resident Tuition	International Tuition	Distance Fees*	Other Charges**
Colorado State University	12 Master's Programs	$436.00	$436.00	$476.00	Variable	Variable
Iowa State University	16 Master's Programs	$280.00	$280.00	Not listed	$37.50 (up to 4 credits)	$80.50
Kansas State University	7 Master's Programs	$226–-$320	$380.75	$380.75	$11.00	$65.00 (not less than)
Michigan State University	7 Master's Programs 1 Doc. Program Master in Food Safety M.A. in Education	NA NA $390.00 $449.00	NA NA $390.00 $449.00	NA NA Not listed Not listed	NA NA $25.00 Variable	 Variable Variable
Texas Tech University	8 Master's Programs Ed.D. in Ag. Ed.	$318.00	$374.00	Not listed	$30.00 (not exceed)	Variable
Texas A & M University	14 Master's Programs 1 Doc. Program	$147.00	$383.00	$383.00	$101.00	$58.81 (not less than)

University of Missouri–Columbia	9 Master's Program	$236.60	$236.60	Not Listed	$9.90 per cr hr	Variable
University of Nebraska–Lincoln	**11 Master's and 2 Doc. Programs M.S. Entomology**	**$169.75** **$169.75**	**$250.00** **$289.00**	**$250.00** **$289.00**	**$20.00** **$20.00**	**$14.66** **$14.66**
Washington State University	M.S. Agr. M. S. Engineering (Corp. Rate)	$314.00 $314.00 $825.00	$461.00 NA	$549.50 NA		

* Minimum amount charged for enrolling in distance courses

** Does not include course materials fee which varies on a course by course basis

Note: UNL has a $60 per course distance education fee or $20/hr

Table 9
UNL Distance Education Program Comparison With Peer Institutions
Number of Undergraduate and Graduate Degree and Certificate Programs
2003–2004

Institution	Undergraduate Degree Programs	Undergraduate Certificate Programs	Masters Degree Programs	Doctoral Degree Programs	Graduate Certificate Programs	Graduate Endorsement Programs
Colorado State University	1		12			
Iowa State University	1		16		9	
Kansas State University	7		7			
Michigan State University	1	10	7	1		
Pennsylvania State Univ.	2	22	4		6	
Texas Tech University	1		8	1		
Texas A & M University			14	1	3	
Univ. of Missouri–Columbia			9			
Univ. of Nebraska–Lincoln			11	2	4	5
Washington State University	9		2		2	

Table 10
University of Nebraska–Lincoln
Distance Education End of Semester/Summer Session Enrollments
Fiscal Year 2001–2002

College	2nd 5-Wk Summer Session			Fall Semester			Spring Semester			Pre. 8-Wk & 1st 5-Wk Summer Sessions			FY 01–02 Total		
	Courses	Enroll	SCH	Courses	Enroll	SCH	Courses	Enroll	SCH	Courses	Enroll	SCH	Courses	Enroll	SCH
CASNR	3	10	14	20	175	548	23	220	667	9	59	238	55	464	1467
CHRFS				4	47	141	5	88	350	3	54	162	12	189	653
CBA	5	158	426	14	148	451	14	143	411	2	23	69	35	472	1357
Engineering	1	1	3	5	15	45	5	21	63				11	37	111
Journalism				3	19	55	8	36	116	2	9	26	13	64	197
TC	15	66	181	55	671	2249	60	842	2573	36	323	1091	166	1902	6094
F&PA										1	4	12	1	4	12
Graduate Studies							1	9	27				1	9	27
A & S	4	30	86	3	16	16	1	5	14				8	51	116
Natural Resources				1	10	40							1	10	40
Total	**28**	**265**	**710**	**105**	**1101**	**3545**	**117**	**1364**	**4221**	**53**	**472**	**1598**	**303**	**3202**	**10074**
Less Field Courses	13	197	541	32	171	486	28	200	540	8	55	196	81	623	1763
Subtotal	**15**	**68**	**169**	**73**	**930**	**3059**	**89**	**1164**	**3681**	**45**	**417**	**1404**	**222**	**2801**	**8311**

Note: Total number of courses, enrollments and student credit hours include: "S" courses (technology delivered distance education courses) and "D" courses (Special Contract courses) and "F" courses (Field courses) that were supported by the DCS.

Table 11
University of Nebraska–Lincoln
Distance Education End of Semester/Summer Session Enrollments
Fiscal Year 2002–2003

College	2nd 5-Wk Summer Session			Fall Semester			Spring Semester			Pre. 8-Wk & 1st 5-Wk Summer Sessions			FY 02–03 Total		
	Courses	Enroll	SCH	Courses	Enroll	SCH	Courses	Enroll	SCH	Courses	Enroll	SCH	Courses	Enroll	SCH
CASNR	4	16	42	22	234	535	27	193	491	9	49	170	62	492	1238
CHRFS	1	1	3	6	50	150	8	41	112	6	31	93	21	123	358
CBA	4	134	402	11	114	342	14	155	465	1	12	36	30	415	1245
Engineering	1	1	3	3	12	36	3	15	45				7	28	84
Journalism	2	10	30	7	40	113	8	40	122	1	1	6	18	91	271
TC	22	195	529	60	799	2407	65	977	2966	26	394	1146	173	2365	7048
F&PA	3	35	92	1	6	6							4	41	98
Graduate Studies							1	7	21				1	7	21
A & S										1	10	30	1	10	30
Natural Resources										2	8	16	2	8	16
Total	**37**	**392**	**1101**	**110**	**1255**	**3589**	**126**	**1428**	**4222**	**46**	**505**	**1497**	**319**	**3580**	**10409**
Less Field Courses	11	202	550	19	72	182	9	105	111	6	36	91	45	415	934
Subtotal	**26**	**190**	**551**	**91**	**1183**	**3407**	**117**	**1323**	**4111**	**40**	**469**	**1406**	**274**	**3165**	**9475**

Note: Total number of courses, enrollments and student credit hours include: "S" courses (technology delivered distance education courses), "D" courses (Special Contract courses) and "F" courses (Field courses)

Technology used for course delivery	Enrollments	Percent
Online course	2837	79.2
Satellite course	58	1.6
Offutt MBA	157	4.4
Mixed Delivery (satellite, NVCN, desktop conference)	113	3.2
Field Courses	415	11.6
Total	3580	100

September 29, 2003
Office of Extended Education & Outreach

Table 12

**University of Nebraska–Lincoln College Independent Study
Course Enrollments
1999–2000 through 2002–2003**

Year	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
99–00	149	215	175	126	89	92	198	118	126	143	255	143	1829
00–01	134	221	115	115	84	81	218	90	133	165	221	215	1792
01–02	183	258	151	133	120	131	368	138	124	247	314	215	2382
02–03	205	260	222	128	127	174	388	131	133	195	296	184	2443

**University of Nebraska–Lincoln Independent Study High School
Course Enrollments
2001–2002 through 2002–2003**

Year	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
01–02	851	1698	1325	1027	691	645	1173	871	854	634	634	1012	11415
02–03	786	1493	1453	836	529	796	1236	855	676	534	609	1061	10864

APPENDIX 3

UNIVERSITY OF NEBRASKA MEDICAL CENTER
DISTANCE EDUCATION STRATEGIC PLAN

Principal Academic Emphases

The principal academic emphasis for future distance education degree programs and courses will be health professions programs that have critical state workforce shortages, as well as regional and national shortages. These programs reflect UNMC's vision of preparing the best-educated health professionals and scientists and UNMC's mission of improving the health of Nebraska through premier educational programs. The distance education programs will support UNMC's critical success factor of enhancing and expanding the educational environment (Strategic Plan 2003-2006).

New Degree Programs and Courses

As part of the Mid-America Genetic Counseling Distance Education Consortium, Munroe-Meyer Institute (MMI) will participate in a four-university consortium (UNMC, University of Arkansas, University of Kansas Medical Center, University of Oklahoma Health Sciences Center) offering a master's degree program in genetic counseling beginning in 2005 (degree home will be the University of Arkansas Medical Center). The College of Dentistry will develop new courses for the second year of their Dental Hygiene Program in Gering, NE.

New nursing degree programs under consideration are the clinical doctorate in nursing, master's in nursing for the clinical nurse leader, and a master's in nursing for students who are not RNs. The UNMC/UNO Master of Public Health Program (MPH) in collaboration with respective Colleges is considering dual degrees such as MD/MPH, MSN/MPH, MSW/MPH, and MPA/MPH. The MPH program is considering plans to add more areas of concentration such as epidemiology, environmental health, gerontology, maternal and child health, and behavioral health. In the MPH program, new courses will be developed over time to address new public health competency areas (e.g. informatics, genomics, ethics and public health law).

Estimated need and demand

The Munroe-Meyer Institute typically receives 6 to 10 inquiries a year from people interested in earning a master's degree in genetic counseling; previously, potential students had to leave Nebraska to get such a degree. The need and demand for courses in the College of Dentistry are generated by the maldistribution of dentists and especially dental hygienists in rural parts of the State. Because of the long travel distances from rural Nebraska to the population centers of Lincoln and Omaha, there is a demand for courses that can be delivered to rural locations.

The clinical doctorate in nursing would address the pending severe shortage of clinically proficient, doctoral prepared nursing faculty. Time spent in master's level nursing education is not congruent with the degree earned, and gaps exist between what is taught in master's level education programs and the knowledge that is needed for practice. Compared to many other states, Nebraska has fewer master's prepared nurses per capita. New models of master's degree programs are evolving such as the Clinical Nurse Leader prepared for generalist practice. Master's degree programs in nursing for non-nurses (students with a bachelor's degree) will help to enhance the overall supply of nurses.

The MPH Program, with its emphasis on developing a professionally trained and culturally competent public health workforce statewide, is broadly supported across the state and has potential for further development into a center for academic excellence which is science-based and responsive to the needs of the practice community. There is a definite need to expand availability of MPH courses to persons throughout the state via distance education. This includes full credit courses, courses on an audit basis, and short-course topical education.

Response to need and demand

Projected participants (enrollment and/or other measures) and participant characteristics (e.g. Nebraska residents/non-residents, urban/rural, other)

About two to three students per year could be accepted in the four-state consortium genetic counseling program, beginning in January 2005. The Dental Hygiene program in rural Gering is limited to a total of 8 students by physical facilities so the program will be capped at 8 enrolled students. All senior dental students at the COD must do an extramural rotation of at least 3 weeks duration. It is anticipated that a few will take advantage of computer facilities at their rotation site to establish contact with the College for consultative purposes.

The College of Nursing plans to maintain graduate nursing enrollments at around 300 students. It is anticipated that if new programs are started, additional resources will be sought to support an expansion. It is unlikely that enrollment would exceed 10% initially. The clinical doctorate would attract non-residential students; whereas the master's degree programs would likely attract residential students that would include a high proportion of rural students.

The goal of the MPH program is to increase the number of students from rural Nebraska, but it will require greater reliability of the distance delivery modes. Based on trend data approximately 20-25 additional students per year will be enrolled.

Expansion of student support services

If program expansion occurs in the College of Nursing, there will be a need for additional support services in both the College student services and the instructional technology team.

UNMC Student Services plans to add a new support staff for administration of the distance learning programs that will accommodate an increase of distance education students over the next several years.

UNMC McGoogan Library of Medicine employs a full time Distance Education & Outreach Librarian to coordinate services. Based on projections by the academic units, the library must determine the effect of additional students on current licensed information resources and determine whether additional fees must be paid. Most software license costs are calculated on the basis of student FTEs; the greater the number of students, the higher the fees. Electronic textbook holdings will need to be increased. The library provides in-person bibliographic instruction sessions to students whenever possible but has difficulty meeting the demand at the start of the semester. Expansion in the number of distance students requires a parallel look at the staffing, travel funds, and the education schedule required to serve additional students and courses. There is a great need for toll-free reference number staffing on weekends and evenings. Expanding coverage to accommodate distance students will be necessary for current library faculty or additional reference staff.

Increases in distance education students would result in direct increases in educational technology systems, design services, support, help desk and networking infrastructure. The initial setup for distance students requires more support than campus students due to issues of the various technologies and site requirements that each remote site requires. Support needs range from simple specification and purchase of standard equipment to requiring extensive support time when firewalls and locations with non-standard equipment is involved. The addition of completely new distance courses will require additional educational consultation, design and development services.

The support needs for the video infrastructure are similar with the added increases in support if the increases in students require adding additional classes outside the current 8 to 5 Monday through Friday class times. Just as with data, video costs will depend on the students' locations, the availability of local technology to the student and may also require destination fees in some areas for video services. Extensive debugging for some distant locations has been required when new distant sites have been brought up. Both startup and ongoing services are required for new distant students. Currently both IT and Video services staff are stretched to the limit and any additional work will require additional staffing to support distance education increases.

<u>Expansion of faculty support services</u>

In order to develop more courses the College of Dentistry will need to expand support services for faculty. They will need to increase the capability of providing presentation preparation support for faculty, which would involve some additional equipment and a half-time person to provide distance learning-related services. Dentistry will need additional equipment such as a second Polycom and individual computers for student use at the Gering site (4 total). Additional faculty development opportunities will be needed so that faculty can learn about and how to use new technologies. The College of Dentistry needs better connectivity between UNMC and the remote site for downloading very large PowerPoint files.

The College of Nursing will require additional instructional technologists to assist faculty in developing new courses to be delivered by distance education. Additional curriculum design assistance is needed for MPH faculty to assist them in modifying course content for distance delivery. To support faculty, the

McGoogan Library will continue to offer copyright permission support for readings placed on Electronic Reserve (ERes).

New institutional program partnerships

The genetic counseling program at MMI will be part of a consortium with University of Arkansas for Medical Sciences (lead school), University of Kansas Medical Center, and University of Oklahoma Health Sciences Center. The College of Dentistry anticipates developing new program partners as part of and under the auspices of the Target Access: Great Plains Oral Health Project that will advance the goals of that project. The College of Nursing will develop new partnerships with clinical agencies for agency resources such as space, clientele for clinical experiences and health professionals to serve as preceptors for students. The development of partnerships for Nursing, MPH, and Dentistry will subsequently be used to serve as additional sites for distance learning and may include hospitals, community colleges, state colleges and universities.

Expansion of Continuing Degree Programs and Courses

The Cytotechnology program will be offered via distance for the first time in the fall of 2004. The Medical Technology Program's distance delivery will be expanded to additional sites in Norfolk, Nebraska and Sioux Falls, South Dakota in the fall of 2004-2005. They are in negotiation with the University of South Dakota and University of Missouri about expansion of the program to clinic sites in their areas. This may occur by 2005-2006 and 2006-2007 respectively. The Radiography Program will be offered via distance for the first time in the fall of 2005-2006 to St. Francis Medical Center in Grand Island, NE. Radiation Therapy Program's distance delivery may be expanded in the fall of 2005-2006 to the University of Missouri in Columbia and the University of Kansas Medical Center in Kansas City, Kansas.

The College of Nursing is considering offering a bachelor's degree in nursing to prepare second degree students (not RNs) in an accelerated program; 17 courses will be revised if this proposal is funded. Several proposals are under consideration for offering the nursing program for non-RNs, the RN to BSN, and the graduate program to foreign countries (full cost covered) such as India, China, Armenia, and Jordan by distance education.

Estimated need and demand

Nationally the shortage of cytotechnologists is between 15 and 20%, Nebraska's shortage is 13% that corresponds to 6 cytotechnologists. Nationally the shortage of medical technologists is between 9 and 12%, Nebraska's shortage is 5% but that represents a shortage of 46 medical technologists. Nationally the shortage of radiographers is between 15 and 20%, Nebraska's shortage is 14% that corresponds to 77

radiographers. Nationally the shortage of radiation therapist is between 10 and 15%; Nebraska's shortage is 12% that corresponds to 9 radiation therapists.

The US Bureau of Labor statistics project that more than 1.1 million new and replacement nurses will be needed between 2002 and 2012. The nationwide nursing shortage has had a major impact in rural and urban Nebraska; 40% of rural counties qualify as nursing shortage areas as determined by the Health Resources and Services Administration. The need for baccalaureate nurses is particularly acute in Nebraska, as only 34% of nurses possess a baccalaureate degree. Many foreign students are seeking a US degree in nursing, not only to provide a higher level of health care in their countries, but also to seek employment in the US. The students getting a degree from UNMC would be ready for licensure as opposed to other foreign nurses who emigrate and often have to take additional courses to qualify for the licensure examination.

Response to Need and Demand

Projected participants (enrollment and/or other measures) and participant characteristics (e.g. Nebraska residents/non-residents, urban/rural, other)

The School of Allied Health Professions anticipates four students taking the Cytotechnologist Program via distance in 2004-2005, with an additional site added in 2005-2006 for another four students per year thereafter. Since the distance programs will be offered out of the state, the students will probably be non-resident and urban. Most rural hospitals do not employ cytotechnologists. The current program on the UNMC campus will be expanded from four to six students to meet Nebraska's needs: these students will be Nebraska residents and 60% urban, 40% rural. In the Medical Technology Program two students are projected at the Norfolk site and two students at the Sioux Falls site in the fall of 2004-2005 and each year thereafter. About 50% of these students will be Nebraska residents and rural. By 2005-2006, the expansion to the University of South Dakota should add six additional students, with only 20% being Nebraska residents. About 80% of the students will be rural. Expansion to the University of Missouri may add another four students per year by 2006-2007; all would be non-Nebraska residents, about 50% rural. Four students are projected to enter Radiography Program in 2005-2006 at the Grand Island site. By 2006-2007 there would be eight students at the site and eight students per year thereafter. Nearly 100% of these students will be Nebraska residents and rural. Three students are anticipated to enter the Radiation Therapy Program in Columbia and three in Kansas City in 2005-2006 and each year thereafter. These additional students would be non-resident and urban.

The College of Nursing anticipates that an additional 54-60 nursing students would be enrolled over a three-year period if the accelerated program for second degree students were to be funded. Both urban and rural students would be recruited; 65% of Lincoln and Omaha students already come from rural areas of Nebraska. It is not clear how many nurses would be projected if distance education programs were delivered internationally. The intent would be to start with a pilot project of no more than 30 students and increase the number of students as well as expand to other sites once the program is successfully implemented.

<div align="center">Expansion of student support services</div>

Allied Health does not anticipate the need for expansion of student support services. Nursing would need to employ additional help in the Student Services Area if the proposals to add foreign students would be funded. It is probable that one person from each country would act as a liaison to college student services in order to insure that students meet enrollment criteria and are advised properly as they matriculate through the program.

<div align="center">Expansion of faculty support services</div>

For the Cytotechnology, Medical Technology and Radiography Programs, there will be a need for some additional faculty support as the courses are modified for distance delivery. Faculty members to coordinate the additional clinical sites may be necessary. For the Radiation Therapy Program, there may be a need for part-time faculty support as the additional clinical sites are established.

For the College of Nursing additional faculty would be needed if there is program expansion. For the accelerated program 5 faculty at 50% each would be needed to assist in the development and implementation of course innovations. Additional faculty would need to be added to courses if distance education is offered internationally. Faculty also would be needed to make on-site visits and to train faculty at the site to assist in teaching the clinical courses.

<div align="center">New Institutional Program Partnerships</div>

The School of Allied Health Professions has established partnerships for the Medical Technology Program with the Faith Regional Health Services in Norfolk, NE and Avera McKennan Hospital in Sioux Falls, South Dakota. They are negotiating with the University of South Dakota and the University of Missouri in Columbia (Medical Technology) and with St. Francis Medical Center in Grand Island, NE (Radiography Program), University of Missouri in Columbia and the University of Kansas Medical Center in Kansas City, Kansas (Radiation Therapy Program). Nursing would need to establish partnerships with universities and hospitals in foreign countries for on-site resources for faculty and clinical resources for students.

<div align="center">Justification for Participation Projections and Estimates of Future Demand</div>

The Dental Hygiene program in Gering is limited to a total of 8 students by the available physical facilities; therefore, the program will be capped at 8 enrolled students.

Projections for the College of Nursing are based on state workforce shortages as well as the availability of clinical facilities to educate students.

The MPH Program has collected data on applicants and admissions since January 2002 when the program began. Future demand is based on trends identified in that data.

Participation projections for School of Allied Health Professions are based on national, regional and state shortages for allied health professionals. Meetings with the allied health deans, program directors and hospital administrators have confirmed the

participation projections. Many allied health deans, especially those in the Midwest, see the need to consolidate and share programs, thus the future demand should increase. The School of Allied Health Professions at UNMC has the most programs offered via distance of all Midwest allied health schools and the most experience with distance education.

Funding

Currently the COD has funding from NE-HHSS for implementing the Gering Dental Hygiene project. This funding will run out in the spring of 2005. Additional funding will be sought through a combination of possible grant opportunities, internal allocations, fund raising, and clinic income from patient care at PCS and income from continuing education courses offered through distance learning. Depending on the audience for some of the distance learning activities, some funding from the Target Access grant may be available.

The College of Nursing has a proposal to Health Resources and Services Administration (HRSA) to expand the baccalaureate in nursing to second degree students via an accelerated option. The development of other new programs at the graduate level will necessitate grant funding or internal reallocations. Funding will be needed for delivery of distance education programs internationally which is currently under negotiation.

The MPH Program, including the distance education function, has been funded by direct allocations from the Chancellors Offices at UNMC and UNO and by support from UNMC College of Medicine as well as by in-kind support from participating academic units.

The Medical Technology Program currently has a grant funded by the Health Resources and Services Administration (HRSA) entitled **Reaching Across Borders**, 1 D37 HP 00872-01. This grant is funding the expansion of the medical technology, and the development of the distance delivery courses for the cytotechnology and some of the development of the courses for the radiation therapy programs. The School of Allied Health has recently submitted another grant to HRSA entitled **Career Advancement through Distance Education Technology**, which proposes the expansion of the radiography program and the expansion of continuing education programs (offered via distance) for practicing allied health professionals. For programs offered to non-residents residing out of the state, the $50 distance learning fee per credit hour recently approved by the Board of Regents will be assessed to help defray the cost of additional part-time faculty.

Policy and Administrative Process Changes (to facilitate appropriate distance education development)

- Code course numbers and distance student enrollment so that the number of distance courses and the number of distance student participants can be counted and tracked electronically.

- Code students to indicate rural vs. urban and residential vs. non-residential
- Develop University wide web site for distance education programs that links to the home departments, schools and colleges.
- Improve the availability of scholarships and financial aid for part-time and distance education students.
- Provide additional monies for the conversion of existing courses and programs to distance delivery.
- Need access to all electronic journals in the library by distance education students.
- Improve administrative information flow about distance education courses.
- Need a centralized position tasked with coordinating distance education information for all UNMC units.

Current Distance Education Programs and Summary of Trends 1998-1999 to 2002-2003 Academic Years*

Principal Academic Emphases

The principal academic emphasis for distance education degree programs and courses has been the health professions programs with critical state workforce shortages as well as regional and national shortages. These programs reflect UNMC's vision of preparing the best-educated health professionals and scientists and UNMC's mission of improving the health of Nebraska through premier educational programs. The distance education programs support UNMC's critical success factor of enhancing and expanding the educational environment (Strategic Plan 2003-2006).

Degree programs and courses

The University of Nebraska Medical Center degree programs offered by distance education were the Bachelor of Science in Medical Technology, Bachelor of Science in Radiography, Bachelor of Science in Radiation Therapy, Post-Bachelor's Certificate in Cytotechnology, Bachelor of Science in Dental Hygiene, Master of Science in Public Health, Bachelor of Science in Nursing, Bachelor of Science in Nursing for RNs, Master of Science in Nursing (6 specialty areas), and Doctorate of Science in Nursing.

Enrollment

Students enrolled in distance education courses at UNMC in 2002-2003 totals 1,782. Since this number represents course enrollments, students who took more than one course would be counted more than once. There were 86 distance education courses offered; 47 were delivered by synchronous methods, and 39 were delivered asynchronously. Courses were delivered to 76 distance education sites, not including student homes.

Nebraska residents and non-residents

In 2002-2003, only 17% of out-of-state students at UNMC took distance education courses; 83% of students were Nebraska residents.

Urban and rural

Outreach to rural students is a priority at UNMC. Approximately 70% of the NE students were from urban counties; 30% of students were from rural counties. It is important to note that the urban counties are more heavily populated than rural; thus, the pool of potential students is greater. The College of Medicine delivered web-based course material to students who were on rural clerkships.

Brief summary comparison of distance education to campus residential programs in terms of resident/non-resident and urban/rural student enrollment

At the University of Nebraska Medical Center, distance education efforts have primarily concentrated on the needs of the state of Nebraska. As noted above, only 17% of students were out-of-state. Although the percentage of rural to urban indicates more than twice as many urban as rural students, efforts continue to recruit rural students and to meet the needs of rural counties which are health professions shortage areas.

Brief description of Funding

UNMC received $725,500 from the federal Office for the Advancement of Telehealth to develop the Nebraska technical infrastructure for telehealth. The monies were primarily used for connectivity to rural sites and equipment at UNMC and rural hospitals and community colleges. MMI received funding from a portion of the 2004 Omnibus Appropriations Bill. The Gering Dental Hygiene program was funded in 2003-2004 mostly by a grant from Ne-HHSS (tobacco settlement funds) with supplementation from the College of Dentistry and the UNMC AHEC office.

Since 1997, the College of Nursing has received approximately 6 million dollars in federal funds to develop and implement distance education programs in graduate master's specialty programs, RN to BSN, and generic BSN. The MPH Program, including the distance education function, has been funded by direct allocations from the Chancellors Offices at UNMC and UNO and by support from UNMC College of Medicine as well as by in-kind support from participating academic units.

Both the Medical Technology and Radiation Therapy distance programs were established with grant funding. The Medical Technology Program distance delivery was initially funded by HRSA. Another HRSA grant also helped fund the development of courses. The distance delivery of the Medical Technology Program has been continued with a combination of state dollars and grant return dollars. The Radiation Therapy Program distance delivery was initially funded with a Congressionally Mandated grant from the Office of Rural Health Policy entitled ***The Five Hundred Mile Campus***. Additional funds were obtained with the ***Reaching Across Borders*** grant previously mentioned under expanding programs. The Radiation Therapy program will continue with a combination of state dollars and medical department funding. The courses currently offered in the RT to BSRT degree completion program are the same courses as

prepared for the radiation therapy and on campus students and additional funds to develop were not needed. However, expansion of the RT to BSRT degree completion program will require additional funds and a grant has been submitted.

*For more information, see the report to the Provost, ""Status of Distance Education, March 2004," Report to the Office of the Executive Vice President and Provost, Distance Education Coordinating Council, March 2004."

Brief comparison to selected peer institutions

Distance education offerings at the University of Nebraska Medical Center are compared to nine of our peer institutions as follows:

University of Colorado	University of Minnesota (Twin Cities)
University of Illinois (Chicago)	Ohio State University
University of Iowa	University of Oklahoma
University of Kansas	University of Tennessee
University of Kentucky	

Information was gathered by searching the nine peer institution websites in February 2004. Two of the Medical Centers in the peer group do not offer any degrees or courses via distance education. Seven of the institutions offer nursing degree programs or courses. Programs or courses are offered in public health (3), pharmacy (1), dental hygiene (1), and physical therapy (1). UNMC offers a wider array of degree programs than any of the other peer institutions. UNMC also offers degrees in Medical Technology, Radiography, Cytotechnology, and Radiation Therapy, which are not offered by any other University Medical Center in the peer group.

UNIVERSITY OF NEBRASKA AT OMAHA
DISTANCE EDUCATION STRATEGIC PLAN

Summary

The goal of Distance Education at University of Nebraska at Omaha is furthering the academic missions of the colleges and metropolitan mission of the campus. As stated in the December 2003 Distance Education Coordinating Council report, "a distance education strategy must relate to the profound impact that information technology and computer connectivity today have on the entire American higher education enterprise." Distance education programs provide an educational opportunity for students who are place bound and unable to attend or commute to a residential campus. Enrollment in the majority of online programs at UNO is restricted to students who reside beyond a 50 mile radius of the campus. However in online programs that accept students regardless of their proximity to campus, 27% live in rural areas and 73 % reside in urban areas. Student enrollments of 1,750 in 145 distance education courses offered during 2002-03 accounted for 5,229 student credit hours.

Currently the method by which UNO colleges develop DE programs is that of "addition", whereby existing traditional, residential degree courses are reconfigured and offered to distance education students while the college continues to offer the same or reduced student access via the traditional residential course delivery method. The advantage of this model is that it provides both new distance education access and continuation of residential access.

While fee and tuition policy changes implemented in the past year provide new revenue to the programs, sustainability of current programs and development of new programs is directly related to securing sufficient resources to cover costs. Additional funds are needed for faculty FTEs dedicated to teaching distance education courses as well as staff support (especially instructional design specialists), specialized student services, information technology (IT) infrastructure, library, and course development support.

From the student services perspective, progress has been made with the development of new and improved online assistance and processes. New student services issues continue to emerge. In the coming year UNO plans to investigate and address the unique financial aid issues of DE students as the majority of students enrolled in UNO programs work in professions where employee tuition assistance programs are very limited, have been reduced or never existed.

Mission

As stated in the UNO Strategic Plan's mission statement, "The University of Nebraska at Omaha is a metropolitan university which means that in addition to holding academic and scholarly values, UNO has a dynamic relationship with its urban and regional environments." Through the integration of information technology, UNO's

Distance Education mission is to further the academic priorities of the colleges by providing

- a comprehensive range of computer mediated and online educational programs and services of the highest quality for students.
- IT support for instructional design and research to further UNO's goal of academic excellence for its students.
- statewide access for programs that have a statewide mandate.
- information technology networking opportunities that support UNO and the needs of its students and the community.

Vision

UNO is committed to becoming a leader among metropolitan universities in the provision of Distance Education. By using technology and innovative methods for educational applications, research initiatives and community partnerships, Distance Education will further the strategic goals of the university and the academic mission of the colleges including their statewide mandates.

Values

Core values shape the way our mission is accomplished and determine the means by which UNO's vision is achieved including the belief that distance education

- supports innovative instruction that enhances high level student learning;
- best meets the changing needs of students and faculty through the creation of partnerships involving technical and content expertise;
- is built on principles of shared responsibility and shared recognition of success; and
- requires a deliberate and collaborative approach to the use of information and educational resources.

Goals

UNO will further enhance active learning and innovative teaching by developing Distance Education structures and processes that provide

- students with easily accessible, integrated academic programs, support services, and administrative functions that enhance and support student learning.
- faculty with high quality, easy accessible services that support the development and delivery of Distance Education, teaching, research and service initiatives.
- greater access and learning opportunities including whole programs to students and communities throughout the state of Nebraska and beyond, particularly when distance education initiatives support a statewide mandate.
- long range planning and leveraging of resources to assure progress toward campus strategic goals and colleges' academic priorities.

Principal Areas of Emphases

At UNO, undergraduate Distance Education emphasis is fourfold:

1. online concentrations for the College of Public Affairs and Community Service Bachelor of General Studies (BGS) degree;
2. online general education requirements for the BGS degree;
3. undergraduate degree programs that have a statewide mandate; and
4. collaborative programs with sister campuses and peer institutions in areas of study where the student population on a single campus is small but when combined with enrollment of other campuses, justifies/sustains a high quality program.

Distance education graduate programs emphasis is threefold including:
1. "blended" online programs where there is faculty expertise and interest;
2. programs that have a statewide mandate;
3. collaborative programs with sister campuses and other universities that expand the education options to the citizens of the state.

Current and Future Distance Education Programs

Undergraduate Programs

- Online BGS w/concentration in Aviation Studies
- Online BGS w/concentration In Aviation Administration
- Interdisciplinary minor in Library Science/Library Media.
- Online General education requirements for the BGS degree
    - Introduction to Anthropology
    - US Military History
    - Civil War and Reconstruction
    - Introduction to Psychology
    - Life Span Psychology
    - Introduction to Sociology
    - Social Problems
    - Principles of Astronomy with Lab
    - Introduction to Mass Communication

Graduate Programs

- Blended Masters in Public Health
- Online Masters in Public Administration

Current non-academic initiatives that further UNO's metropolitan mission through community partnerships and public education.

- Economic Education Web Site Development and High School Economic Training
- CBA International Initiatives including shared group projects
- Future Credit Education with business firms, e.g. Union Pacific
- Internet linkages to Omaha Public School System and other metropolitan K-12 systems
- International Studies Community Development in Afghanistan
- College of Fine Arts participation in Center for Arts Innovation
- Participation in NebraskaPolicyChoices.Org
- Teacher Standards and Assessment Projects (Digital Student Portfolio)

Future Distance Education Programs and Directions

Undergraduate Programs

- Online BGS with an area of concentration in MIS
- Online BGS with an area of concentration in Internet Technologies
- BGS with area of concentration in Airport Maintenance Administration

Graduate Programs

- Masters in Telecommunications Management
- Low Residency MFA in Creative Writing

Certificates/Endorsements

- Statewide Sign Language Interpreter Training
- Graduate Certificate in Library Science/Library Media

Institutional Program Partnerships

Special Education departments at UNL, UNO, and UNK collaborate to offer distance courses within the state.

- American Sign Language Interpreting certification – UNO
- Disabilities - UNL coordinates programming with UNK and UNO
- Deaf/Hard of Hearing – UNL
- Early Childhood Special Education – UNL coordinates program with UNK
- Gifted – UNK
- Mild/Moderate Disabilities – UNK
- Assistive Technology – Upon approval of this program UNK will deliver
- Visual Impairment – UNL

UNK and UNO collaborate on the development and delivery of a low residency Masters in Fine Arts in Creative Writing.

UNO and the University of Missouri collaborate on a Bachelor of Science in Education in Library Media and a Bachelor of General Studies, Library Media.

UNO has established articulation agreements with Metropolitan Community College and other area community colleges.

Expansion of continuing and new degree programs

      The chart below shows student credit hour production, courses and enrollments for the last three years.

UNO Distance Education

	AY 00-01	AY 01-02	AY 02-03
■ Student Credit Hours	2,904	5,001	5,229
■ Number of DE Courses	103	120	145
□ Student Enrollments	868	1,667	1,750

Academic Years
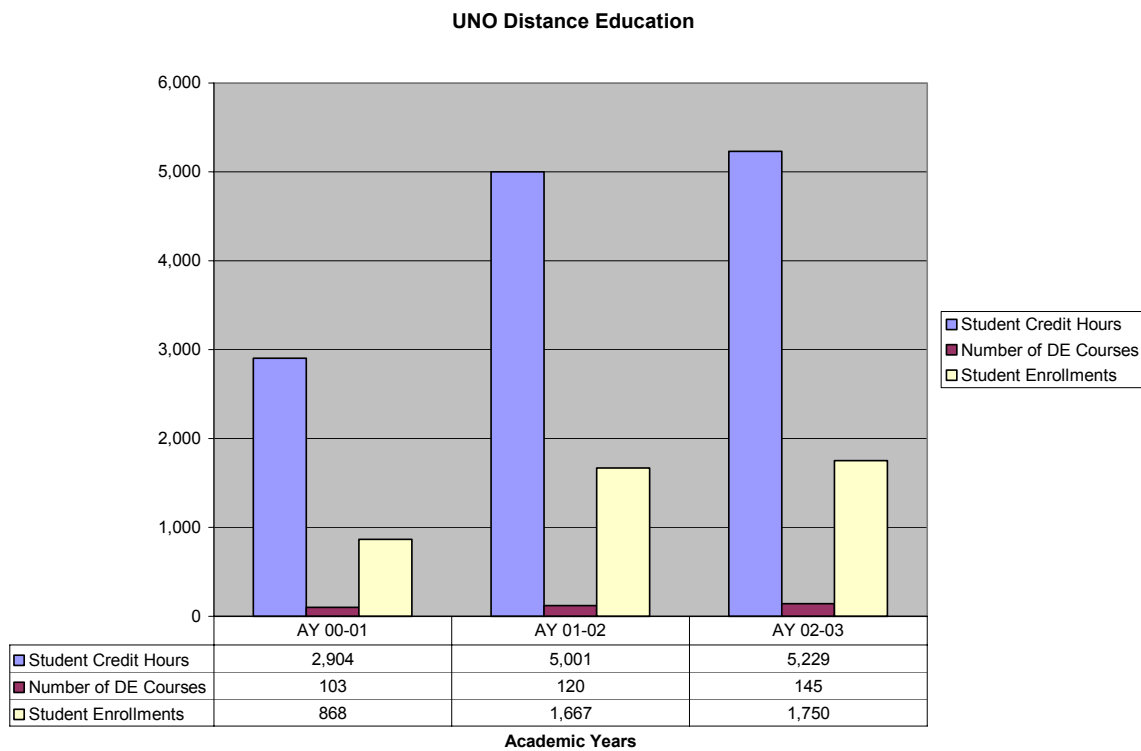
      After a 72% increase in student credit hour production between AY 2000-01 and 2001-02, UNO experienced a leveling off in AY 2002-03. This change was the result of programs limiting DE enrollment and/or reducing the availability of DE classes in order to stay within their limited DE budget.

      As the result of recent administrative and budgetary changes, DE programs that limited growth in AY 2002-03 are now actively recruiting students. Projected enrollment in current and new programs is expected to be 10% over current enrollment. Targeted marketing for existing niche programs like Aviation and the online MPA has proved successful thus it will be continued or expanded. As is evident in the chart below, these programs are competitive in terms of cost as well as quality.

	UNO Cost Per Course	3 SH	Competitor Cost Per 3 SH Course
Aviation:			
Resident	$455		$492 - $,1542
Nonresident	$605		$492 - $,1542
MPA:			
Resident	$542		$916
Nonresident	$692		$1,300
Library Media:			
Resident	$542		$495 - $626
Nonresident	$692		$495 - 1493

Currently enrollment in several online undergraduate and graduate programs is restricted to students who reside more than 50 miles from campus as on-campus program options are available for local students. To balance demand with resources, this strategy will continue for the foreseeable future. Online general education requirements and new programs being developed intend to accept students regardless of their physical distance from campus.

Funding

Prior to 2003, UNO's resources for Distance Education consisted of a small budget used to support faculty mini-grants for developing new or update existing DE courses associated with colleges' DE priority programs. All other funding came from within the colleges and student service departments including the library.

Implementation of a DE resident fee and changes in nonresident fees and tuition has provided a very basic level of support. As a result the campus, colleges and support services continue to fund DE initiatives by augmenting DE fee and tuition revenue with existing resources. Additional resources are needed in the following areas.

Student Support Services

- Scholarships – An increase in scholarship funding would expand programs to students who currently cannot afford to further their professional education.
  The majority of UNO DE students are employed full time thus they tend to enroll in programs part-time. Because federal financial aid is not available to part time enrollees and because many of these students are enrolled in programs such as Library Science and Public Administration where tuition assistance from employers is extremely limited or non-existent, UNO DE students tends to be limited to those who can afford to fund their own education.
- Student advising – the current caseload of 350 student /advisor in the department of Continuing Studies is more that double (150 students/1 advisor) that which is recommended by the National Association of Academic Advisors.
  With the projected 10 % increase in DE enrollments, there is a definite need to fund at least one additional advisor.

- Library Support – Currently the library is able to absorb the "extra" work required to support distance students. However, as staff numbers potentially decrease and distance student numbers increase, the library will reach a point where additional support for library services is absolutely essential.

Faculty Support

- Stipends or other monetary incentives for faculty
- Instructional Design Assistance
- Hardware to support rich media content development
- Staff/Graduate Assistant support for development and course coordination of DE courses.

Policy and Administrative Procedures Changes

The following are policies and procedural issues that impact Distance Education and with revision, could provide better support.

Policy Issues

- Vague intellectual property rights policy leading to inconsistent interpretation.
- Need for review and possible revision of current Reappointment, Promotion and Tenure so that faculty involvement in DE instruction, research and online publication is consistently valued equal to on-campus activity.
- Revision of faculty workload policies that address the time intensity of online instruction.
- Absence of an intercampus graduate application form that streamlines admission for students registering for DE courses offered by one campus and delivered by another and that addresses registration of courses that are co-sponsored by two campuses.

Administrative Issues

- Need for a mechanism that allows campuses to share SCH production and revenue from co-sponsored programs.
- Need for system-wide hardware/networking lifecycle funding that reflects a three-four year replacement schedule.
- Development of a mechanism allowing DE students to acquire a photo ID
- Development of an overall integrated marketing plan for DE programs.

APPENDIX 5
DISTANCE EDUCATION COORDINATING COUNCIL

Arnold Bateman
Associate Vice Chancellor for Extended
Education and Outreach and Director,
Office of Vice President/Vice Chancellor
University of Nebraska-Lincoln

Peg Bottjen
Clinical Education Coordinator and
Assistant Professor, Medical Technology
University of Nebraska Medical Center

Larry Dlugosh
Chairperson and Professor, Department of
Educational Administration
University of Nebraska-Lincoln

John Fiene
Associate Vice Chancellor for Technology
University of Nebraska at Omaha

Wyatt Hoback
Associate Professor of Biology
University of Nebraska at Kearney

Lanyce Keel
Assistant Planning Director for Distance
Education and Information Technology
Services
University of Nebraska at Omaha

Becky Pasco
Assistant Professor, Teacher Education
University of Nebraska at Omaha

Carol Pullen
Professor and Assistant Dean, College of
Nursing – Rural Nursing Education
University of Nebraska Medical Center

Gloria Vavricka
Director of Off Campus, Division of
Continuing Education
University of Nebraska at Kearney

TO: The Board of Regents

 Academic Affairs

MEETING DATE: April 24, 2004

SUBJECT: Laboratory, Student, and Miscellaneous Fees for 2004-2005

RECOMMENDED ACTION: Report

PREVIOUS ACTION: April 30, 1994 – The Board of Regents directed the four campus Chancellors to annually report to the President all planned changes for student fees to be assessed during the following academic year.

EXPLANATION: The changes to be in effect at the University of Nebraska for the 2004-2005 academic year are listed on the attached reports by campus.

 This report includes courses or activities where there are changes planned in course and laboratory fees, parking permit fees, charges for student admission to athletic events, admission application fees, registration fees, and any similar such fees or charges.

 The report includes information on all categories of fees requested by the Board and all changes to fees that would affect the campus student body. On several campuses, a screening committee, often with student representatives, has reviewed proposed changes. Each item on the report has been reviewed and approved by campus administration.

PROJECT COST: None

SOURCE OF FUNDS: None

APPROVAL: _____
 L. Dennis Smith
 President

DATE: April 1, 2004

<table>
<thead>
<tr><th rowspan="2">Department</th><th rowspan="2">Course</th><th>Current
Lab Fee
2003-2004</th><th>Proposed
Lab Fee
2004-2005</th></tr>
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<tr><td>Agronomy and Horticulture</td><td>HORT 260 Introduction to Floriculture</td><td>$0.00</td><td>$30.00</td></tr>
<tr><td>Entomology</td><td>ENTO 406/806 Insect Ecology</td><td>$0.00</td><td>$50.00</td></tr>
<tr><td>Entomology</td><td>ENTO 820 Insect Toxicology</td><td>$0.00</td><td>$50.00</td></tr>
<tr><td>Agronomy and Horticulture</td><td>AGRO 815-D Cross-pollinated Crop Breeding</td><td>$0.00</td><td>$40.00</td></tr>
<tr><td>Agronomy and Horticulture</td><td>AGRO 815-B Germplasm and Genes</td><td>$0.00</td><td>$40.00</td></tr>
<tr><td>Agronomy and Horticulture</td><td>AGRO 815-A Self-Pollinated Crop Breeding</td><td>$0.00</td><td>$40.00</td></tr>
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<tr><td>Psychology</td><td>PSYC 450 Advanced Research Methods and Analysis</td><td>$0.00</td><td>$15.00</td></tr>
<tr><td>Psychology</td><td>PSYC 451/851 Psych Measure and Prediction</td><td>$0.00</td><td>$15.00</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td>College of Education & Human Sciences</td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td>Educational Psychology</td><td>EDPS 950 Intellectual Assessment</td><td>$190.00</td><td>$125.00</td></tr>
<tr><td>Educational Psychology</td><td>EDPS 853 Psych Assessment I</td><td>$0.00</td><td>$125.00</td></tr>
<tr><td>Educational Psychology</td><td>EDPS 953 Psych Assessment II</td><td>$80.00</td><td>$125.00</td></tr>
<tr><td>Educational Psychology</td><td>EDPS 955 Child Therapy</td><td>$50.00</td><td>$100.00</td></tr>
<tr><td>Educational Psychology</td><td>EDPS 957A Clinic Based Practicum</td><td>$0.00</td><td>$100.00</td></tr>
<tr><td>Educational Psychology</td><td>EDPS 997A Practicum Counseling</td><td>$0.00</td><td>$100.00</td></tr>
<tr><td>Educational Psychology</td><td>EDPS 997G Advanced Practicum Counseling</td><td>$0.00</td><td>$100.00</td></tr>
<tr><td>Nutrition and Health Sciences</td><td>NUTR 474/874 Food and Beverage Management</td><td>$85.00</td><td>$100.00</td></tr>
<tr><td>Textiles, Clothing and Design</td><td>TXCD 313 Theory and Practice in Merchandising</td><td>$0.00</td><td>$10.00</td></tr>
<tr><td>Textiles, Clothing and Design</td><td>TXCD 314 Visual Merchandising</td><td>$15.00</td><td>$20.00</td></tr>
<tr><td>Textiles, Clothing and Design</td><td>TXCD 325 Woven and Non Woven Design</td><td>$20.00</td><td>$35.00</td></tr>
<tr><td>Textiles, Clothing and Design</td><td>TXCD 413 Textiles and Apparel Merchandising</td><td>$0.00</td><td>$20.00</td></tr>
<tr><td>Textiles, Clothing and Design</td><td>TXCD 416L Advanced Apparel Design I</td><td>$15.00</td><td>$20.00</td></tr>
<tr><td>Special Education</td><td>Sped 860 Issues in ECSE</td><td>$0.00</td><td>$10.00</td></tr>
<tr><td>Special Education</td><td>Sped 862 Teaching Preschool Children with Disabilities</td><td>$0.00</td><td>$10.00</td></tr>
</tbody>
</table>

University of Nebraska-Lincoln
Proposed Special Fees
2004-2005

Department	Course	Current Lab Fee 2003-2004	Proposed Lab Fee 2004-2005
Special Ed/Comm Dis	Sped 861 Infants with Disabilities	$0.00	$10.00
Special Ed/Comm Dis	Sped 960 Family Centered Services	$0.00	$10.00
Special Education	Sped 863 Medically Fragile Infants	$0.00	$10.00
Family and Consumer Sciences	FACS 492/892 Contemporary Family Issues	$0.00	$25.00
	College of Fine and Performing Arts		
Art & Art History	PRNT 241 Beginning Printmaking I	$50.00	$75.00
Art & Art History	PRNT 242/341/342/441/442 Beginning Printmaking II, Intermediate, Advanced Printmaking	$50.00	$75.00
Art & Art History	PRNT 841, 842, 941, 942 Graduate Printmaking	$65.00	$90.00
School of Music	MUCO 044/344 Chamber Music I	$0.00	$20.00
School of Music	MUCO 044A/344A String Ensemble	$0.00	$20.00
School of Music	MUCO 044D/344D Ens-Brass Ensemble	$0.00	$20.00
School of Music	MUCO 044K/344K Ens-Keyboard Ensemble	$0.00	$20.00
School of Music	MUCO 044P/344P Percussion Ensemble	$0.00	$20.00
School of Music	MUCO 041/241/441 All-Collegiate Choir	$0.00	$10.00
School of Music	MUCO 042/242 Concert Choir	$0.00	$10.00
School of Music	MUCO 043/243/443 Varsity Chorus	$0.00	$10.00
School of Music	MUCO 045/245/445 University Singers	$0.00	$10.00
School of Music	MUCO 046/246/446 University Chorale	$0.00	$10.00
School of Music	MUCO 047/247/447 Orchestra	$0.00	$20.00
School of Music	MUCO 048A/248A/448A Wind Ensemble	$0.00	$20.00
School of Music	MUCO 048B/248B/448B Symphonic Band	$0.00	$20.00
School of Music	MUCO 048E/248E/448E Campus Band	$0.00	$20.00
School of Music	MUCO 050A/250A/450A Jazz Ensemble I	$0.00	$20.00
School of Music	MUCO 050B/250B/450B Jazz Ensemble II	$0.00	$20.00
School of Music	MUCO 844A Large Instrumental Ensemble	$0.00	$20.00
School of Music	MUCO 844B Large Vocal Ensemble	$0.00	$10.00
School of Music	MUCO 844D Chamber Ensemble	$0.00	$20.00
School of Music	MUOP 057/357/857 Music Theatre Tech	$0.00	$30.00
Theatre Arts	THEA 434/834 Business of Theatre Design	$0.00	$20.00
Theatre Arts	THEA 454/854 Sound for Film	$0.00	$50.00
Theatre Arts	THEA 485 Postproduction for Film & New Media	$0.00	$100.00
Theatre Arts	THEA 486 Film: Producing & Directing	$0.00	$25.00
	Miscellaneous Fees		
Parking/Transportation Services	Student Reserved Parking	$66/month	$68/month
Parking/Transportation Services	Student Garage Parking	$25/month	$37/month
Parking/Transportation Services	Student Surface Parking	$25/month	$30/month
Parking/Transportation Services	Student Perimeter Parking	$13/month	$19/month
Professional Golf Management	Pro Golf Associate Fee	$0.00	$425/semester
Professional Golf Management	Facility & Player Development Fee	$0.00	$300/semester

FEE TYPE	COURSE	CURRENT FEE 2003-2004	PROPOSED FEE 2004-2005
UNIVERSITY OF NEBRASKA MEDICAL CENTER **COURSE, LABORATORY AND MISCELLANEOUS FEE CHANGES REQUESTED FOR 2004-2005**			
	SCHOOL OF ALLIED HEALTH PROFESSIONS		
Laboratory Fees	**Clinical Perfusion**		
	CLPR 701	400.00	500.00
	Cytotechnology (per course)		
Microscope Rental	CYTO 701	0.00	$20.00[1]
	CYTO 702		
	CYTO 703		
	CYTO 704		
	CYTO 705		
	CYTO 710		
	CYTO 711		
	CYTO 712		
	CYTO 713		
	CYTO 714		
Laboratory Fees	CYTO 701	0.00	$25.00[1]
	CYTO 714	0.00	$50.00[1]
	Medical Technology		
Course Fees	MTEC 302 (Exclude LM4/LS4/LX4)	$20.00	$20.00
	MTEC 414 (Exclude LX4)	$75.00[2]	$40.00[2]
	MTEC 415 (Exclude LX4)	$0.00[2]	$35.00[2]
	MTEC 416 (Exclude LX4)	$75.00[2]	$40.00[2]
	MTEC 417 (Exclude LX4)	$0.00[2]	$35.00[2]
	MTEC 418 (Exclude LX4)	$75.00[2]	$40.00[2]
	MTEC 419 (Exclude LX4)	$0.00[2]	$35.00[2]
	MTEC 422 (Exclude LX4)	$45.00[2]	$25.00[2]
	MTEC 423 (Exclude LX4)	$0.00[2]	$20.00[2]
	Physical Therapy (PT 1's)		
Laboratory Fees	PHYT 511 Integumentary PT	$50.00	$25.00
	Physical Therapy (PT 2's) (per course)		
Course Fees	PHYT 616 Neuromuscular Physical Therapy II	$20.00	15.00
	PHYT 624 Orthotics & Prosthetics	$7.50	5.00
Laboratory Fees	PHYT 616 Neuromuscular Physical Therapy II	$0.00	$10.00[3]
	PHYT 630 Prevention & Wellness	$0.00	$5.00[3]
	Physical Therapy (PT 3's) (per course)		
Course Fees	PHYT 722 Professional Practice Expections III	$45.00	$50.00

[1] New fee

[2] Course & fee split into two parts. New number added for Part II.

[3] New Course

[4] Course renumbered & fee changed

[5] Lab fee charged if student registered for greater than 3 hrs; if student registered for didactic credit only, no lab fee will be charged.

[6] Changed name from Distributive Learning Fee (RT to BSRT)

UNIVERSITY OF NEBRASKA MEDICAL CENTER
COURSE, LABORATORY AND MISCELLANEOUS FEE CHANGES REQUESTED FOR 2004-2005

FEE TYPE	COURSE	CURRENT FEE 2003-2004	PROPOSED FEE 2004-2005
	Radiation Sciences (per course)		
Course Fees	RSTE 305R (Special Project)	$50.00	$60.00
	RSTE 312R (Radiographic Tech I)	$19.00	$20.00
	RSTE 323T (Treatment Planning I)	$0.00	$20.00[3]
	RSTE 419S (Professional Projects I)	$50.00	$60.00
	RSTE 421S (Professional Projects II)	$50.00	$60.00
	RSTE 422N (Clinical Procedures & Diagnosis II)	$50.00	$60.00[4]
	RSTE 422R (CT/MRI Exam Proto/Pos)	$50.00	$60.00
	RSTE 474R (App Cardio/Intervnt II)	$50.00	$60.00
	COLLEGE OF DENTISTRY (per semester)		
Course Fees	Dental Student Books & Instruments	$2,230.00	$2,340.00
	Dental Hygiene Student Books & Instruments	$800.00	$840.00
Laboratory Fees	OBIO 848 (Light and EM Methods)	$101.00	$110.00
	COLLEGE OF MEDICINE (per course)		
Laboratory Fees	M-ID 570 (Structure Human Body)-MO1 (1st semester)	$399.00	$419.00
	+M-ID 732 A (Thorax and Abdomen)	$128.00	$134.00
	+M-ID 732 C (Thorax and Abdomen)	$128.00	$134.00
	+M-ID 733 C (Lower Limb)	$96.00	$101.00
	+M-ID 734 A (Head and Neck)	$128.00	$134.00
	+M-ID 735 A (Thorax and Neck)	$128.00	$134.00
	+M-ID 736 A (Thorax)	$96.00	$101.00
	+M-ID 736 D (Thorax)	$96.00	$101.00
	+M-ID 737 A (Pelvis, Perineum & Lower Limb)	$128.00	$134.00
	+M-ID 738 A (Abdomen, Pelvis & Perineum)	$128.00	$134.00
	+M-ID 753 B (Laparoscopic Anatomy)	$96.00	$101.00
	+M-ID 755 D (Abdomen)	$96.00	$101.00
	+M-ID 756B (Head and Neck)	$128.00	$134.00
	+M-ID 757 B (Upper and Lower Extremities)	$128.00	$134.00
	+M-ID 758 D (Eye and Orbit)	$96.00	$101.00
	+M-ID 759 D (Dissection of the Brain)	$96.00	$101.00
	+Senior elective course		
	Genetics, Cell Biology & Anatomy (per course)		
Laboratory Fees	CBA 252 (Radiation Tech Students)	$42.00	$44.00
	CBA 552 (Anatomy for Pharmacist)	$42.00	$44.00
	CBA 812 (Neuroanatomy)	$56.00	$59.00
	CBA 826 (Histology)	$68.00	$71.00
	CBA 830 (Electron Microscopy)	$68.00	$71.00
	CBA 832 (Cell & Tissue Culture)	$68.00	$71.00
	CBA 908 (Advanced Hematology)	$68.00	$71.00
	CBA 910/920 (Gross Anatomy)	$192.00	$202.00
	CBA 924 (Selected Problems in Electron Microscopy)	$68.00	$71.00
	CBA/Anatomy for PAs	$288.00	$300.00
	CBA/Anatomy for PTs	$288.00	$300.00

[1] New fee

[2] Course & fee split into two parts. New number added for Part II.

[3] New Course

[4] Course renumbered & fee changed

[5] Lab fee charged if student registered for greater than 3 hrs; if student registered for didactic credit only, no lab fee will be charged.

[6] Changed name from Distributive Learning Fee (RT to BSRT)

UNIVERSITY OF NEBRASKA MEDICAL CENTER **COURSE, LABORATORY AND MISCELLANEOUS FEE CHANGES REQUESTED FOR 2004-2005**			
FEE TYPE	**COURSE**	**CURRENT FEE 2003-2004**	**PROPOSED FEE 2004-2005**
	Pathology/Microbiology		
Laboratory Fees	PAMM 511 (PA, Medical Microbiology Lab)	$35.00	$100.00
	Pharmacology		
Course Fees	PHARM 507 (PA's, Clinical Perfusionists)	$0.00	$30.00[3]
	PHARM 470/570 (PT's, Nurses)	$0.00	$30.00[3]
	PHARM 680/682 (Pharmacy)	$0.00	$35.00[3]
	COLLEGE OF NURSING (per course)		
Course Fees	**Undergraduate Nursing Courses**	$10.00	$15.00
	NRSG268		
	NRSG280		
	NRSG340		
	NRSG350		
	NRSG410		
	NRSG420		
	NRSG425		
	NRSG450		
	NRSG460		
	NRSG470		
	NRSG480		
	NRSG320 Family-Center Nsg Care of Adults	$20.00	$25.00
	NRSG325 Pathophys Basis of Alterations in H	$20.00	$25.00
	Graduate Nursing Courses		
Laboratory Fees	NU 811 (Adv Adult Hlth & Risk Management)	$160.00	$200.00[5]
	NU 820 (Pri Care of Children I: Adv Assessment, Dx Reasoning & Health Promotion)	$160.00	$200.00[5]
	NU 833 (Adv Dx Reasoning & Management of Common Health Problems of Women)	$160.00	$200.00[5]
	NU 851 (Adv Gerontol Nsg: Hlth Promotion)	$160.00	$200.00[5]
	NU 886 (Adv Hlth Assessment & Maintenance)	$160.00	$200.00[5]
	Other Fees		
	Pre-Enrollment Deposit (applied toward tuition):		
	SAHP-Diagnostic Medical Sonography	$0.00	$50.00[1]
	SAHP-Radiation Therapy	$0.00	$50.00[1]
	Distributive Learning Fee (RSTE) (per semester)	$25.00	$25.00[6]
	Distributive Learning Fee (CYTO) (per semester)	$0.00	$25.00[1]
	Distributive Learning Fee (Nutrition) (per semester)	$0.00	$25.00[1]
	CON-MEDS Learning System (Levels 01-05) (per semester)	$0.00	$52.00[1]

[1] New fee

[2] Course & fee split into two parts. New number added for Part II.

[3] New Course

[4] Course renumbered & fee changed

[5] Lab fee charged if student registered for greater than 3 hrs; if student registered for didactic credit only, no lab fee will be charged.

[6] Changed name from Distributive Learning Fee (RT to BSRT)

UNIVERSITY OF NEBRASKA AT OMAHA Fee Changes for 2004-2005			
Department	**Course Number**	**Current Fee 2003-2004**	**Proposed Fee 2004-2005**
	College of Arts and Sciences		
Geography/Geology	GEOG 1030 Intro Earth & Environmental Science Lab	$ 5.00	$ 10.00
Geography/Geology	GEOG 1060 Physical Geog.: Climate & Waters Lab	$ 5.00	$ 10.00
Geography/Geology	GEOG 1070 Physical Geog.: Soils & Landforms Lab	$ 5.00	$ 10.00
Geography/Geology	GEOL 1170 Introduction to Physical Geology	$ 3.00	$ 5.00
	College of Education		
Counseling	COUN 8230 Appraisal Techniques-Counsel/Guidance	$ 30.00	$ 45.00
Health, Phys Ed and Recreation	PE 8310 Athletic Training Techniques	$ -	$ 22.00
	Miscellaneous Fees		
Parking	Annual Permit Fee - Day	$60.00/yr	$66.00/yr
Parking	Annual Permit Fee - Evening	$30.00/yr	$33.00/yr
Parking	Annual Permit Fee - Perimeter	$30.00/yr	$33.00/yr
Parking	Garage Access Card Surcharge	$20.00/yr	$22.00/yr

University of Nebraska at Kearney Course and Lab Fee Changes for 2004-2005			
Department	**Course**	**Current Fee 2003-04**	**Proposed Fee 2004-05**
Course & Lab Fees			
Art & Art History			
	301 Typography I	$ 20.00	$ 35.00
	351 Typography II	$ 20.00	$ 35.00
	418 Graphic Design III	$ 20.00	$ 35.00
	311 Print Production	$ 20.00	$ 35.00
	318 Graphic Design I	$ 20.00	$ 35.00
	468 Package Design (New)	$ -	$ 35.00
	403 Individual Problems in Art - Section 01-Design	$ -	$ 50.00
	403 Individual Problems in Art - Section 02 - 2D Studio	$ -	$ 30.00
	403 Individual Problems in Art - Section 03 - 3D Studio	$ -	$ 80.00
	450 Special Topics - Section 01 - Design	$ -	$ 50.00
	450 Special Topics - Section 02 - 2D Studio	$ -	$ 30.00
	450 Special Topics - Section 03 - 3D Studio	$ -	$ 80.00
	499 Senior Exhibition - Section 01 - Art Ed	$ -	$ 60.00
	499 Senior Exhibition - Section 02 - Design	$ -	$ 60.00
	499 Senior Exhibition - Section 03 - 2D Studio	$ -	$ 60.00
	499 Senior Exhibition - Section 04 - 3D Studio	$ -	$ 60.00
Miscellaneous Fees			
Student Life	Summer Student Health & Counseling Fee	$3.50/crhr	$4.50/crhr
Student Life	AY Student Health & Counseling Fee	$35.00/sem	$42.50/sem
Student Life	Weight Room enhancement Summer 04 and AY 05 only	$.25/crhr	$.25/crhr

NEBRASKA COLLEGE OF TECHNICAL AGRICULTURE
Fee Changes for 2004-2005

Fee Description	Current Fee 2003-2004		Proposed Fee 2004-2005	
Laboratory Fees				
Full-time students	$	41.00	$	43.00
Part-time students, 6-11 credits	$	21.50	$	22.50
Part-time students, 3-5 credits	$	11.75	$	12.25
Part-time students, 0-2 credits	$	-	$	-
Activity Fees				
Full-time students	$	43.50	$	45.50
Part-time students, 6-11 credits	$	22.50	$	23.50
Part-time students, 3-5 credits	$	15.00	$	15.75
Part-time students, 0-2 credits	$	-	$	-
Health Fees				
Full-time students	$	24.75	$	26.00
Part-time students, 6-11 credits	$	14.00	$	14.75
Part-time students, 3-5 credits	$	8.75	$	9.25
Part-time students, 0-2 credits	$	-	$	-
Technology Fees (per credit hour)	$	3.40	$	3.55
Graduation Fee	$	63.00	$	66.00
AS 304 (1) Artificial Insemination of Beef Cattle - Special Course Laboratory Fee			$	150.00
Registration Fee per semester for course			$	20.00
Matriculation Fee	$	25.00	No change	

TO: The Board of Regents

                                 Business Affairs

MEETING DATE: April 24, 2004

SUBJECT: Report of Facilities Space Lease

RECOMMENDED ACTION: None

PREVIOUS ACTION: None

EXPLANATION: A 14' by 18' basement space, for the placement of equipment and
                                 sufficient space on the roof for affixing antennas, is being leased to U. S.
                                 Cellular at 3310 Holdrege Street (Hardin Center).

                                 The Facilities Space Lease is for a period of three years with an option to
                                 renew for an additional three years upon approval granted by the
                                 University. Revenue for the three-year lease term is $36,000.

PROJECT COST: None

SOURCE OF FUNDS: None

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

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

DATE: March 31, 2004

TO: The Board of Regents

                                       Business Affairs

MEETING DATE: April 24, 2004

SUBJECT: University of Nebraska-Lincoln Residence Hall Room and Board Rates
                                       for Academic Years 2004-05 through 2007-08

RECOMMENDED ACTION: Report on the University of Nebraska-Lincoln Residence Hall Room and
                                       Board Rates for Academic Years 2004-05 and 2007-08

PREVIOUS ACTION: March 1, 2003 – The Board of Regents approved the following Room
                                       and Board rates for double occupancy for the 2003-04 through 2007-08
                                       Academic Years.

Meals/Wk	2003-04	2004-05	2005-06	2006-07	2007-08
19	$ 5,204	$ 5,555	$ 5,861	$ 6,183	$ 6,523
14	5,119	5,470	5,776	6,098	6,438
10	5,064	5,415	5,721	6,043	6,383

                                       Rates for renovated halls will be 5% higher than shown above. The
                                       Returning Student Discount will apply to occupancy in traditional halls.

EXPLANATION: At its March 1, 2003 meeting, the Board of Regents approved double
                                       occupancy room and board rates to be in effect through the 2007-08
                                       academic year. The rates approved will generate the income required to
                                       cover obligations and enhancements planned through the 2007-08 year.
                                       The rates for 2003-04 and 2004-05 represent a 6.75% increase for first-
                                       time residents selecting the full meal plan. For the following three years
                                       (2005-06, 2006-07 and 2007-08) the rates reflect a 5.50% annual
                                       increase for first-time residents selecting the full meal plan. The 2003-04
                                       double room rate (19 meals/week) for new residents is the 2nd lowest rate
                                       among institutions in the UNL peer group, $890 (14.6%) below the
                                       average of charges at the other ten schools.

                                       Beginning with the 2004-05 academic year, the three meal plans
                                       currently available (19 meals a week, 14 meals a week and ten meals a
                                       week) will be eliminated. In place of those plans will be a choice of two
                                       meal plans: the seven-days a week unlimited access plan and the five-
                                       days a week (Monday-Friday) unlimited access plan. These plans will
                                       allow students unlimited access to dining halls during any hours the
                                       dining service is open. The seven-day plan will be priced at the rate
                                       previously approved for the 19 Meals/Week plan; the five-day plan will
                                       be priced at the rate previously approved for the 14 Meals/Week plan.

                                       Approximately 30% of the students expected to live in the residence
                                       halls next year will be returning students who will experience no increase
                                       because of the returning student incentive plan adopted in 1993-94.

Under the incentive plan, when students move into UNL residence halls their room and board rates remain constant for each successive academic year, unless a significant enhancement is provided.

For 2004-05, rates for new and continuing residents are as follows for academic year double occupancy room and board:

Consecutive Contract Yr	7-Day Meal Plan	5-Day Meal Plan
1	$5,555	$5,470
2	5,204	5,119
3	4,875	4,790
4	4,565	4,480
5	4,330	4,245

These rates reflect increases in the cost of employee salaries and wages, employee benefits, utilities, raw food costs, telephone costs, materials and supplies, and computing enhancements. These rates will also support the debt service related to the facility renovation projects included in Phase I of the University Housing Master Plan.

The above-noted rates are the basic room and board charges for traditional residence halls, to which all other housing rates are then related -- 12-month contracts, Husker Hall (room only), suites, apartments, etc. The percentage increase in rates for these other special contracts may be higher or lower than those stated above for the standard plans, depending upon the unique features that call for a special rate and contract. For example, apartment rates for 2004-05 will reflect: (1) the actual cost experience for those units, (2) prevailing rates in the community, and (3) a desire to maintain a high occupancy rate.

PROJECT COST: None

SOURCE OF FUNDS: None

SPONSORS: James V. Griesen
                      Vice Chancellor for Student Affairs

                      Christine A. Jackson
                      Vice Chancellor for Business & Finance

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

DATE: March 31, 2004

TO:	The Board of Regents
	Business Affairs
MEETING DATE:	April 24, 2004
SUBJECT:	Design Development Report for the University of Nebraska-Lincoln (UNL) Library Depository/Retrieval Center
RECOMMENDED ACTION:	Report
PREVIOUS ACTION:	August 9, 2003 – The Board approved the Program Statement for the UNL Library Depository/Retrieval Center
	July 25, 1998 - The Board approved the University of Nebraska Capital Construction Budget Request for the 1999-2001 Biennium, which included funding for the UNL Library Central Storage Facility.
EXPLANATION:	This project will be a new building of 8,975 gross square feet on the East Campus of UNL. The major goal is to provide additional space for library collections that are continuing to grow at significant rates. Lesser-used materials are to be shifted to this specifically designed high-density library retrieval facility to reduce current overcrowded shelving conditions. The facility will house approximately 800,000 library print volumes and documents. The stringent environmental conditions in the storage area (carefully regulated temperature and humidity conditions and filtered air supply) will minimize the deterioration of books and other documents stored in the facility.

Proposed start of construction:		July 2004
Proposed substantial completion:		July 2005

PROJECT COST:	$2,997,000

ON-GOING FISCAL IMPACT:		
Annual Operating Costs (included in the FY 04 Budget)		$42,389
2% Assessment		$59,940

SOURCE OF FUNDS:	Cash Funds
SPONSORS:	Joan Giesecke
	Dean of Libraries
	Christine A. Jackson
	Vice Chancellor for Business & Finance
APPROVAL:	_____
	Harvey Perlman, Chancellor
	University of Nebraska-Lincoln
DATE:	March 31, 2004

Library Depository/Retrieval Facility

University of Nebraska-Lincoln

Project Description

This project will serve long-term storage needs of the University of Nebraska-Lincoln (UNL) for books and other printed documents under carefully controlled environmental conditions. The facility will provide storage, circulation, support, and mechanical space to accommodate approximately 800,000 volumes. The operations of the facility will be oriented to an electronic filing system that will track books based upon their size for maximum storage and retrieval efficiency. A manually operated order picker will enable retrieval of the books from a 30-foot high storage rack system placed on a "super flat" concrete floor.
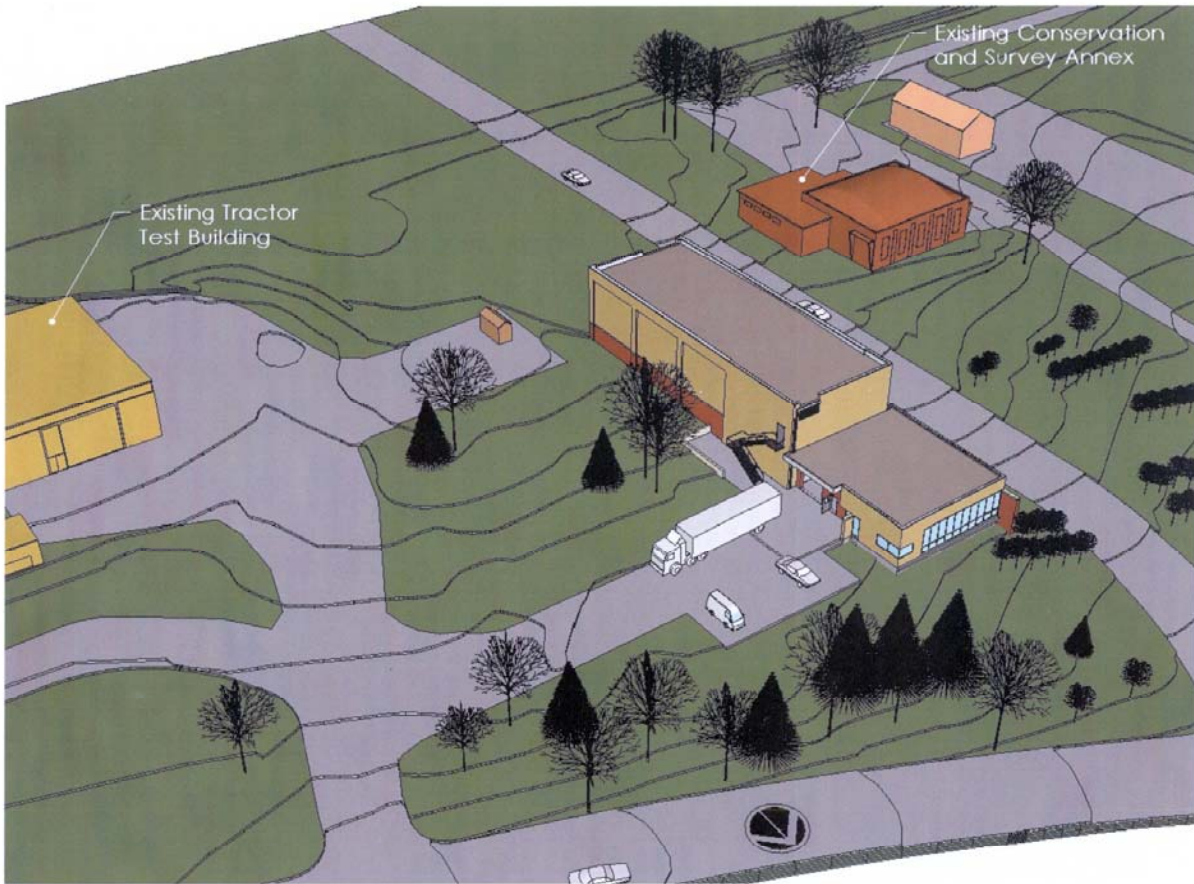
The placement and orientation of the building on the site takes into account the existing and future needs of UNL. First, the site layout will be designed to accommodate up to two future phased additions to handle approximately 2.7 million volumes when the need arises. Second, the placement for these future additions has taken into account a potential future road on the west side of the building that is part of the UNL 1998 master plan for East Campus. Third, future existence of the Biological Systems Engineering Laboratory and the tractor test track are not affected by this project.

Cost

Total Project Cost	$2,997,000

Project Schedule

Schematic Design Complete	October 10, 2003
Design Development Complete	January 19, 2004
Construction Documents Complete	March 15, 2004
Start of Construction	July 2004
Substantial Completion	July 2005

Existing Conservation and Survey Annex

Existing Tractor Test Building

AERIAL VIEW LOOKING SOUTH WEST

GROUND VIEW LOOKING SOUTH EAST

TO: The Board of Regents

                                        Business Affairs

MEETING DATE: April 24, 2004

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 April 1, 2004.

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

PROJECT COST: None

SOURCE OF FUNDS: None

APPROVAL: _____
                                        David E. Lechner
                                        Vice President for Business & Finance

DATE: April 1, 2004

Type of Action	Campus	Description	Funding Source	Approved Budget Amount	Contract Amount	Contractor/ Vendor	Bid Review or Explanation
Construction Contract	UNMC	Munroe Meyer Institute Pool and HVAC Upgrades.	LB-309, MMI and Business & Finance General Expense	$ 333,052	$ 198,200	Prawl Engineering Corp.	Lowest responsible bidder.
	UNMC	Swanson Hall HVAC System Replacement.	Facilities Management & Planning Deferred Maintenance & LB-309 Funds	$ 399,800	$ 286,900	Grunwald Mechanical Contractors, Inc.	Lowest responsible bidder.
	UNMC	Eppley Science Hall -Replace Fire Detection and Alarm System.	Facilities Management & Planning - Deferred Maintenance and LB 309	$ 160,021	$ 128,201	Commonwealth Electric Co.	Lowest responsible bidder.
	UNL	Athletics. East Balcony Rehabilitation & Waterproofing.	Auxiliary Funds	$ 1,393,085	$ 940,617	Western Waterproofing Company of America	Lowest responsible bidder.
	UNL	University Police. Police Relocation to 17th & R Parking Garage.	Annual Operating Costs	$ 1,900,000	$ 114,795	Clark Enersen Partners, Architects	Lowest responsible bidder.
	UNL	Natural Resources. Renovation of Clifford Hardin Center.	USDA Grant, UN Facilities Corporation Series 1998 Bonds, General Funds	$ 17,088,000	$ 9,031,000	Lueder Construction Co.	Lowest responsible bidder.
Personal Property Procurement	UNMC	Microspectrometer systems (3) for Nebraska Public Health Lab for chemical and physical analysis of samples with unknown composition.	Nebraska Emergency Management Assoc	$ 188,769	$ 188,769	SensIR Technologies LLC	Sole Source - only system available which fits need.
	UNMC	Digital inverted microscopy workstation to be used for Oral Biology Lab for imaging and analysis of microscopic samples.	Nebraska Tobacco Settlement Biomedical Research Development Fund	$ 257,659	$ 257,659	Intelligent Imaging. Innovations Inc	Sole Source - compatibility with existing equipment.

Type of Action	Campus	Description	Funding Source	Approved Budget Amount	Contract Amount	Contractor/ Vendor	Bid Review or Explanation
Personal Property Procurement	UNMC	Upgrade of Affymetrix gene chip system for DNA Microroarray Core Facility for genotyping and DNA sequencing.	Munroe Meyer Institute Operating Funds	$ 161,375	$ 161,375	Affymetrix Inc.	Sole Source - proprietary upgrade of existing equipment.
	UNL	Chemical Engineering. Rebuild/Refurbish Chromatography Skid.	Federal Funds	$ 89,488	N/A	NCSRT, Inc.	Sole source. Only vendor that can rebuild and refurbish Chromatography Skid.
	UNL	IANR-Water Sciences Laboratory. Acquisition of Platform XS ICP-MS and automated prep systems.	General Funds	$ 214,922	N/A	GV Instruments Co.	Sole source. Only vendor that has a collision cell system and photomultiplier-based detection system and the Eurovector EA and Isoprep C prep system both operate unattended and they need to be compatible with existing instruments in the Water Sciences Lab.
	UNL	Computer Science & Engineering. Acquisition of computer components to upgrade UNL's Prairie Fire research Computer Science & Engineering.	Federal Funds General Funds	$ 235,000 $ 150,000	N/A	Atipa	Sole source. Only vendor that provided a 64 bit solution and met all requirements of RFP #9880.
	UNL	Biological Sciences. Acquisition of Flow Cytometer.	Federal Funds	$ 139,700	N/A	BD Biosciences	Sole source. Only vendor that has a bench top flow cytometer that can process small volumes and also has an auto sample loader.
	UNL	Center for Biotechnology. Acquisition of Confocal Laser Scanning unit w/advanced Inverted Fluorescence Microscope.	Federal Funds	$ 219,491	N/A	Olympus America, Inc.	Sole source. Has best specifications and features for Microscopy Core Research Facilities research.

Type of Action	Campus	Description	Funding Source	Approved Budget Amount	Contract Amount	Contractor/ Vendor	Bid Review or Explanation
Personal Property Procurement	UNL	Engineering Mechanics. Acquisition of Dynamic Mechanical Thermal Analyzer.	General Funds Trust Funds General Funds	$ 23,000 $ 24,417 $ 13,626		Mettler-Toledo	Sole source. Only vendor that manufactures a DMA that directly measures the load by sensor above the sample.
	UNL	Water Sciences Lab. Acquisition of an Automated Multi-Chemistry Analyzer.	General Funds	$ 46,000	N/A	Seal Analytical	Sole source. Only vendor that has the flexibility to perform standard colorimetric methods and other methods required by complex matrices.