UNIVERSITY OF NEBRASKA BOARD OF REGENTS
MEETING ITINERARY

FRIDAY, JULY 18, 2014

8:30 A.M. — ACADEMIC AFFAIRS COMMITTEE

Topic: Strategic Framework Report: Distance Education/Coursera [1-g-i] *[30 minutes]*

Presenters: Susan Fritz, Executive Vice President and Provost-Elect
Mary Niemiec, Associate Vice President for Distance Education and Director, Online Worldwide

9:00 A.M.

Topic: Strategic Framework Report: Global Engagement/Study Abroad [3-d-i] *[45 minutes]*

Presenters: Interim President Linder
Joshua Davis, Assistant Vice President for Global Strategy & International Initiatives
Olivia Sonderman, Student, University of Nebraska-Lincoln
James Bowen, Co-founder and CIO, Five Nines Technology Group

BUSINESS AFFAIRS COMMITTEE

9:45 A.M.

Topic: Biennial Budget Request *[30 minutes]*

Presenters: Chris Kabourek, Assistant Vice President for Business and Finance and Director of Budget
Ronnie Green, Vice Chancellor for the Institute of Agriculture and Natural Resources

10:15 A.M. — BREAK

10:30 A.M. — BOARD OF REGENTS MEETING

- Kudos Awards Presented

AGENDA
THE BOARD OF REGENTS
OF THE UNIVERSITY OF NEBRASKA
Varner Hall, 3835 Holdrege Street
Lincoln, Nebraska 68583-0745
Friday, July 18, 2014
10:30 a.m.

I. CALL TO ORDER

II. ROLL CALL

III. APPROVAL OF MINUTES AND RATIFICATION OF ACTIONS TAKEN ON MAY 30, 2014

IV. KUDOS
Jojen Allder, University of Nebraska-Lincoln
Barbara Estes, University of Nebraska at Kearney
William Pickett, University of Nebraska at Omaha
Athena Ramos, University of Nebraska Medical Center

V. RESOLUTIONS

VI. HEARINGS
Amendment of the Standing Rules of the Board of Regents

VII. PUBLIC COMMENT

The Standing Rules of the Board provide that any person who gives 24 hours' notice to the Corporation Secretary of the Board may speak to any item that is not on the agenda. In addition, any person may appear and address the Board of Regents on any item on the agenda for this meeting. Each person will be given up to five minutes to make his or her remarks. Public comment will be limited to a period of 30 minutes.

VIII. UNIVERSITY CONSENT AGENDA
- A. ACADEMIC AFFAIRS
  1. President's Personnel Recommendation Addendum VIII-A-1
- B. BUSINESS AFFAIRS
  1. Approve revised Regents Policy RP-3.2.2 Deferred Compensation Addendum VIII-B-1
  2. Approve the Facilities Space Lease between the University of Nebraska-Lincoln and AT&T Addendum VIII-B-2
  3. Approve the appointment of Jeffrey Gold, Donald Leuenberger, Deborah Thomas, Robert Reidy, Clark Lauritzen, Jim McClurg, and Ken Hansen to the Med Center Development Corporation Addendum VIII-B-3
  4. Approve use of the UNMC Eye Institute facilities financed by the bonds issued in 2011 by The University of Nebraska Facilities Corporation by 501(c)(3) entities in accordance with the requirements of Section 147(f) of the Internal Revenue Code Addendum VIII-B-4

IX. UNIVERSITY ADMINISTRATIVE AGENDA

A. ACADEMIC AFFAIRS

1. Approval is requested to merge the Department of Computer and Electronics Engineering with the Department of Electrical Engineering to form the Department of Electrical and Computer Engineering in the College of Engineering at the University of Nebraska-Lincoln Addendum IX-A-1
2. Approval is requested to create a Bachelor of Arts in Education in Special Education K-12 Teaching in the Department of Teacher Education in the College of Education at the University of Nebraska at Kearney Addendum IX-A-2
3. Approval is requested to reorganize the Consortium for Crime and Justice Research and the Juvenile Justice Institute at UNO to establish the Nebraska Center for Justice Research in the School of Criminology and Criminal Justice at the University of Nebraska at Omaha Addendum IX-A-3
4. Approval is requested to create a Bachelor of Science degree in Gerontology in the Department of Gerontology in the College of Public Affairs and Community Service at the University of Nebraska at Omaha Addendum IX-A-4

B. BUSINESS AFFAIRS

University of Nebraska

1. Approve amendment of the Standing Rules of the Board of Regents Addendum IX-B-1
2. Approve the FY 2015-16 and FY 2016-17 University of Nebraska Biennial Operating Budget Request guidelines Addendum IX-B-2

Nebraska College of Technical Agriculture

3. Approve the FY 2015-16 and FY 2016-17 NCTA Biennial Operating Budget Request guidelines Addendum IX-B-3

University of Nebraska-Lincoln

4. Approve the University of Nebraska-Lincoln Banking Services License Agreement between UNL and Union Bank and Trust Company effective March 1, 2015 Addendum IX-B-4

University of Nebraska Medical Center

5. Approve the purchase of 500MHz and 600MHz nuclear magnetic resonance systems Addendum IX-B-5

University of Nebraska at Omaha

6 Approve the selection of BCDM Architects to provide architectural design services for the Milo Bail Student Center Renovation at the University of Nebraska at Omaha Addendum IX-B-6
7. Approve the selection of HDR, Inc. to provide architectural design services for the Strauss Performing Arts Center Addition & Renovation at the University of Nebraska at Omaha Addendum IX-B-7

C. FOR INFORMATION ONLY

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

D. REPORTS

1. Strategic Framework report on Student Learning Assessment: Licensure Exams [6-g] Addendum IX-D-1
2. Renaming the Master of Engineering to the Master of Engineering Management and reducing the required hours for graduation from 36 to 30 in the College of Engineering at the University of Nebraska-Lincoln Addendum IX-D-2
3. Renaming the Master of Science in Construction to the Master of Science in Construction Engineering and Management in the College of Engineering at the University of Nebraska-Lincoln Addendum IX-D-3
4. Quarterly Status Report of Six-Year Capital Plan and Capital Construction Report Addendum IX-D-4
5. Bids and Contracts Addendum IX-D-5
6. University of Nebraska at Kearney Report on Vending (Snack) Services Addendum IX-D-6

X. ADDITIONAL BUSINESS

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The President's Personnel Recommendations
Meeting Date: July 18, 2014

Adjustments

University of Nebraska at Kearney

Ed Scantling, Interim Vice Chancellor for Academic Services and Enrollment Management (Special); Dean of Education (Special), University of Nebraska at Kearney; and Professor (Continuous), Kinesiology and Sport Sciences, College of Education; effective 07/01/2014, $154,000, FY, 1.00 FTE (includes a $24,000 administrative stipend until the Dean's position is filled). Add the title Interim Vice Chancellor for Academic Services and Enrollment Management.

University of Nebraska-Lincoln

Stephen Goddard, Associate Vice Chancellor (Special) Research; Professor (Continuous) Computer Science and Engineering; effective 07/01/2014, $275,000, FY, 1.00 FTE (includes an administrative stipend of $25,000.) Add the title Associate Vice Chancellor for Research and remove the title Interim Dean, College of Arts and Sciences.

University Administration

Susan M. Fritz, Executive Vice President and Provost (Special), Dean of the Graduate College (Special), University of Nebraska; Professor (Continuous) Department of Agricultural Leadership, Education and Communication (AgLEC), Institute of Agriculture and Natural Resources, University of Nebraska-Lincoln; while not an Appointment for a Specific Term, the Special Appointment will be effective 7/1/2014 and is anticipated to end 12/31/2015, with the potential for renewal, $275,000, FY, 1.00 FTE. Remove titles of Interim Executive Vice President and Provost, Interim Dean of the Graduate College and Associate Vice President for Academic Affairs. Add the titles of Executive Vice President and Provost and Dean of the Graduate College; approve initial term of appointment.

TO:	The Board of Regents Business Affairs
MEETING DATE:	July 18, 2014
SUBJECT:	Regent's Policy Relating to Voluntary Deferred Compensation
RECOMMENDED ACTION:	Approve revised *RP 3.2.2 Deferred Compensation*
PREVIOUS ACTION:	None.
EXPLANATION:	Section 3.2.2 of the *Policies of Board of Regents* contains language that is outdated and is not reflective of current options. The elective deferred compensation arrangements contain no employer contributions but are entirely voluntary on the part of the employee. The proposed updates are shown below. **RP-3.2.2 Deferred Compensation** If the employee so specifies, authorization is granted by the Board for deferred employee compensation, and approval is given for the University to create a separate account with TIAA-CREF and/or Fidelity Investments for that compensation which is deferred at the employee's option over and above that matched by the University~~state~~. ~~Union Mutual Life Insurance Company and Fidelity Investments are approved as additional options under the voluntary supplemental retirement account portion of the University's Retirement Plan.~~
PROJECT COST:	N/A
SOURCE OF FUNDS:	N/A
SPONSOR:	David E. Lechner Senior Vice President | CFO
RECOMMENDED:	James Linder, Interim President University of Nebraska
DATE:	June 25, 2014

TO:	The Board of Regents Business Affairs	Addendum VIII-B-2
MEETING DATE:	July 18, 2014	
SUBJECT:	Facilities Space Lease between the University of Nebraska-Lincoln (UNL) and New Cingular Wireless PCS, LLC (AT&T)	
RECOMMENDED ACTION:	Approve the Facilities Space Lease between the University of Nebraska-Lincoln and AT&T	
PREVIOUS ACTION:	January 24, 2014 – The Board of Regents approved the project budget for replacing the sound system within Memorial Stadium and installing Wifi. September 30, 2013 – A Facilities Space Lease between UNL and US Cellular for placement and operation of wireless communication equipment serving their customers within Memorial Stadium was reported to the Board. June 8, 2012 – The Board approved a Facilities Space Lease between UNL and Verizon Wireless for placement and operation of wireless communication equipment serving their customers within Memorial Stadium.	
EXPLANATION:	Since 2011, AT&T has provided their customers with wireless service on the UNL campus, including Memorial Stadium, from their leased cell site on the roof of Oldfather Hall. With the construction of the East Stadium project wireless service within Memorial Stadium has been compromised. Approval of this lease will permit AT&T to provide high-speed, high-quality wireless service for Nebraska football fans through installation of a distributed antenna system inside Memorial Stadium. The lease is modeled after existing cell provider leases at UNL which were publicly bid in 2005. The base rate for this lease, adjusted for the annual escalation clause, provides annual payment to the University of Nebraska-Lincoln of approximately $37,824. The lease has an initial term of five years. Members of the public and news media may obtain a copy of the lease 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 REVENUES:	$37,824 annually ($189,120 over five-year term)	
SPONSOR:	Christine A. Jackson Vice Chancellor for Business and Finance	
RECOMMENDED:	Harvey Perlman, Chancellor University of Nebraska-Lincoln	
DATE:	June 25, 2014	

TO:	The Board of Regents	Addendum VIII-B-3
	Business Affairs	
MEETING DATE:	July 18, 2014	
SUBJECT:	The appointment of Jeffrey Gold, Donald Leuenberger, Deborah Thomas, Robert Reidy, Clark Lauritzen, Jim McClurg, and Ken Hansen to the Med Center Development Corporation (MCDC) Board of Directors	
RECOMMENDED ACTION:	Approve the appointment of Jeffrey Gold, Donald Leuenberger, Deborah Thomas, Robert Reidy, Clark Lauritzen, Jim McClurg and Ken Hansen to the Med Center Development Corporation	
PREVIOUS ACTION:	May 30, 2014 – The Board of Regents approved the creation of the Med Center Development Corporation and the proposed Articles of Incorporation and Bylaws of the Med Center Development Corporation.	
EXPLANATION:	The management of the affairs of the MCDC shall be vested in the Board of Directors, whose operations in governing the Corporation shall be as set forth by statute and in the Corporation's Bylaws. The members of the Board of Directors of the Corporation shall be nominated and approved in a manner set forth in the Corporation's Bylaws. No Director shall have any right, title, or interest in or to any property held in the name of, or for the benefit of, the Corporation. The appointment of the MCDC Board of Directors is to be made by the Board of Regents of the University of Nebraska upon the recommendation of the Chancellor of the University of Nebraska Medical Center and the President of the University of Nebraska.	
RECOMMENDED:	James Linder, Interim President University of Nebraska	
DATE:	July 2, 2014	

Addendum VIII-B-4

TO:	The Board of Regents Business Affairs
MEETING DATE:	July 18, 2014
SUBJECT:	Approve use of Truhlsen Eye Institute by 501(c)(3) entities
RECOMMENDED ACTION:	Approve use of the UNMC Eye Institute facilities financed by the bonds issued in 2011 by The University of Nebraska Facilities Corporation by 501(c)(3) entities in accordance with the requirements of Section 147(f) of the Internal Revenue Code.
PREVIOUS ACTION:	None.
EXPLANATION:	The UNMC Eye Institute Bonds, Series 2011, issued in the principal amount of $17,740,000 by The University of Nebraska Facilities Corporation on behalf of the Board of Regents were issued as governmental bonds to finance construction of Truhlsen Eye Institute, located at 3902 Leavenworth Street, Omaha, Nebraska 98198. UNMC would like the flexibility to allow use of the bond-financed property by 501(c)(3) (not-for-profit) entities. The Internal Revenue Code, in Section 147(f), requires: 1) a public hearing on the subject followed by 2) the approval of the Board of Regents, the elected body of the University of Nebraska. The required hearing was held on June 24, 2014 in accordance with the notices published in the *Lincoln Journal Star* and the *Omaha World-Herald* on June 9, 2014. The action will have no financial impact to the University. A copy of the TEFRA Certificate evidencing the hearing is attached.
PROJECT COST:	N/A
SOURCE OF FUNDS:	N/A
SPONSOR:	David E. Lechner Senior Vice President | CFO
RECOMMENDED:	_____ James Linder, Interim President University of Nebraska
DATE:	July 8, 2014

TEFRA CERTIFICATE

$17,740,000
The University of Nebraska Facilities Corporation
UNMC Eye Institute Bonds, Series 2011

I, **DAVID E. LECHNER,** am the duly appointed, qualified and acting Senior Vice President | CFO of The Board of Regents of the University of Nebraska (the **"Board"**), and I hereby certify in connection with the issuance of the above-described bonds (the **"Bonds"**), as follows:

(a) Notice of a public hearing to be held on June 24, 2014, at 1:00 p.m., at 207 Varner Hall, 3835 Holdrege, Lincoln Nebraska was published in the *Lincoln Journal Star* and the *Omaha World-Herald* on June 9, 2014, concerning the proposal by the Board for The University of Nebraska Facilities Corporation (the **"Corporation"**) to reissue the Corporation's not to exceed $17,740,000 UNMC Eye Institute Bonds, Series 2011, on behalf of the Board to allow use by 501(c)(3) entities.

(b) Pursuant to such notice, David E. Lechner held a public hearing on the proposal for the Corporation to issue the Bonds on behalf of the Board, at the time and place specified in such notice and all persons who appeared were given an opportunity to express their views for or against the proposal to reissue the Bonds for such purposes.

(c) No persons appeared at the public hearing and no objections relating to the reissuance of the Bonds were presented at the public hearing in connection with the reissuance of the Bonds.

IN WITNESS WHEREOF, the undersigned, being thereunto duly authorized, has executed and delivered this TEFRA Certificate.

DATED AS OF: June 24, 2014.

Senior Vice President | CFO, The Board of Regents
of the University of Nebraska

I certify that the signature of the officer described above is true and genuine.

(SEAL)

Notary Public

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TO:	The Board of Regents Academic Affairs
MEETING DATE:	July 18, 2014
SUBJECT:	Merging the Department of Computer and Electronics Engineering (CEEN) with the Department of Electrical Engineering (EE) to form the Department of Electrical and Computer Engineering (ECE) in the College of Engineering at the University of Nebraska-Lincoln (UNL)
RECOMMENDED ACTION:	Approval is requested to merge the Department of Computer and Electronics Engineering with the Department of Electrical Engineering to form the Department of Electrical and Computer Engineering in the College of Engineering at UNL
PREVIOUS ACTION:	April 13, 2012 – The Board approved the request to disaggregate seven department-based tracks of the unified Ph.D. in Engineering at UNL into stand-alone Ph.D. degree programs: Architectural Engineering; Biological Engineering; Chemical and Biomolecular Engineering; Civil Engineering; Computer Engineering; Electrical Engineering; and Mechanical Engineering and Applied Mechanics programs October 25, 1996 – The Board approved establishing an undergraduate degree program leading to the BS in Electronics Engineering and changing the name of the department from Electronics Engineering Technology to Computer and Electronics Engineering on the UNL campus
EXPLANATION:	The proposed merger will allow two departments who have faced challenges due to size and scale as independent entities to build on their strengths. For example, in the area of research, the ability to integrate the strength in telecommunications in CEEN with the strengths in EE will facilitate current and future research initiatives. The combination of electrical and computer engineering in a single department is common nationwide. This merger has the endorsement of the faculty in both departments, the dean and other administrators, and the Academic Planning Committee. This proposal has been reviewed by the Council of Academic Officers.
PROGRAM COSTS:	The faculty have stated that additional faculty lines and other resources will be required to allow the new department to succeed in Omaha and Lincoln.
SOURCE OF FUNDS:	The College of Engineering and the campus will invest new resources in the department as the department completes a strategic plan and as resources are available. Resources for the new department also are described in the College of Engineering Five Year Strategic Plan.

SPONSORS:	Ellen Weissinger Senior Vice Chancellor for Academic Affairs
	Harvey Perlman, Chancellor University of Nebraska-Lincoln
RECOMMENDED:	Susan M. Fritz Interim Executive Vice President and Provost
DATE:	June 27, 2014

TO:	The Board of Regents Academic Affairs
MEETING DATE:	July 18, 2014
SUBJECT:	Creation of a Bachelor of Arts in Education in Special Education K-12 Teaching in the Department of Teacher Education in the College of Education at the University of Nebraska at Kearney (UNK)
RECOMMENDED ACTION:	Approval is requested to create a Bachelor of Arts in Education in Special Education K-12 Teaching in the Department of Teacher Education in the College of Education at UNK.
PREVIOUS ACTION:	None.
EXPLANATION:	This proposed program responds to a new Nebraska Department of Education K-12 Special Education Field Endorsement. By completing the proposed 120 credit hour program, students will acquire knowledge and develop skills in a broad range of disability areas necessary to be effective K-12 special education teachers. Additionally, the K-12 field endorsement that can be obtained through completion of this program fits the grade level organizational patterns and instructional delivery models of many of the Nebraska school districts that employ UNK graduates. This proposal has been reviewed by the Council of Academic Officers.
PROGRAM COST:	The creation of this program will rely upon existing faculty, courses and reallocation of College of Education existing funds.
SOURCE OF FUNDS:	Reallocation of $50,000 (annually) in UNK College of Education existing funds.
SPONSORS:	Charles J. Bicak Senior Vice Chancellor for Academic and Student Affairs Douglas A. Kristensen, Chancellor University of Nebraska at Kearney
RECOMMENDED:	Susan M. Fritz Interim Executive Vice President and Provost
DATE:	June 27, 2014

UNDERGRADUATE PROGRAM IN SPECIAL EDUCATION K-12 TEACHING

I.DESCRIPTIVE INFORMATION

Institution Proposing the Program	University of Nebraska at Kearney
Program Name	Special Education K-12 Teaching
Degree to be Awarded	Bachelor of Arts in Education

Other Programs Offered in this Field by this Institution
Currently, programs are offered at the University of Nebraska at Kearney to provide students with field endorsements in Mild/Moderate Disabilities K-6 and in Mild/Moderate Disabilities 7-12.

CIP Code: 13.101

Administrative Units for the Program
College of Education
Department of Teacher Education

Proposed Delivery Site
University of Nebraska at Kearney

Proposed date (term/year) the Program will be initiated
Fall semester 2015

Date Approved by Governing Board
To be announced

Description and Purpose of the Proposed Program
The Special Education K-12 Teaching Program is a degree program that has been designed to provide University of Nebraska at Kearney students an opportunity to obtain a Nebraska Teaching Certificate with a field endorsement in Special Education K-12 Teaching. This program would help students develop knowledge and skills in a broad range of disability areas to help them acquire the tools and dispositions necessary to be effective K-12 special education teachers. This proposed program would complement existing subject endorsement programs offered at the University of Nebraska at Kearney in Mild/Moderate Disabilities K-6 and in Mild/Moderate Disabilities 7-12.

Successful completion of this program would provide students the opportunity to obtain the new field endorsement in Special Education K-12 Teaching that has been created by the Nebraska Department of Education, qualifying them to teach special education courses necessary to meet a variety of student learning needs in grade levels K-12. This K-12 field endorsement provides an excellent fit to the grade level organizational patterns and instructional delivery models of many of the University of Nebraska at

Kearney's constituent school districts. (Specific data on the need for this program is provided later in this document.)

Structure and Operation

The Special Education K-12 Teaching Program would come under the auspices of the Department of Teacher Education which is a part of the University of Nebraska at Kearney's College of Education. All professional sequence coursework and special education content coursework would be offered solely in the Teacher Education Department, but the General Studies coursework which is a part of the program would be provided in colleges and departments across campus with content-area expertise in each of the subject areas required for General Studies.

Proposed Curriculum

The goal of this teaching degree program is to provide students with the knowledge and skills to make them effective K-12 Special Education teachers, and to qualify them for a Nebraska Teaching Certificate with a field endorsement in Special Education K-12 Teaching. The curriculum has been designed to meet all UNK General Studies Requirements, Professional Teaching sequence requirements, and Special Education requirements. The content of the Special Education courses in the program has been aligned with specific K-12 Special Education Teaching endorsement requirements promulgated by the Nebraska Department of Education.

This new degree program would conform to the required 120 credit hour maximum for single area teaching endorsements specified through Board of Regents' policies. Of the total 120 credit hours, 46 hours of General Studies courses would be required, as well as 23 hours of Professional Sequence courses and 51 hours of Special Education program-specific coursework aligned with teaching requirements promulgated by the Nebraska Department of Education (including 36 hours of content-specific coursework) designed to help teaching candidates develop knowledge and skills to teach students in all disability areas. (See course sequences and requirements provided in Appendix 1.)

Learning Outcomes with Selected Objectives

All courses in the Teacher Education portion of the course sequence for Special Education K-12 Teaching have been designed to address the priorities and challenges outlined in the College of Education's Conceptual Framework, and have also been designed to provide the skills and dispositions to assure that, upon graduation, all students will demonstrate the specific behaviors depicted in the College's Desired Outcomes which have been derived from the Conceptual Framework.

College of Education Conceptual Framework

Diversity and Global Perspectives

Demographic indicators tell us that student populations are increasingly diverse during the first decade of the 21st century. We perceive this increase in diversity as a benefit, not a disadvantage. Therefore, educators must have an understanding of diversity and the roles various cultures may play in contemporary classrooms. To be exemplary participants in the

democratic process, educators and schools must assume the commitment to having a comprehensive and inclusive vision of education for all children.

Central to our professional educational programs is the belief that all students can be successful learners. Their success will depend on the educator's skill in recognizing and understanding individual learning styles and in understanding how cultural perspectives and lifestyle experiences impact learning. This understanding must reach beyond historical information. It must seek actively to negate stereotypes as it moves toward full inclusion of all learners.

Educators must recognize and work toward both quality and equality in public education. They must be skilled in the creation of learning environments that provide a variety of appropriate learning tasks for all students, that reflect respect for all, and that encourage collective responsibility. These skills enable educators to participate fully in a global society. In turn, educators having these skills will facilitate their students' sharing in the richness offered through living and working in the world community without borders. Accordingly, the faculty of the College of Education at the University of Nebraska at Kearney will facilitate the personal and professional development of its graduates through the constant analysis of curricula and materials to prepare them to learn to avoid discriminatory practices and other injurious behaviors. We believe, therefore, that graduates of the University of Nebraska at Kearney will have the necessary preparation to deal effectively and positively with issues of diversity throughout out their careers.

Professional Commitment and Dispositions

Public education is the single unifying institution charged with the transmission of our American heritage and with the preparation of the young for life in our social political democracy. Through their continuing covenant to providing quality education for all, regardless of background or heritage, the public schools help to ensure that young people receive ethical guidance and have access to the knowledge and to the intellectual, technological and social skills needed for productive living in a democratic society. Accordingly, the professional education at the University of Nebraska at Kearney reflects an enduring commitment to high quality public education.

This firm commitment to public education is rooted in a core set of beliefs that define the American democratic experience. The prized values of liberty, equality, and justice give character and dignity to our society. These attributes of the American people are incorporated in the Constitution of the United States and underscore the importance of the individual and the need to protect and nurture diversity. The faculty of the College of Education at the University of Nebraska at Kearney affirms both its belief in our nation's basic democratic values its intention to prepare professionals who will uphold and promote those dispositions in the public schools and communities.

While asserting devotion to long-accepted American democratic values and to an enduring commitment to public education, the faculty of the College of Education is cognizant of

the nature and pace of change in American society. The information explosion, the increasing use of and dependency on technology, changing demographics limited resources present complex challenges for public education. Accordingly, the aims of the professional education programs at the University of Nebraska at Kearney are to prepare (1) educators who are lifelong learners; (2) educators who value reflection as a powerful tool for purposeful change; (3) educators who base practice on knowledge and skills and make decisions through collaboration; and (4) educators who are compassionate, caring, and just. To ensure these aims, the College of Education faculty is committed to ongoing assessment and evaluation of its graduates and programs.

Information Technology

As our society changes and embraces a global orientation, it becomes essential for people to be informed about knowledge acquisition, data storage, and how to connect to others outside the community. Technology and its many applications have provided the means to accomplish this global connection. As a result, it has become imperative that educational professionals embrace technological advances and master the nuances.

Educators recognize the importance of technological literacy and the capabilities of technology to facilitate learning and connect students to the larger world. Instructional technologies and applications impact the dissemination of information, inform professional practice and enhance services for students. Thus, it is important for professional educators be conversant with a variety of instructional technologies and their applications and be able to be reflective and discriminating in embracing and mastering appropriate instructional technologies. Not only must professional educators be able to integrate technology with teaching strategies and curriculum design, they must be knowledgeable about legal and ethical uses of information and instructional technologies.

To this end, the professional education programs in the College of Education at the University of Nebraska at Kearney aim to prepare educators who can reflect and make responsible decisions concerning the use of technology as a tool to enhance the learning process.

College of Education Desired Outcomes (Derived from the Conceptual Framework)

<u>Demonstrate Knowledge of:</u>

(Ka) teaching area content.

(Kb) learning theory, instructional strategies and management practices that accommodate and enhance learning of all learners.

(Kc) purposes of schooling in a diverse and democratic society.

(Kd) data collection and interpretation procedures necessary to maximize learning for all learners.

<u>Demonstrate Skills to:</u>

(Sa) develop and implement lesson plans that utilize appropriate P-12 content standards and subject matter.

(Sb) utilize student data to implement multiple instructional and management strategies.

(Sc) use technology effectively in the school setting.

Demonstrate Dispositions of:

(Da) collaboration: Demonstrates ability to work productively with colleagues and students in school and community settings.

(Db) reflection: Demonstrates self-assessment abilities and adjusts/adapts teaching and learning strategies to enhance learning of all learners.

(Dc) responsibility: Assumes accountability for professional, fair, and ethical behavior to promote a safe and supportive learning environment.

To acquire appropriate knowledge, skills, and dispositions, graduates will be required to successfully accomplish the specific learning objectives established for each of the Special Education courses offered by the Teacher Education Department which have all been linked directly to the College's Desired Outcomes. Listing the specific learning objectives for each course is beyond the limits of this proposal, but a sample from one of the Special Education content-specific courses is as follows.

TESE 330, Collaboration, Consultation, and Co-Teaching

The student will demonstrate:

1. The ability to understand how language, culture, and family background influence the learning of individuals with exceptionalities. (Kc)
2. The ability to use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. (Kc)
3. The ability to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions through collaboration with general educators and other colleagues. (Kb, Sb, Dc)
4. The ability to use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities. (Kb, Sa)
5. The ability to modify general and specialized curricula to make them accessible to individuals with exceptionalities. (Kd, Sb)
6. The ability to use professional Ethical Principles and Professional Practice Standards to guide their practice. (Dc)
7. The knowledge to understand how foundational knowledge and current issues influence professional practice. (Kc, Dc)
8. The knowledge to understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services. (Kb, Dc)
9. The knowledge of the significance of lifelong learning and participate in professional activities and learning communities. (Kc, Dc)
10. The ability to advance the profession by engaging in activities such as advocacy and mentoring. (Dc)
11. The ability to provide guidance and direction to paraeducators, tutors, and volunteers. (Da)
12. The ability to use the theory and elements of effective collaboration. (Sa, Da)
13. The ability to serve as a collaborative resource to colleagues. (Da)

14. The ability to use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators. (Da)

Requirements for the Degree Program/Special Education K-12 Teaching

The details of course and credit hour requirements for the proposed program of studies are outlined in Appendix 1. As stated previously in the section on Proposed Curriculum, students will complete 46 hours of General Studies coursework, 23 hours of required Professional Sequence courses, and 51 hours of designated Special Education program-specific coursework (including 36 hours of content-specific coursework).

II. REVIEW CRITERIA

A. Centrality to Role and Mission

UNK Mission:

The University of Nebraska at Kearney is a public, residential university committed to be one of the nation's premier undergraduate institutions with excellent graduate education, scholarship, and public service.

UNK Vision:

The University of Nebraska at Kearney will achieve national distinction for a high quality, multidimensional learning environment, engagement with community and public interests, and preparation of students to lead responsible and productive lives in a democratic, multicultural society.

Key to such improvement will be: clear focus on mission imperatives, fidelity to historic core values, and continuous and rigorous self-appraisal or assessment of outcomes.

The proposed Special Education K-12 Teaching Program addresses the University of Nebraska at Kearney's Mission to be a premiere undergraduate institution. This proposed program would add a high quality teaching endorsement program that is clearly aligned with needs reflected in the Nebraska State Department of Education's development of the K-12 Special Education Teaching field endorsement program, thus offering a program of studies for students that is clearly aligned with state needs and priorities, adding to quality programs and services consistent with those offered by premier undergraduate institutions. This proposed program of studies would also meet a clearly-defined need demonstrated by University of Nebraska at Kearney students requesting a K-12 certification program, reflecting a commitment that is consistent with that of a premier undergraduate institution.

This proposed program addresses the University of Nebraska at Kearney's Vision of responding to community and public interests while providing a multidimensional learning environment through two very clear actions. First, by providing a Special Education K-12 Teaching program that has been designed with fidelity to the specific outcomes of the General Studies Program and the College of Education's Conceptual Framework and Desired Outcomes for students while at the same time addressing the

specific content-area requirements promulgated ty the Nebraska Department of Education. Second, by increasing the University's response to demonstrated student needs for certification as K-12 Special Education teachers while also providing a certification that is a great "fit" to the organizational patterns of many Nebraska schools and Educational Service Unit providers that assign one Special Education teacher to teach students demonstrating all ranges of disabilities at all grade levels of a school district.

B. Evidence of need and Demand

1. Need for the Program

Our program needs analysis is derived from data from two major sources; students enrolled in our undergraduate Special Education program sequences, and students who have applied to our Post-Baccalaureate Program to take additional undergraduate coursework to obtain either initial teacher certification or additional teaching endorsements. Based upon our review of the last five years' data from these two sources, **118** University of Nebraska at Kearney students over the past five years could have benefited from the K-12 Special Education Teaching program.

The data breaks down as follows:

- **Six** students finishing an undergraduate program over the past five years completed both K-6 and 7-12 Mild/Moderate Disabilities endorsements concurrently.
- **Twelve** (32%) of the 38 students who are presently seeking initial certification in our Post-Baccalaureate Special Education Program have requested K-12 certification.
- A total of **100** of the 285 students who requested certification through our Post-Baccalaureate endorsement program over the last five years (since 2009) requested either a K-12 program or a complimentary grade level program that would result in K-12 certification.
    - **42** students with content area endorsements seeking a SPED endorsement requested a K-12 endorsement
    - **28** Elementary Education endorsed students seeking a SPED endorsement requested a K-12 program
    - **30** students with either K-6 Mild/Moderate Disabilities or 7-12 Mild/Moderate Disabilities endorsements sought the other (complimentary) endorsement

Although six students, representing approximately five percent of all graduates, completed both the K-6 and 7-12 Mild/Moderate Disabilities endorsements together during their initial teaching certification program, this number represents only a portion of those who would have benefitted from the K-12 Special Education Teaching Program. Additional students who could have benefitted from a K-12 endorsement program during their initial certification program did not choose to undertake both the K-6 and 7-12 Mild/Moderate Disabilities endorsements concurrently, usually due to the need to complete two separate programs and the additional coursework associated with

this effort, and are likely represented in the numbers of requests for additional certification through the Post-Baccalaureate Program.

2. Current Demand for the Program

We could potentially have been serving up to 118 University of Nebraska at Kearney students in a K-12 teaching field endorsement program. If we average the number of students over the past five years who completed a K-12 program (those who completed both K-6 and 7-12 Mild/Moderate Disabilities endorsement programs concurrently) and the number of student requests for a K-12 program (for either a complimentary grade level program or a K-12 program), we find an average of 24 students per year; thus, we project that we would potentially enroll approximately 24 or more students in the K-12 Special Education Teaching Program per year.

Additionally, this proposed program would provide University of Nebraska at Kearney students an opportunity to qualify for the new K-12 Teaching Field Endorsement developed and approved by the Nebraska Department of Education, thus enabling our students to access a field endorsement deemed by the Department to be relevant and important to schools, and to students who wish to teach in Nebraska schools.

3. Anticipated Demand for the Program

Obtaining a Nebraska Teaching Certificate with an endorsement in K-12 Special Education Teaching would help our graduates be more marketable since this endorsement would provide them with skills to teach all disability areas and qualify them for Special Education teaching at both elementary and secondary schools, as well as in K-12 settings where one Special Education teacher is assigned to all grade levels. We anticipate that at least the present number of students outlined in the current demand section would benefit from this program in the future.

C. Required Resources

1. Faculty and Staff Resources

This program will be staffed by assigning coursework to existing faculty members. A listing of current Special Education faculty members and their areas of expertise is:

- Donna Montgomery, Ph.D., Associate Professor—teaching K-12 students with severe to mild disabilities in both self-contained and inclusive settings
- Jeffrey Kritzer, Ph.D., Associate Professor—teaching K-6 ESL students with mild disabilities in self-contained settings
- Jude Cepero, Ph.D., Assistant Professor—teaching 7-12 students with mild disabilities, including behavior disorders, in inclusive settings
- Brian Wojcik, Ph.D., Assistant Professor—teaching K-12 students with severe to mild disabilities in both self-contained and inclusive settings
- Camie West, M.S., Lecturer— teaching K-12 students with severe to mild disabilities in both self-contained and inclusive settings

- Stathene Varvisotis, Ph.D., Lecturer— teaching 7-12 students with mild disabilities, including behavior disorders, in inclusive settings

2. Physical Facilities

This program would be housed within existing facilities in the College of Education that have been dedicated to the Teacher Education Department. Some of the coursework would be offered face-to-face within the classroom facilities of the College of Education, and some of the coursework would be offered online using existing online teaching resources. There is no need to add facilities to support this proposed program of studies.

3. Instructional Equipment and Informational Resources

No new instructional equipment and informational resources would be necessary with the implementation of this program. Program information will be provided by using the usual communication and advertising procedures that are used with all Department programs and services**.**

4. Budget Projections

Since this program would be staffed by current personnel and would be housed in current facilities, there are no new budget requirements. The program would be entirely supported through the reallocation of existing staff and facilities; the program is sustainable with a minimum of 17 students. For purposes of budget planning we have estimated 24 students per year.

The salary estimates listed on the attached expense form represent an internal strategic reallocation of existing faculty resources (not new money) and the $50,000 estimate for each fiscal year represents a portion of the salary for the existing faculty members since each of them may be reassigned teaching duties in K-12 courses at some time during the academic year. The revenue source estimates on the attached revenue source form are estimates derived from tuition and tuition fees for an average of 24 students per year.

D. Avoidance of Unnecessary Duplication

We recognize that K-12 Mild/Moderate Disabilities subject area endorsement programs are presently offered at Chadron State College, College of St. Mary, Concordia University, Doane College, Hastings College, Midland University, Nebraska Wesleyan University, Peru State College, the University of Nebraska-Lincoln, Wayne State College, and York College. Information is not available about whether these programs are transitioning to the new K-12 Special Education Teaching field endorsement; thus, it is difficult to ascertain the extent of duplication that could potentially exist.

In spite of the existence of these subject area endorsement programs, there is a demonstrated need to make this new field endorsement program available to University of Nebraska at Kearney students, and our proposal has been designed to meet existing student needs while also addressing existing state and school district needs. Our intent is not to duplicate programs unnecessarily, but

to meet the needs of students who attend the University of Nebraska at Kearney by providing them access to the new field endorsement created through the Nebraska State Department of Education's process for determining what should be important and relevant to Nebraska schools and to the students who plan to teach in Nebraska schools.

E. Consistency with the Comprehensive Statewide Plan for Postsecondary Education

The proposed K-12 Special Education Teaching program is consistent with the Comprehensive Plan for Postsecondary Education. It aligns with the main goals of the plan by proposing a program that addresses an educational need of the State of Nebraska, the need to provide teaching candidates with an endorsement in K-12 Special Education Teaching. This program also proposes to efficiently utilize the available resources and to avoid unnecessary duplication of other programs offering similar educational opportunities. It has been designed to meet the defined needs of existing University of Nebraska at Kearney students, and would do so by utilizing existing staff and resources.

Appendix 1

Special Education K-12 Teaching
Field Endorsement
Bachelor of Arts in Education

- **General Studies Program Hours = 46**
  General Studies coursework required by Teacher Education and endorsement = 46
  - **Foundational Core (Written, Math, Oral, Democracy) = 12 including:**
    - **ENG 102GS, Academic Writing and Research - 3 hours**
    - **SPCH 100GS, Fundamentals of Speech Communication - 3 hours**
    - **TE 100GS, Teaching in a Democratic Society - 3 hours**
    - **MATH 230GS, Math for Elementary Teachers I - 3 hours**
  - **Portal = 3**
  - **Distribution = 28**
    - **Aesthetics minimum = 3**
    - **Humanities minimum = 6 including:**
      - **Take 1 course from:**
        - **ENG 250GS, Introduction to Literature: British Literature - 3 hours**
        - **ENG 251GS, Introduction to Literature: American Literature - 3 hours**
        - **ENG 252GS, Introduction to Literature: Western Civilization - 3 hours**
        - **ENG 253GS, Introduction to Literature: Non-Western Civilization - 3 hours**

            - **ENG 254GS, Introduction to Literature: Special Topics - 3 hours**
        - **Take 1 course from:**
            - **HIST 210GS, Western Civilization - 3 hours**
            - **HIST 211GS, Western Civilization - 3 hours**
            - **HIST 212GS, Non-Western World History - 3 hours**
            - **HIST 215GS, Introduction to Latin America - 3 hours**
            - **HIST 250GS, American History - 3 hours**
            - **HIST 251GS, American History - 3 hours**
    - **Social Sciences minimum = 6 including:**
        - **PSCI 110GS, Introduction to American Politics - 3 hours**
        - **Take any approved ECON, PSY, SOC, or GEOG GS course - 3 hours**
    - **Natural Sciences minimum = 7**
        - **Take any two approved BIOL, CHEM, GEOG, or PHYS GS courses.**
    - **Analytical and Quantitative Thought minimum = 3 including:**
        - **MATH 330GS, Math for Elementary Teachers II - 3 hours**
    - **Wellness minimum = 3 including:**
        - **PE 150GS, Healthy, Wealthy and Wise - 3 hours**
  - **Capstone = 3**
- **Professional Sequence = 23 minimum**
  - **TE 204, Typical and Atypical Human Growth and Development – 4 hours**
  - **TE 206, Instructional Technology – 3 hours**
  - **TE 318, Management and Assessment in Preschool/Elementary Classrooms - 2 hours**
  - **TE 306, Reading and Inclusion in K-12 Classrooms – 2 hours, OR**
  - **TE 411, Inclusive Practices for Students with Exceptionalities in PreK-8 Classrooms - 3 hours**
  - **TE 400, Student Teaching – 12 hours**
  - **Students must apply for admission to all Teacher Education programs.**
- **Endorsement = 51**
- **Minimum total hours required coursework = 120**
- **Unrestricted electives in 120 hour program = 0**
- **Minimum total hours required for BAE in Mild/Moderate K-6 Teaching Field Endorsement = 120**
- **All UNK degrees require a minimum of 120 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.**

1. **Special Education K-12 Teaching Field Endorsement Requirements (15 hours required)**
    - **Take all of the following:**
        - **MATH 104, Concepts in Mathematics and Statistics - 3 hours**
        - **TE 311, Math Methods I - 2 hours**
        - **TE 312, Math Methods II - 2 hours**
        - **TE 314, Phonics and Word Study - 2 hours**

- **TE 315, Literacy Assessment - 2 hours**
- **TE 316, Primary Grades Literacy - 2 hours**
- **TE 317, Field Experience: Literacy - 1 hour**

o **Take 1 hour from:**

- **TE 313, Field Experience: Math - 0.5 hour (Take 0.5 hour class twice)**

2. SPED specific courses (36 hours):

o **Take all of the following:**

- **TESE 330, Collaboration, Consultation, and C0-Teaching - 3 hours**
- **TESE 437, Medical Aspects of Individuals with Disabilities - 3 hours**
- **TESE 461, Legal Issues in Special Education - 3 hours**
- **TESE 462, Assessment and IEP Development - 4 hours**
- **TESE 463, Instructional Strategies for Individuals with Disabilities - 2 hours**
- **TESE 464, Field Experience with K-8 Students - 1 hour**
- **TESE 467, Behavioral Interventions - 2 hours**
- **TESE 468, Assistive Technology - 2 hours**
- **TESE 471, Field Experience with Students with Multiple Disabilities – 1 hour**
- **TESE 472, Instructional Strategies for Individuals with Intellectual Disabilities – 3 hours**
- **TESE 473, Teaching Students with Multiple Disabilities – 2 hours**
- **TESE 474, Secondary Field Experience - 1 hour**
- **TESE 475, Preparing Adolescents for the Post-Secondary World - 3 hours**
- **TESE 476, Transitional Issues for Individuals with Disabilities - 3 hours**
- **TESE 479, Teaching Students with ASD and Developmental Disabilities - 3 hours**

TABLE 1: PROJECTED EXPENSES - UNK BA in K-12 Special Education K-12 Teaching Degree

	(FY 2015) Year 1		(FY 2016) Year 2		(FY 2017) Year 3		(FY 2018) Year 4		(FY 2019) Year 5		**Total**	
Personnel	**FTE**	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	**FTE**	**Cost**
Faculty [1]		$50,000	0	$50,000	0	$50,000	0	$50,000	0	$50,000	0	$250,000
Non-teaching staff: Professional	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
Graduate assistants	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
Non-teaching staff: support	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
Subtotal	0	$50,000	0	$50,000	0	$50,000	0	$50,000	0	$50,000	0	$250,000
Operating												
General Operating		$0		$0		$0		$0		$0		$0
Equipment		$0		$0		$0		$0		$0		$0
New or renovated space		$0		$0		$0		$0		$0		$0
Library/Information Resources		$0		$0		$0		$0		$0		$0
Other		$0		$0		$0		$0		$0		$0
Subtotal		$0		$0		$0		$0		$0		$0
Total Expenses	0	$50,000.00	0	$50,000.00	0	$50,000.00	0	$50,000.00	0	$50,000.00	**0**	**$250,000.00**

[1] A portion of the instructional project for the program will come from strategic reallocation of instructional time of six faculty. These are: Donna Montgomery, Jeffrey Kritzer, Jude Cepero, Brian Wojcik, Camie West and Stathene Varvisotis.

TABLE 2: REVENUE SOURCES FOR PROJECTED EXPENSES - UNK BA in K-12 Special Education K-12 Teaching Degree

	FY(2015) Year 1	(FY 2016) Year 2	(FY 2017) Year 3	(FY 2018) Year 4	(FY 2019) Year 5	**Total**
Reallocation of Existing Funds						$0
Required New Public Funds						$0
1. State Funds						$0
2. Local Funds						$0
Tuition and Fees [1]	$50,256	$51,763	$53,316	$54,916	$56,563	$266,814
Other Funding						$0
1						$0
2						$0
3						$0
Total Revenue	$50,256	$51,763	$53,316	$54,916	$56,563	$266,814

[1] Assume a stable cohort beginning, 24 new students are estimated in the first year. Each student is predicted to complete 12 hours per year in the program. 12 hrs/student/year = $2,094/student times 24 students = $50,256 plus a 3% increase per year in tuition.

TO:	The Board of Regents Academic Affairs
MEETING DATE:	July 18, 2014
SUBJECT:	Reorganization of the Consortium for Crime and Justice Research and the Juvenile Justice Institute at the University of Nebraska at Omaha (UNO) to establish the Nebraska Center for Justice Research in the School of Criminology and Criminal Justice at UNO
RECOMMENDED ACTION:	Approval is requested to reorganize the Consortium for Crime and Justice Research and the Juvenile Justice Institute at UNO to establish the Nebraska Center for Justice Research in the School of Criminology and Criminal Justice at UNO
PREVIOUS ACTION:	August 9, 2003 – The Board approved the re-designation of the Juvenile Justice Initiative as the Juvenile Justice Institute in the Department of Criminal Justice in the College of Public Affairs and Community Service at UNO
EXPLANATION:	Delinquency, crime, corrections, and justice continue to be important social issues with substantial policy and economic impacts. These social problems and societal responses provide ongoing research and evaluation opportunities as well as drive policy decisions that impact Nebraskans. The two research units that will comprise the proposed Center (UNO's Consortium for Crime and Justice Research and UNO's Juvenile Justice Institute) are Nebraska's only university-based research centers that focus on the study of juvenile delinquency, crime, juvenile justice, and criminal justice. The proposed Center will collaborate with federal, state, and local governmental agencies, as well as with public and private social service organizations, in research, evaluation and implementation related to justice and the promotion of public safety. It is anticipated that the proposed Center annually will provide graduate assistantships for three masters and three doctoral students. The Council of Academic Officers has reviewed this proposal.
PROGRAM COST:	No additional cost. Combines budgets of the two entities.
SOURCE OF FUNDS:	For 2014-15, the state-aided budget for the Consortium for Crime and Justice Research is $200,000; the state-aided budget for the Juvenile Justice Institute is $129,434.
SPONSORS:	B.J. Reed Senior Vice Chancellor for Academic and Student Affairs John Christensen, Chancellor University of Nebraska at Omaha
RECOMMENDED:	Susan M. Fritz Interim Executive Vice President and Provost
DATE:	June 27, 2014

Proposal
University of Nebraska Omaha
Nebraska Center for Justice Research

Descriptive Information

- The University of Nebraska Omaha
- Nebraska Center for Justice Research
- Administrative Unit: School of Criminology and Criminal Justice, UNO
- Physical Location of the Center: CPACS Building in Omaha and Nebraska Hall in Lincoln
- Date Approved by Governing Board: TBA
- Proposed date: Nebraska Center for Justice Research will be initiated during Fall, 2014

1. Involved universities and programs:

Faculty affiliates include department heads/chairs, tenure track faculty, and research faculty. Our intent is to include researchers and/or persons in positions to communicate funding and research opportunities to large numbers of researchers. Below is a list of individuals agreeing to serve as faculty affiliates of the proposed Center:

University of Nebraska at Omaha

Randall Adkins	Department of Political Science
Amy Anderson	School of Criminology and Criminal Justice
Theresa Barron-McKeagney	School of Social Work
Candice Batton	School of Criminology and Criminal Justice
Jon Brauer	School of Criminology and Criminal Justice
Pauline Brennan	School of Criminology and Criminal Justice
Samantha Clinkinbeard	School of Criminology and Criminal Justice
John Crank	School of Criminology and Criminal Justice
Jerry Deichert	Center for Public Affairs Research
Chris Eskridge	School of Criminology and Criminal Justice
Ann Fruhling	College of Information Science and Technology
Dennis Hoffman	School of Criminology and Criminal Justice
Lorine Hughes	School of Criminology and Criminal Justice
Nikitah Okembe-RA Imani	Department of Black Studies
Susan Jacobs	School of Criminology and Criminal Justice
Colleen Kadleck	School of Criminology and Criminal Justice
Chris Marshall	School of Criminology and Criminal Justice
Julie Masters	Department of Gerontology
Robert Meier	School of Criminology and Criminal Justice
Mary Ann Powell	Department of Sociology and Anthropology
Chris Reed	School of Public Administration
Brigette Ryalls	Department of Psychology

Lisa Sample	School of Criminology and Criminal Justice
Jukka Savolainen	School of Criminology and Criminal Justice
Pete Simi	School of Criminology and Criminal Justice
Ben Steiner	School of Criminology and Criminal Justice
Bill Wakefield	School of Criminology and Criminal Justice
Samuel Walker	School of Criminology and Criminal Justice
Emily Wright	School of Criminology and Criminal Justice

University of Nebraska-Lincoln

Rick Bevins	Department of Psychology
Mark Gustafson	Rural Futures Institute
Kathy Olson	Center on Children, Families and the Law
Susan Poser	College of Law
Susan Sheridan	Nebraska Center for Research on Children, Youth, Families and Schools
Jolene Smyth	Bureau of Sociological Research
Elizabeth Theiss-Morse	Department of Political Science
Alan Tomkins	Public Policy Center
Richard Wiener	Law and Psychology Program
Brian Wilcox	Center on Children, Families and the Law

University of Nebraska Medical Center

James Anderson	College of Public Health
Jim Stimpson	Center for Health Policy

University of Nebraska at Kearney

Joan Blauwkamp	Department of Political Science
Beth Wiersma	Department of Criminal Justice

2. Purpose and Context for the Center

The Director of the Consortium for Crime and Justice Research (CCJR) and the Director of the Juvenile Justice Institute (JJI) at the University of Nebraska at Omaha (UNO) request the establishment of the Nebraska Center for Justice Research (NCJR). Reorganization of CCJR and JJI as an interdisciplinary research center within the School of Criminology and Criminal Justice will enhance the visibility and prestige of the merged unit. The mission of the Center is to collaborate with federal, state, and local government agencies, as well as with public and private social service organizations, in research, evaluation and implementation related to justice and the promotion of public safety.

A UNO Center for Justice Research is consistent organizationally with other University of Nebraska units such as the Center for Public Affairs Research, the Center on Children, Families, and the Law, and the Public Policy Center. The proposal is for a restructuring of an existing unit

and does not include a request for additional funding or staffing. Similar to the School for Criminology and Criminal Justice, the Center for Justice Research would be affiliated with UNO, but have a physical presence on the Omaha and Lincoln campuses. The director of the center would be located in Omaha. The center would contain the Juvenile Justice Institute and, due to JJI's ties to the State Legislature, the director of JJI would be located in Lincoln.

A central goal for the Nebraska Center for Justice Research is to become a nationally-recognized research center producing prominent evaluation and research on juvenile justice, criminal justice, and social justice issues. The goals of the proposed Center are:

- *Produce prominent, interdisciplinary research that benefits the local community, benefits Nebraska, and increases UNO's national profile.*

The primary goal of the proposed center is to promote public safety, both locally and statewide. Research will focus on reducing crime and delinquency, primarily through the promotion and evaluation of correctional programs that effectively reduce recidivism. Another goal is to assist state justice agencies in lowering the dangerous level of overcrowding in our male correctional facilities. A third goal of the proposed center is to increase UNO's national profile as a research university. The School of Criminology and Criminal Justice is comprised of a large and academically diverse faculty with an extremely active research program, as well as considerable community activity in the form of partnerships with local, regional, and national organizations focused on crime, crime control, and the administration of justice. The school is ranked among the top 20 programs of its kind in the most recent report by *U.S. News & World Report*. The school ranks highly because faculty are very productive in academic research and publishing and their work is cited frequently in criminology journals. Housing an interdisciplinary research center will serve to further enhance the research and publishing ability of SCCJ faculty through collaborations with other University of Nebraska researchers.

- *Secure external funding from government agencies and private foundations.*

This Center will serve to coordinate the efforts of University of Nebraska researchers to attract external funding to investigate justice initiatives. The faculty of the Consortium for Crime and Justice Research and the Juvenile Justice Institute have a history of attracting funding from agencies such as the U. S. Department of Justice, the Office of Juvenile Justice and Delinquency Prevention, and private donors. Interdisciplinary collaborations facilitated by the center will enhance the ability of faculty to continue to procure external funding.

- *Support state justice initiatives through research, evaluation, training, technical assistance and policy guidance.*

The Center will continue the efforts of the Consortium for Crime and Justice Research and the Juvenile Justice Institute by serving as the primary state resource for services such as research, evaluation, training, and technical assistance. The directors of CCJR and JJI work directly with state and local agencies such as the Nebraska Commission on Law Enforcement and Criminal Justice, the Nebraska Department of Correctional Services, the Office of Probation Administration, and the Nebraska State Patrol. The directors provide training on evaluation, outcome measurement, and evidence-based practices to subgrantees of federal funding initiatives, and, as a result, have statewide impact. Moreover, the Juvenile Justice Institute, which was formed as a result of a Legislative appropriation in 2002, provides technical

assistance and research support to the Legislature and to numerous state and local juvenile justice agencies.

- *Fund, train, and mentor undergraduate and graduate students through direct involvement in research projects.*

The Consortium for Crime and Justice Research and the Juvenile Justice Institute consistently fund graduate students through their research activities. Occasionally, undergraduate researchers receive funding support as well. For example, the units supported nine graduate and undergraduate UNO and UNL students in the summer of 2013 and consistently support approximately six masters and PhD students each academic semester.

3. Need and Demand for the Center

Delinquency, crime, corrections, and justice continue to be important social issues that have substantial policy and economic impacts in the state of Nebraska. In the 2013 Legislative session, LB561 substantially revised the official reaction to delinquents and delinquency. Currently, the Judiciary Committee is working on legislation to revise our official reaction to young adult criminals, primarily as a response to a state correctional system that is at 152% capacity at the time this proposal was written. These social problems and societal responses not only provide fodder for ongoing research and evaluation, but also drive policy decisions that have a social and economic impact on all Nebraskans. The need for quality policy guidance, research, and evaluation has never been more salient. UNO's current infrastructure of research units within the School of Criminology and Criminal Justice provide an excellent foundation for an interdisciplinary research center addressing justice-related issues. Currently, the two research units that will comprise the proposed Center (UNO's Consortium for Crime and Justice Research and UNO's Juvenile Justice Institute) are Nebraska's only university-based research centers that focus on the study of juvenile delinquency, crime, juvenile justice, and criminal justice, so the proposed Center will not overlap with the substantive research areas of existing research centers or institutes.

Enhancing opportunities for collaboration through an interdisciplinary research center is particularly salient at a time when Nebraska's juvenile and adult justice systems are moving away from a pure deterrence/incapacitation model of dealing with offenders and moving towards a model of risk assessment and service provision for juvenile and adult offenders. Justice agencies and their employees must understand the role of data and research, risk assessments, evidence-based practices, and the role of treatment and therapy. Research, evaluation, and training are needed across these interdisciplinary skill sets. The proposed Center will be well-designed to address the needs of a twenty-first century system of justice.

4. Adequacy of Resources

The Consortium for Crime and Justice Research and the Juvenile Justice Institute currently provide adequate capacity for the proposed Center. No additional resources will be required to make the transition.

- *Space*

CCJR resides in a recently renovated, 1,000-sq. ft. space within the School of Criminology and Criminal Justice in the College of Public Affairs and Community Service building on the UNO campus. The new area provides office space for the Director of CCJR, Program Coordinator, Project Coordinator, administrative staff as well as additional work space for JJI and other colleagues and students. The space also includes a technologically-equipped conference room. JJI is housed primarily on the UNL campus in the School of Criminology and Criminal Justice located in Nebraska Hall. In addition to office space for the Director of JJI, there are offices for staff and students in Lincoln.

- *Equipment and Facilities*

No additional equipment or facilities will be needed for the proposed Center outside of the current computer and technology equipment already in use by CCJR and JJI.

- *Faculty and Staff*

No additional faculty will be required due to the diverse group of faculty affiliates who have committed to partnering with the Center. The State of Nebraska provides annual funding via a budget line item for JJI that funds administrative staff. Other staffing needs are based on project necessity and funded by those projects. Additional staff will be included as future project needs dictate. There are currently no additional staff needed for the proposed Center.

5. Organizational Structure and Administration

Dr. Ryan E. Spohn, Director of the Consortium for Crime and Justice Research at the University of Nebraska at Omaha will serve as the Center Director. He will oversee the Center's day-to-day fiscal and management activities, take the lead role in promoting and coordinating interdisciplinary research, serve as principal investigator on grant and contract-funded research, mentor and train graduate and undergraduate students on research projects, and maintain an academic research agenda. Anne M. Hobbs, J.D., Ph.D., will serve as the Director of the Juvenile Justice Institute within the proposed Center. She will oversee the day-to-day fiscal and management activities of JJI, serve as principal investigator on grant and contract-funded research, mentor and train graduate and undergraduate students on research projects, and maintain an active research agenda. A program coordinator will be located in the UNO office and will oversee the process of securing external funding and implementation of major research/evaluation/implementation projects. A project coordinator will split time between UNL and UNO and will assist Dr. Spohn and Dr. Hobbs in project administration, grant writing, and the development of reports. Finally, an administrative associate will be located in the UNO office and will manage the day-to-day operations and administrative duties of the Center.

6. Partnerships with Business

Due to the focus on juvenile justice and criminal justice research, evaluation, and training, the Center would maintain existing partnerships and develop new partnerships with government entities and social service agencies. Dr. Spohn and Dr. Hobbs work in partnership with government entities such as the Nebraska Legislature's Judicial Committee, the Nebraska Commission on Law Enforcement and Criminal Justice, the Nebraska Department of

Correctional Services, Nebraska's Office of Probation Administration, as well as local diversion agencies. Partnerships also have been developed with local social service agencies in Omaha, Lincoln, and other locations across the state.

7. Collaborations with Higher Education Institutions External to the University

A primary focus of the Nebraska Center for Justice Research is to promote research collaborations in juvenile justice, criminal justice, and behavior health that will increase public safety, reduce recidivism, and improve the cost effectiveness of community corrections and institutional corrections in Nebraska. Dr. Spohn and Dr. Hobbs have research collaborations with UNL Center for Children, Families and the Law (CCFL), the University of Nebraska Law-Psychology Program, and the Rural Futures Institute. Moreover, a call for faculty affiliates for the new center attracted positive responses from ten faculty/directors at UNL, two faculty/directors at UNMC, and two faculty/directors at UNK. These faculty affiliates represent units such as the Rural Futures Institute, Psychology (UNL), the Nebraska Center for Research on Children, Youth, Families and Schools (UNL), the College of Law (UNL), the Bureau of Sociological Research (UNL), the Public Policy Center, (UNL), the College of Public Health (UNMC), the Center for Health Policy (UNMC), Political Science (UNK), and Criminal Justice (UNK). The proposed center will serve as a hub of communication regarding external and internal funding opportunities to faculty affiliates at UNO, UNMC, UNL, and UNK.

8. Constituencies to be Served

The proposed Center will serve as the primary research and evaluation resource for the Nebraska State Legislature and state and local juvenile and adult justice agencies. The Center also will provide students with the opportunity to participate in research. In addition to providing funding for research assistants, the Center will provide training and mentoring in research and evaluation across a wide variety of justice areas.

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

A number of outcomes are anticipated as a result of the creation of the interdisciplinary Center for Justice Research:

a. The Center will work with the State Legislature, criminal justice agencies, and correctional units in determining effective policy and practice for utilizing cost-effective evidence-based practices to reduce recidivism.
b. It will establish a national reputation as a progressive center for applied research on "what works" in juvenile and adult justice.
c. The Center will serve as a central hub for communication and coordination of interdisciplinary research on justice issues among University of Nebraska faculty.
d. The reputation and stature of UNO's School of Criminology and Criminal Justice will grow proportionate to the marked increase in the number of publications, the growth of faculty reputations, the increased competitiveness of graduates in the job market, and the increasing competitiveness of faculty research and applied grant applications in justice domains.

The metrics to measure success in meeting the outcome goals include the following:

a. Based on the current submission rate for grants seeking external funding and private research grant funding pursue an annual increase in this submission rate.
b. Based on the current rate of funding from federal and private research grants pursue an annual increase in the rate of funding.
c. Based on the current number of contracts for trainings, research, and evaluations for local and state agencies pursue an annual increase in these contracts.
d. Based on the current number of high profile research reports and academic publications pursue an annual increase in these reports and publications.
e. Based on the current number of graduate research assistants supported, trained, and mentored pursue an annual increase in the number of graduate research assistants supported, trained, and mentored.

10. Centrality to the Role and Mission of the Institution

The creation of the proposed Nebraska Center for Justice Research will support the following elements of the three goals of the strategic plan of the University of Nebraska at Omaha:

- Goal 1C: "Offer programs to enhance student awareness of community and global issues, foster critical thinking about social issues, … [and] develop community leaders with the skills to respond to local, national and global issues." Located in an academic unit, the Center will engage students directly and indirectly in its research, developing their understanding of important current justice issues.
- Goal 2B1: "Have and promote nationally or internationally recognized programs of excellence." Center status will enhance the national reputation and visibility of both CCJR and the School of Criminology and Criminal Justice.
- Goal 2C2: "Increase the resources provided to faculty to submit a greater number of successful proposals for external research." This proposal will serve as a direct conduit to funding agencies for funded research. CCJR has already been successful in securing funding from a variety of agencies, and this proposal will further facilitate progress towards this goal.
- Goal 3B2: "UNO faculty, staff and students will apply for and be granted external funding for doing 'scholarship of engagement.'" Most of the research of CCJR classifies as engaged scholarship, so this goal is already being achieved.

11. Alignment with the University of Nebraska Strategic Framework

The creation of the proposed Nebraska Center for Justice Research will support the fourth and fifth overarching goals of the University of Nebraska Strategic Planning Framework:

- Goal 4A: "Increase external support for research and scholarly activity." The Center faculty will continue to aggressively pursue external research funding opportunities from federal funding agencies, as well as state and local agency contracts.
- Goal 4C: "Encourage and support interdisciplinary, intercampus, inter-institutional and international collaboration." As described in detail in Section 6 of this proposal, a

fundamental goal of the proposed Center is to facilitate collaborations across disciplines both within UNO and across the University of Nebraska. Faculty affiliates have been identified across all four institutions and the proposed Center will serve as a hub to facilitate communication regarding research and funding opportunities.

- Goal 4E: "Focus resources on areas of strength in research where the university has the opportunity for regional, national and international leadership and in areas of strategic importance to the health and economic strength of Nebraska." The proposed Center will build on the strength of UNO's nationally-ranked and internationally-recognized School of Criminology and Criminal Justice in serving as a center of research for improving juvenile justice and criminal justice practice at local, state, and national levels. Due to the cost of institutional corrections in particular, and correctional practices in general, the overcrowding of Nebraska's correctional system, and the importance of public safety for Nebraska citizens, juvenile justice and criminal justice are areas of strategic importance to the health and economic strength of Nebraska.
- Goal 5A: "Support economic growth, health, and quality of life through policy initiatives consistent with university mission." The proposed Center will work closely with the Nebraska Legislature and the Judicial Committee, in particular, to use data and research evidence to promote public policy that is supportive of Nebraska's economic growth, health, and quality of life.
- Goal 5E: "Collaborate with the public and private sectors to build successful regional, multistate, international linkages." The Center would maintain existing partnerships and develop new partnerships with government entities and social service agencies. Dr. Spohn and Dr. Hobbs work in partnership with government entities such as the Nebraska Legislature's Judicial Committee, the Nebraska Commission on Law Enforcement and Criminal Justice, the Nebraska Department of Correctional Services, Nebraska's Office of Probation Administration, as well as local diversion agencies. Dr. Spohn and Dr. Hobbs also are currently developing research projects in criminal justice with a multistate focus. Partnerships also have been developed with local social service agencies in Omaha, Lincoln, and other locations across the state.

12. <u>Potential for the Program to Contribute to Society and Economic Development</u>

Justice issues permeate our society and have a huge impact on state and local budgets. Public safety also has an important effect on the ability to attract new business enterprises and grow existing businesses. The proposed Nebraska Center for Justice Research has the potential to make an immediate impact on the use of justice programs that are cost effective and effective at reducing recidivism and promoting public safety. There is potential for the Center to have an immediate impact on public policy through efforts to use research and expert knowledge to inform the Nebraska Legislature. Through local and state trainings, the Center also will promote knowledge of effective practices and how to implement these practices. Given the costs of building new correctional facilities, the Center could promote enormous cost-savings for the state if it serves as a resource for assisting the juvenile and adult criminal justice systems in supervising and treating offenders in the community in a safe, effective manner and reduce the economic and human losses due to crime. Research and evaluation findings from Nebraska juvenile and adult justice agencies also will be disseminated to researchers and practitioners in other states to improve the functioning and outcomes of justice agencies.

13. Consistency with the Comprehensive Statewide Plan for Postsecondary Education

The Center will aim to further important goals and strategies of the Comprehensive Statewide Plan for Postsecondary Education developed by the Coordinating Commission for Postsecondary Education. The Commission calls for collaboration and partnerships among the state's public postsecondary institutions to improve efficiency and the quality of products through a sharing of expertise and resources. The proposed Center will function with the explicit goal of enhancing research, evaluation and training in the areas of juvenile and adult criminal justice through partnerships and collaboration among Nebraska's universities, state justice agencies, and non-profit agencies promoting juvenile and criminal justice.

Appendix A: Funding History of Center-Related Faculty

Consortium for Crime and Justice Funding and Research 2013-14	
Project Safe Neighborhoods (2013)	$15,000
Completely KIDS: Program Evaluation	$41,138
Transformation Project (NU Foundation funded inmate transition program)	$290,000
Justice Assistance Grant: Performance Measure Development	$4,000
Nebraska Coalition of Juvenile Justice: Strengths-Based Assessment	$2,500
Minority Health Initiative Evaluation	$9,212
Second Chance Act – Evaluating Best Practice in Juvenile Re-entry	16,228.25
2013-14 Total for CCJR	**$378,078**
Pending 2014-15	
State Appropriation	$200,000
Transformation Project (NU Foundation funded inmate transition program)	$290,000
Minority Health Initiative Evaluation	$9,212
Project Safe Neighborhoods (2013)	$15,000
Second Chance Act – Evaluating Best Practice in Juvenile Re-entry	$7,000
2014-2015 Pending Total	**$521,212**
Grants Under Review	
Project Safe Neighborhoods (2014), Bureau of Justice Assistance, 2-yrs.	$30,000
Police Decision Making in Mental Health Investigations, National Institute of Justice, 3-yrs.	$64,182
Smart Supervision: Reducing Prison Populations, Saving Money, and Creating Safer Communities, Bureau of Justice Assistance, 3-yrs.	$386,240
Juvenile Justice Institute Funding and Research 2013-14	
State Appropriation	$129,343
Lancaster County Juvenile Re-Entry Evaluation	$50,000
Lancaster County Juvenile Re-Entry Mentoring Class	$116,718
Rural Futures Initiative	$9,336
Lancaster County Re-Entry Project	$24,468
Office of Violence Prevention	$500
2013-2014 Total for JJI	**$330,365**
Pending 2014-15	
State Appropriation	(est) $129,343
Rural Futures Initiative	$4667
Lancaster County Re-Entry Project	$73,404
Justice by Geography- Rural Futures Initiative	$11,097
Evaluating Truancy in Lancaster County	$30,000
Evaluating Evidence-Based Approaches in Nebraska	$56,575
2014-2015 Pending Total	**$305,086**
Grants Under Review	
Police Decision Making in Mental Health Investigations, National Institute of Justice, 3-yrs.	$64,182

Appendix B: Organizational Chart

Nebraska Center for Justice Research
University of Nebraska Omaha
Organizational Chart

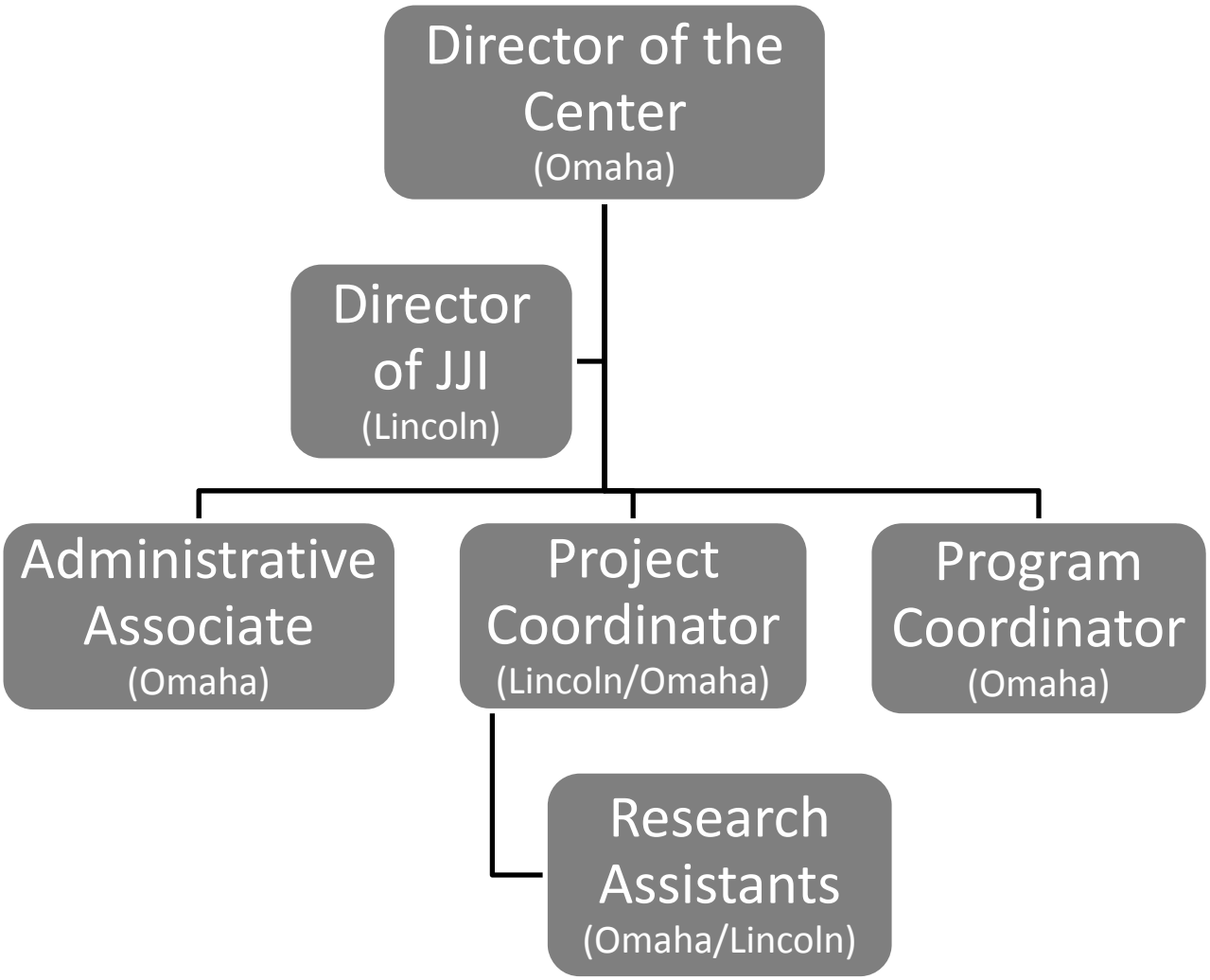

TABLE 1: PROJECTED EXPENSES - NEW ORGANIZATIONAL UNIT												
	(FY 2015)		(FY 2016)		(FY 2017)		(FY 2018)		(FY 2019)			
	Year 1		Year 2		Year 3		Year 4		Year 5		**Total**	
Personnel	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	**FTE**	**Cost**
Director	1	$117,726	1	$119,492	1	$121,284	1	$123,103	1	$124,950	1	$606,555
Faculty	1	$104,039	1	$105,599	1	$107,183	1	$108,1791	1	$110,423	1	$536,035
Non-teaching staff: Professional	2	$116,422	2	$118,167	2	$119,940	2	$121,740	2	$123,566	2	$599,835
Graduate assistants	6	$90,090	6	$91,440	6	$92,814	6	$94,203	6	$95,616	6	$464,163
Non-teaching staff: support	1	$44,759	1	$45,430	1	$46,112	1	$46,804	1	$47,506	1	$230,611
Subtotal	11	$473,036	11	$480,128	11	$487,333	11	$494,641	11	$502,061	**11**	**$2,437,199**
Operating												
General Operating	$40,898		$42,943		$45,089		$47,344		$49,711		$225,985	
Equipment	$0		$0		$0		$0		$0		$0	
New or renovated space	$0		$0		$0		$0		$0		$0	
Library/ Information Resources	$0		$0		$0		$0		$0		$0	
Other	$335,316		$236,375		$247,467		$259,091		$271,273		$1,349,522	
Subtotal	$376,214		$279,318		$292,556		$306,435		$320,984		**$1,575,507**	
Total Expenses	11	$849,250	11	$759,446	11	$779,889	11	$801,076	11	$823,045	**11**	**$4,012,706**

Salaries/benefits (combined) for director, faculty and staff are increased 1.5% each year. Benefits calculated at 28% per year.
Salaries for graduate assistants are also increased by 1.5% each year,
General operating expenses are an estimate based on FY 2012 & 2013 spending and increased by 5% each year. Travel and telecommunications costs are included in this category.
"Other" expenses include tuition for graduate research assistants, consultants, funding of research projects by faculty affiliates, and pass-through funds to sub-grantees. The Transformation Project currently has a high level of consultant expenses as it expands into segregation units, the women's correctional facility, and youth correctional facility, but will drop thereafter, explaining the large drop in "other" expenses from FY2015 to FY2016.

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

	FY(2015) Year 1	(FY 2016) Year 2	(FY 2017) Year 3	(FY 2018) Year 4	(FY 2019) Year 5	**Total**
Reallocation of Existing Funds						$0
Required New Public Funds						$0
1. State Funds						$0
2. Local Funds						$0
Tuition and Fees						$0
Other Funding						$0
1 CCJR State Line	$200,000	TBD	TBD	TBD	TBD	$200,000
CCJR Sponsored Funding	$185,400	$190,962	$196,691	$202,592	$208,670	$984,315
2 JJI State Line	$129,434	$133,317	$137,317	$141,436	$145,679	$687,183
JJI Sponsored Funding	$250,000	$257,500	$265,225	$273,182	$281,377	$1,327,284
3 Transformation Project	$250,000	$350,554	$256,591	$248,893	$256,360	$1,362,398
4 F&A	$8,708	$8,969	$9,238	$9,515	$9,800	$46,230
Total Revenue	$1,023,542	$941,302	$865,062	$875,618	$901,886	$4,607,410

First year revenues are conservative educated estimates based on multi-year trends of current revenue.

Annual increases in revenue are conservatively estimated at 3%.

Not all sponsored funding has provided returns in F&A for a variety of reasons.

A review of past F&A returns indicates that the unit has received about 2% in F&A from sponsored funding, so this rough estimate was used to project F&A moving forward.

The Transformation Project funding is funding from a private donor to the NU Foundation to fund a transitional program that CCJR coordinates within the Nebraska Department of Correctional Services.

TO:	The Board of Regents Academic Affairs
MEETING DATE:	July 18, 2014
SUBJECT:	Creation of a Bachelor of Science degree in Gerontology in the Department of Gerontology in the College of Public Affairs and Community Service at the University of Nebraska at Omaha (UNO)
RECOMMENDED ACTION:	Approval is requested to create a Bachelor of Science degree in Gerontology in the Department of Gerontology in the College of Public Affairs and Community Service at UNO
PREVIOUS ACTION:	September 14, 2012 – A Memorandum of Understanding between UNL and UNO providing an administrative restructuring that formalized the role of the Human Sciences Ph.D. specializations in Child, Youth and Family Studies and Gerontology in the cooperative Ph.D. program was reported to the Board of Regents September 14, 2012 – A Memorandum of Understanding between UNL and UNO providing the establishment of three joint programs (Juris Doctorate and Master of Arts in Social Gerontology; Juris Doctorate and Graduate Certificate in Gerontology; and Master of Legal Studies and Master of Arts in Social Gerontology) between existing programs in the College of Law at UNL, Department of Gerontology and UNO, and Graduate Studies at UNL was reported to the Board of Regents
EXPLANATION:	The proposed undergraduate program focuses on the study of physical, psychological and social aspects of aging. Students will be prepared to work with older adults in businesses and community agencies, senior living communities and/or prepared to pursue professional or graduate school. Knowing how to work with the increasing numbers of people 65 and older and their families will be key for those pursuing careers in health care, long-term care administration and community services. The Bureau of Labor Statistics (BLS) anticipates that in the next ten to twenty years, high job growth areas will include health care and social services. Based on the interest in gerontology education established by the Bachelor of General Studies (B.G.S.) concentration, undergraduate certificate and minor, UNO anticipates sufficient enrollment in the B.S in Gerontology to maintain a viable undergraduate program. This proposal has been reviewed by the Council of Academic Officers.
PROGRAM COST:	$126,000 (2014-2015)
SOURCE OF FUNDS:	Reallocation of existing dollars and Program of Excellence (POE) funds

SPONSORS:	B.J. Reed Senior Vice Chancellor for Academic and Student Affairs John Christensen, Chancellor University of Nebraska at Omaha
RECOMMENDED:	Susan M. Fritz Interim Executive Vice President and Provost
DATE:	June 27, 2014

Degree Proposal
Bachelor of Science in Gerontology
Department of Gerontology
College of Public Affairs and Community Service

Descriptive Information

- The University of Nebraska at Omaha
- Bachelor of Science in Gerontology
- No other undergraduate degree programs in this field are offered by this institution
- CIP code: 30:11
- Administrative Unit for the Program: Department of Gerontology, College of Public Affairs and Community Service
- Delivery site and mode of delivery: On-campus. Courses are also available to students to take on-line.
- Proposed date of initiation: Spring 2015

1. Description and Purpose of the Proposed Program

The proposed program is a four-year baccalaureate degree focused on the study of the physical, psychological and social aspects of aging. Students enrolling in an undergraduate degree program in gerontology will be prepared to work directly with older adults in businesses and community agencies, senior living communities and/or education beyond the bachelors level.

Currently, students are limited in their pursuit of an education in gerontology throughout the University of Nebraska system. Undergraduates on the Omaha and Lincoln campuses can enroll in a minor or certificate in gerontology that consists of 18 credit hours. For those wanting more knowledge about the aging process, the Bachelor of General Studies (BGS) with a concentration in gerontology also is available. Students complete 30 credit hours of gerontology in addition to their general education courses and other required courses. In addition to taking courses on campus, students have been able to pursue the BGS Gerontology concentration on-line since 2012. The BGS has been an attractive option for non-traditional (21 years+) students seeking to continue their education in gerontology. However, for traditional age students (those under 21 years of age), the BGS is not their first option. Establishing a degree in gerontology that is available to persons of all ages is an appropriate next step. Since the BGS degree is open only to students over the age of 21, the proposed program will provide an undergraduate option for all students.

For those wanting more knowledge about aging, the 120 credit hour Bachelor of Science degree in Gerontology will afford students the opportunity to acquire in-depth knowledge about the aging experience that goes beyond the minor or certificate offering. In addition to the classroom experience, students also will have the opportunity to apply the knowledge they have acquired by participating in a three-credit hour practicum experience in the community. Practicum experiences include work in such places as retirement communities,

adult day care programs, nursing homes, geriatric assessment centers, area agencies on aging and funeral homes.

The purpose of the bachelors degree in gerontology is to prepare students to gain a rich understanding of the challenges and opportunities that face an aging population. The competencies of the degree are:

1) Demonstrate the ability to understand the physical, psychological and social changes associated with aging;
2) Demonstrate the ability to communicate the major social programs related to aging including Social Security, Medicare, Medicaid and Health Care Reform;
3) Demonstrate knowledge of programs and services specific to an aging population; and
4) Demonstrate the ability to communicate verbally and in writing in a clear, concise, and coherent manner.

2. Program of Study

The courses available to support a Bachelor of Science in Gerontology include:
120 total credit hours to graduate:

Requirements: (36 credit hours) [**27** hours of core gerontology courses (required), **9** hours of gerontology (elective hours)]

Required Gerontology Core Courses: 27 credit hours:

GERO 2000 Introduction to Gerontology (general education and ACE course) – 3 credit hours
GERO 3070 Death and Dying – 3 credit hours
GERO 4460 Psychology of Adult Development and Aging – 3 credit hours
GERO 4470 Mental Health and Aging – 3 credit hours
GERO 4550 Health Aspects of Aging – 3 credit hours
GERO 4670 Programs and Services for the Elderly – 3 credit hours
GERO XXXX Biology of Aging (to be developed) – 3 credit hours
GERO 4690 Working with Minority Elderly – 3 credit hours
GERO 4940 Practicum in Gerontology (156 clock hours of fieldwork) - 3 credit hours

Elective Gerontology Courses: 9 additional credit hours of electives from the list below:

GERO 4350 Issues in Aging: Nutrition – 3 credit hours
GERO 4350 Issues in Aging: Caregiving – 3 credit hours
GERO 4350 Issues in Aging: Politics and Aging – 3 credit hours
GERO 4350 Issues in Aging: Financial Management in Long-Term Care – 3 credit hours
GERO 4350 Issues in Aging: Senior Housing – 3 credit hours

GERO 4350 Issues in Aging: Management & Administration of Aging Programs – 3 credit hours
GERO 4420 Therapeutic Recreation for the Aging – 3 credit hours
GERO 4500 Legal Aspects of Aging – 3 credit hours
GERO 4510 Long-Term Care Administration – 3 credit hours
GERO 4720 Baby Boomers and the Twenty-First Century – 3 credit hours
GERO 4750 Mid-Life, Career Change and Pre-Retirement – 3 credit hours
GERO 4850 Hospice for the dying and their families – 3 credit hours
GERO 4980 Counseling Skills in Gerontology – 3 credit hours

In addition to having an in-depth understanding of aging, students also will have the option to pursue areas of concentration within the BS in Gerontology program to ensure they are prepared for a career in aging and/or graduate/professional school. Each area of concentration will consist of fifteen or more credit hours devoted to a specific area of concentration and the other hours identified with advice and support of the departmental advisor. Students who intend to work in the business sector or the non-profit sector or who are interested in public policy will take courses which provide them with a general understanding of the aging process. These students will pursue a minor or minors in another discipline rather than selecting one of the concentrations listed below. The courses listed above are all currently approved through the Course Catalog Maintenance System (CCMS) with the exception of the biology of aging.

Concentrations: (**15-20 credit hours**) select one of two areas of Gerontology concentration:

Administration (15 credit hours): Those wanting to work as administrators in Long-Term Care settings will be advised to take courses that will prepare them to meet the requirements for nursing home administrators in Nebraska. Courses will include:

GERO 4350 Issues and Aging: Management & Administration of Aging Pgms – 3 credit hours
GERO 4350 Issues in Aging: Senior Housing – 3 credit hours
GERO4510 Long-Term Care Administration – 3 credit hours
6 additional hours of electives (to include courses in accounting and/or budgeting)

Health (18-20 credit hours): Students intending to pursue professional degrees in health care will be advised to take courses that are focused on the physical aspects of aging (e.g., Hospice for the dying and their Families and Issues in Aging: Nutrition). **Additionally, students will be required to take 18-20 credit hours of science courses in areas such as biology, chemistry and physics to meet the admission requirements of graduate and professional schools in health care. Students will identify their primary health profession area of interest in order to be advised appropriately.**

GERO 4350 Issues in Aging: Nutrition – 3 credit hours
GERO 4850 Hospice for the dying and their families – 3 credit hours

Select science courses include:

CHEM 1140–1144	Fundamentals of College Chemistry and lab(4+1 credit hours)
CHEM 1180–1184	General Chemistry I and lab (3+1 credit hours)
CHEM 1190–1194	General Chemistry II and lab (3+1 credit hours)
CHEM 2210–2214	Fundamentals of Organic Chemistry and lab (4+1 credit hours)
CHEM 2250	Organic Chemistry I (3 credit hours)
CHEM 2260–2274	Organic Chemistry II and lab (3+2 credit hours)
BIOL 1450	Biology (5 credit hours)
BIOL 1750	Biology II (5 credit hours)
BIOL 2140	Genetics (4 credit hours)
BIOL 2440	Biology of Microorganisms (4 credit hours)
BIOL 2740	Human Anatomy and Physiology I (4 credit hours)
BIOL 2840	Human Anatomy and Physiology II (4 credit hours)
BIOL 3020	Molecular Biology of the Cell (3 credit hours)
PHYS 1050–1054	Introduction to Physics and lab (4+1 credit hours)
PHYS 1110–1154	General Physics I with Algebra and lab(4+1 credit hours)
PHYS 1120–1164	General Physics II with Algebra and lab (4+1 credit hours)
PHYS 2110–1154	General Physics I Calculus Level and lab (4+1 credit hours)
PHYS 2120–1164	General Physics I Calculus Level and lab (4+1 credit hours)

General Education Requirements: (41-47 credit hours)

Fundamental Academic Skills: (15 credit hours)

English & Writing:	9 credit hours
Mathematics:	3 credit hours
Public Speaking:	3 credit hours

Distribution Requirements: (26 credit hours)

Humanities/Fine Arts:	9 credit hours
Social Sciences:	9 credit hours
Natural & Physical Sciences:	8 credit hours

Diversity Requirements:	**6 credit hours**
Diversity – Global:	3 credit hours
Diversity – US:	3 credit hours

Total credit hours for a BS Gerontology (Administration Concentration)

Gerontology major core courses:	36 credit hours
Administration Concentration:	15 credit hours
General Education Requirements:	47 credit hours
Electives:	22 credit hours
Total credit hours for the degree:	120 credit hours

Total credit hours for a BS Gerontology (Pre-health Concentration)

Gerontology major core courses:	36 credit hours
Pre-health Concentration:	20 credit hours
General Education Requirements:	47 credit hours
Free Electives:	17 credit hours
Total credit hours for the degree:	120 credit hours

Total credit hours for a BS Gerontology

Gerontology major core courses:	36 credit hours
Electives (either in gerontology or another discipline):	20 credit hours
General Education Requirements:	47 credit hours
Free electives:	17 credit hours
Total credit hours for the degree:	120 credit hours

3. Faculty, staff and other resources

The courses listed are currently being offered on the Omaha, Lincoln and online campuses (with the exception of the Biology of Aging). As demand for the degree grows, we envision offering more sections of select courses, especially those required for the degree and cross-listed in other departments.

Expenses, 2014-2015

1.0 FTE Assistant Professor to teach 4 courses annually in the area of the biology of aging - conduct research, and do outreach. **Supported through Programs of Excellence funding (POE) that is a permanent state-aided line**……..……..$76,000
1.0 FTE Advisor to support degree and non-degree seeking students at the undergraduate level. This person also will be responsible for student recruitment ……$50,000*

*The advisor position currently is funded. The responsibilities of this position (practicum supervision and advising certificate students) will be assumed by our instructor (based in Lincoln) and other faculty.

Additional faculty support: The remaining courses would continue to be taught by existing faculty. Any additional courses would be taught by adjunct faculty members.

Physical facilities: The program would be housed in the Department of Gerontology within the College of Public Affairs and Community Service building on the Omaha campus. The department has requested additional space from the Dean's office to allow for the new faculty member to have office space in the faculty suite.

Instructional equipment and informational resources: The existing resources for the department are sufficient at this time.

4. Evidence of Need and Demand: Enrollment Projections

Need for the program

The aging of the population is upon us. 10,000 people turn 65 years of age and older in the country each day (US Census Bureau). By 2050, the US Census predicts there will be 88 million people 65 years of age and older living in the United States. This is parallel to the aging phenomenon that is taking place worldwide.

Knowing how to work with this segment of the population and their families will be key for those pursuing careers in health care, long-term care administration and community services. This is especially relevant for states like Nebraska where future requirements for licensed nursing home administrators will include a bachelors degree in a related area. In offering the degree, UNO will be well-positioned to train students to meet this future need.

With regard to Long-Term Care, the Bureau of Labor Statistics (BLS) anticipates that in the next ten to twenty years, high job growth areas will include health care and social services. This increase is being fueled by the aging of the population. BLS also suggests that the demand for persons educated in aging is growing at faster than average rate when compared to other occupations. The same generation (baby boomers) that fueled the need for child care workers in the 1950's and 60's now is fueling the need for persons with strong backgrounds in the study of aging.

Student credit hour (SCH) production in gerontology courses has shown steady growth over the last five years.

Enrollment – SCH 2008-2013

Fall/Spring	Academic Year SCH
2008-2009	4,231
2009-2010	5,178
2010-2011	5,243
2011-2012	5,753
2012-2013	6,184

Anticipated program demand

Since the inception of the Department of Gerontology in 1973, over 1,070 students have completed a certificate, masters or doctoral degrees in our department. The growing number of students expressing an interest in gerontology is evident by the growing numbers in the minor (offered both in Omaha and Lincoln) in 2008. The minor, like the certificate and the BGS concentration afford students the opportunity to gain knowledge of aging. As of the fall 2013 semester, there are 20 students pursuing the BGS concentration in gerontology, 94 students pursuing the minor on the Omaha and Lincoln campuses and 65 students pursuing the undergraduate certificate in gerontology on both campuses.

Enrollment projections for the Bachelor of Science in Gerontology include the following:

AY 2014-2015	10 students in the BS program
AY 2015-2016	15 students in the BS program
AY 2016-2017	20 students in the BS program

5. Partnerships with Business, Public and Nonprofit Organizations

The Department of Gerontology has a strong and rich relationship with the community through its advisory board and its relationship with profit and not for profit aging agencies.

Members of our advisory board include representatives from:

Home Instead Senior Care
Union Pacific Railroad
Baird Holm Law Firm
University of Nebraska Medical Center – Geriatrics
Creighton University – College of Nursing
Nebraska Health Care Association
Vetter Health Services
Suzan Karrer Rohrig, Architectural Firm
Blue Cross Blue Shield of Nebraska

These relationships have allowed us to reach out to a larger audience and have enabled us to secure additional funding for such projects as our online programming and scholarships for undergraduate and graduate students.

In addition, our relationships with community organizations in Omaha and across the state include:

Area Agencies on Aging throughout Nebraska
Nebraska State Unit on Aging
AARP Nebraska
Area long-term care facilities, assisted and independent living communities, and hospitals – both acute and sub-acute.
Home Care Agencies (Non-medical and medical)
Hospice Agencies

6. Collaboration within the University

Currently, the department enjoys a good working relationship with several units on the Omaha, Lincoln and Medical Center campuses. Formalized agreements are in place with UNL's College of Law, College of Education and Human Sciences and the Department of Interior Design in the College of Architecture. Additionally, the department works with UNMC College of Nursing staff and students. As a multi-campus program, we have solid relationships within the University of Nebraska system.

7. Collaboration with Higher Education Institutions External to the University

Several of the area community colleges offer an introductory course in gerontology. Institutions in Nebraska offer programming to prepare students to meet the minimum requirements to be a nursing home administrator. At this time, there is not a requirement for nursing home administrators to have bachelors degrees to be licensed in Nebraska. This currently is under examination by the State of Nebraska Nursing Home licensing board. As a department we are actively working to be prepared for this demand in the coming years by offering the on-campus bachelors degree and, ultimately, the online bachelors degree.

8. Centrality to Role and Mission of the Institution

The three goals of UNO drive the development of this undergraduate degree in gerontology.

Goal 1: UNO will be recognized as a student-centered metropolitan university. The establishment of the BS in gerontology will be of benefit to those students seeking knowledge and experience working with a diverse aging population. Additionally, the BS in Gerontology will provide students additional opportunities to work with aging service providers in Omaha. This will serve to inform students planning to establish careers in aging, particularly in our community.

Goal 2: UNO will be recognized for its academic excellence as a leading metropolitan university. UNO is already unique among metropolitan universities in the scope of its Gerontology educational programs; its statewide mandate enables UNO to offer Gerontology courses on the Omaha and Lincoln campuses as well as online. The BS in Gerontology will enhance UNO's ability to compete nationally with leading Universities in the field already offering an undergraduate degree in Gerontology, such as the University of Southern California, the University of South Florida, and the University of Massachusetts, Boston.

Goal 3: UNO will be recognized for its outstanding engagement with the urban, regional, national, and global communities. Through its statewide mandate, the Department of Gerontology has worked in partnership with health care and long-term care professionals, aging service providers, and policy planners in the public and private sectors throughout Nebraska to address the needs of an aging population. These partnerships also have enabled our undergraduate students to engage these issues, particularly through our Certificate program. The BS in Gerontology will further enhance this engagement for our students on a national and international level. Gerontology majors will have increased opportunities for service and research, with Gerontology faculty, and with our colleagues in the United States and around the world. These include increased international study opportunities for undergraduate students at UNO's sister institutions, such as the University of Agder in Norway.

9. Consistency with the University of Nebraska Strategic Framework

As the **primary provider of gerontological education** in the state of Nebraska, UNO's Department of Gerontology is ideally positioned to advance the mission and strategic plan of

the University of Nebraska system as it works to invest in Nebraska's future. We accomplish this investment in a number of ways. Our Department offers students courses both in class and on-line, interdisciplinary endeavors within and across the NU System, fieldwork placement in preparing students from all disciplines, and service learning opportunities. We provide technical assistance work with such state entities as the Nebraska State Unit on Aging, the eight Area Agencies on Aging, and the Nebraska Department of Corrections. Through these efforts, we are addressing the challenges and opportunities of a statewide aging population.

Department of Gerontology efforts to meet NU Strategic Framework Goals: The Baby Boom population, persons born between 1946 through 1964, are leading the charge for the further development of programming focused on the aging experience. The aging of this unique and diverse cohort will represent a rapid increase in the number of persons 65 years of age and older from 40 million in 2010 to 88 million in 2050, based on data from the US Administration on Aging and the US Census Bureau (2010). Indeed, a population in which one in five persons will be 65 and older suggests many disciplines will be working with older adults. In Nebraska, the Center for Public Affairs Research estimates that the number of persons 65 and older will increase by 157,000 in the next 20 years compared to a modest increase of 117,000 that took place during the previous 60 years (from 1950 – 2010). What is noteworthy about this increase is that for the first time in history the increase in the number of older adults is greater than any other age group in the state.

Access and affordability: Since our establishment in 1972, we have prepared over 1,070 students at the undergraduate and graduate (includes MA and PhD) levels to work for and with older adults. Our students have included traditional and non-traditional students seeking a certificate, minor or graduate degree in gerontology. For those who are faced with financial difficulty we are able to provide scholarships (thanks to the generosity of private benefactors) based on need and academic achievement to ensure students are able to continue their education in gerontology at the University of Nebraska at Omaha.

Engagement with the state, and accountability to stakeholders: The contributions of the department are being made through course offerings on the Omaha and Lincoln campuses, interdisciplinary endeavors with such diverse disciplines as Criminal Justice, Interior Design, Family Studies, and Social Work. Additionally, collaborative relationships with the Nebraska State Unit on Aging, Nebraska Department of Corrections, AARP, the Alzheimer's Association – Midlands and Great Plains Chapter, and UNMC's Division of Geriatrics and Gerontology and UNMC's College of Nursing have allowed for a stronger presence of the department in meeting its statewide mission set forth by the Board of Regents.

10. <u>Avoidance of Unnecessary Duplication</u>

UNO, having established its Gerontology program more than 40 years ago, already is recognized as having one of the top programs in our region, along with the University of Kansas and Iowa State University. However, neither Kansas nor Iowa State offer a Bachelors degree in Gerontology. Thus, UNO has a unique opportunity, with the BS in Gerontology, to offer an undergraduate degree program that currently is unavailable to Nebraska residents, as well as residents in contiguous states.

There is one other institution in the state offering programming in aging studies. Concordia University in Seward offers a BA in gerontology and an MA in gerontology. The Concordia University aging studies program has no permanent faculty and is overseen by faculty in other departments. UNO, on the other hand, is well-established and respected in Omaha, Lincoln and throughout the state.

11. Consistency with the Comprehensive Statewide Plan for Postsecondary Education: how this program would enhance relevant statewide goals for education.

The Comprehensive Statewide Plan for Postsecondary Education is (excerpted): "built upon the foundation of existing postsecondary educational institutions within our state, the current and projected demographics of the state, the economic and political realities of the state, and the state's constitution and statutes."

The B.S. degree in Gerontology at UNO is fully aligned with the statewide goals for education articulated in this vision statement.

- **Faculty, staff, and other resources**. The B.S. in Gerontology at UNO utilizes primarily existing resources, in terms of faculty support, physical facilities, instructional equipment, and informational resources. New expenses, such as an assistant professor to teach courses in the biology of aging, are covered by a new POE commitment.

- **Evidence of need and demand**. Population aging (described in item nine) is a particularly acute need in UNO's service area. Nebraska and Iowa rank among the 10 states with the highest proportions of residents 65 and older, and 85 and older. The need for students trained in the study of aging will continue to increase, particularly over the next two decades, as the members of the baby boom generation become seniors. The steady growth of the Gerontology minor and undergraduate certificate programs at UNO and UNL demonstrate rising student demand for the comprehensive knowledge in this emerging field that a bachelors program can offer.

- **Centrality to the role and mission of the institution**. UNO's Board of Regent's approved mission is not only to serve as the primary unit within the University of Nebraska system for urban-oriented programs, but also to assume statewide responsibility for programs such as Gerontology. By providing more comprehensive knowledge in the area of aging, the B.S. degree in Gerontology will enhance UNO's preparation of students to address the needs of an aging population (physical, psychological, and social) throughout the State of Nebraska.

- **Consistency with the University of Nebraska Strategic Framework**. The B.S. in Gerontology, and the enhanced capacity it will bring to the department will serve to strengthen our existing partnerships within and across the NU system (including the UNL College of Law, College of Education and Human Sciences, and College of Architecture; UNMC's Division of Gerontology and Geriatrics and College of Nursing) and with other public stakeholders such as the Nebraska State Unit on Aging, Nebraska's eight Area Agencies on Aging, and the Nebraska Department of Corrections.

- **Avoidance of Unnecessary Duplication**. Finally, the B.S. in Gerontology provides UNO the opportunity to offer a degree program in an emerging field of study, one that is currently unavailable not only to undergraduate students in Nebraska, but also to students in neighboring states. This enables UNO not only to fulfill an unmet need; but also to provide the University another means to recruit undergraduate students throughout the region. In this way, the proposed degree also is aligned with the enrollment goals of UNO and the NU system.

TABLE 1: PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM

	(FY 2015) Year 1		(FY 2016) Year 2		(FY 2017) Year 3		(FY 2018) Year 4		(FY 2019) Year 5		**Total**	
Personnel	**FTE**	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	**FTE**	**Cost**
Faculty [1]	1	$76,000	1	$77,140	1	$78,297	1	$79,471	1	$80,663	1	$391,571
Professional [2]	1	$50,000	1	$50,750	1	$51,511	1	$52,284	1	$53,068	1	$257,613
Graduate assistants		$0									0	$0
Support staff		$0									0	$0
Subtotal	2	$126,000	2	$127,890	2	$129,808	2	$131,755	2	$133,731	2	$649,184
Operating												
General Operating [3]												$0
Equipment [4]												$0
New or renovated space [5]												$0
Library/Information Resources [6]												$0
Other [7]												$0
Subtotal		$0		$0		$0		$0		$0		$0
Total Expenses	2	$126,000.00	2	$127,890.00	2	$129,808.00	2	$131,755.00	2	$133,731.00	**2**	**$649,184.00**

[1] Faculty line is supported by a Programs of Excellence (POE) permanent line issued in 2013-2014 (includes salary and fringe benefits). Note: Does not reflect any increase in salary. All other courses will be taught by existing faculty.

[2] Professional staff (advisor) is currently in place (Priscilla Quinn). Reflects an annual 1.5% increase

[3] General Operating expenses are minimal. Expenses will be absored by existing funding.

[4] Equipment - expenses will be mininal and covered by salary savings on the POE-supported line.

[5] Not applicable

[6] NA at this time.

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

	FY(2015) Year 1	(FY2016) Year 2	(FY2017) Year 3	(FY2018) Year 4	(FY2019) Year 5	**Total**
Reallocation of Existing Funds [1]	$50,000	$50,000	$50,000	$50,000	$50,000	$250,000
Required New Public Funds [2]						$0
1. State Funds - POE funds	$76,000	$76,000	$76,000	$76,000	$76,000	$380,000
2. Local Tax Funds (community colleges)						$0
Tuition and Fees [3]	$59,620	$93,073	$128,500	$149,126	$195,756	$626,075
Other Funding [4]						$0
1						$0
2						$0
3						$0
Total Revenue [5]	$185,620	$219,073	$254,500	$275,126	$321,756	$1,256,075

FOOTNOTES are for guidance only. Please provide your own footnotes, where appropriate, and delete ours.

[1] A portion of the funds for this position were reallocated from a line former faculty line. The remaining funds are already in place for an advisor position. The duties of this position are being redirected to focus solely on the Omaha campus.

[2] The department received a newly funded Programs of Excellence (POE) permanent line in the fall of 2013. The amount of funds made available to the department is $76,000.

[3] Based on a 5% increase each year. Assumes an increment of 5 new students each year taking 12 hours/semester.

[4] NA at this time. The hope would be faculty would generate external dollars through collaborative relationships with other UNO programs.

TO:	The Board of Regents	Addendum IX-B-1
	Business Affairs	
MEETING DATE:	July 18, 2014	
SUBJECT:	Amendment of the Standing Rules of the Board of Regents	
RECOMMENDED ACTION:	Approve amendment of the Standing Rules of the Board of Regents	
PREVIOUS ACTION:	May 30, 2014 – The Board of Regents received the proposed amendments to the Standing Rules of the Board of Regents in accordance with the requirements of Section 7.2 of the Standing Rules and Section 1.11 of the *Bylaws of the Board of Regents.* April 24, 2009 - The current Standing Rules of the Board of Regents were adopted.	
EXPLANATION:	Attached are the proposed amendments to the Standing Rules of the Board of Regents. The most significant change removes the provision which recorded an abstention from a Board vote as a "no" vote. Other proposed changes to the Standing Rules consist of housing keeping updates.	
RECOMMENDED:	Executive Committee Board of Regents	
DATE:	June 25, 2014	

STANDING RULES OF THE BOARD OF REGENTS OF THE UNIVERSITY OF NEBRASKA

SECTION 1. **Structure of the Board**

1.1 **Membership**. The Board shall consist of the eight voting members elected from districts within the state and four non-voting student members, all as provided by the Constitution and laws of the State of Nebraska and the Bylaws of the Board of Regents.

1.2 **Officers**. The Board shall, at its annual meeting in January, elect from among its voting members a Chairperson and a Vice Chairperson. The elections shall be by secret ballot and the total number of votes for each nominee shall be announced and entered into the minutes. The duties of the Chairperson and Vice Chairperson shall be those set forth in Section 1.3 of the Bylaws of the Board and Section 4.3 of these Rules. In the event that the Chairperson and the Vice Chairperson are both absent or otherwise unable to discharge their duties, the Board shall, by a majority vote of its members present and qualified to vote, select a presiding officer pro tempore.

1.3 **Committees**.

1.3.1 The Board shall have four standing committees: Executive, Academic Affairs, Audit, and Business Affairs. The Board may from time to time create such other committees and task forces as it determines to be necessary.

1.3.2 The Executive Committee shall consist of the Chairperson, Vice Chairperson, immediate past Chairperson, and an additional elected Regent, and one Student Regent both appointed by the Chairperson. The elected Regent appointed by the Board Chairperson may not be reappointed to a second consecutive term.

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, and Business 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.

1.3.4 In those instances where a committee or task force determines that Board action is called for, it may bring its specific recommendations to the Board. Committee and task force actions and recommendations shall be advisory only and shall have no binding force or effect unless the Board has expressly delegated to a committee or task force power to act on behalf of the Board upon a specific matter. Where a committee or task force takes action on behalf of the Board pursuant to a specific delegation of power, minutes of the committee or task force meeting or meetings relating thereto shall be prepared and distributed to the Board, the President and other appropriate parties within two (2) working days of any such meeting, and the proceedings of the committee or task force shall be in compliance with the provisions of the Nebraska Open Meetings Law (Neb. Rev. Stat. §§ 84-1408 to 84-1414).

1.4 **Staff**. The Corporation Secretary shall serve as staff to the Board and the Executive Committee. The Executive Vice President and Provost shall serve as staff to the Academic Affairs Committee; and the Vice President for Business and Finance shall serve as staff to the Audit Committee and the Business Affairs Committee.

SECTION 2. **Meetings of the Board**

2.1 **Annual Meeting**. The Board shall hold its annual meeting in January as required by Section 1.4 of its Bylaws.

2.2 **Additional Meetings**. The Board may hold such additional meetings during the year as it deems

necessary, either as scheduled meetings or as emergency meetings called at the request of the Chairperson or by any two voting members of the Board.

2.3 **Location of Meetings**. The Board shall normally meet in the Board Room, Varner Hall, 3835 Holdrege Street, Lincoln, Nebraska. The Board may, however, meet at other locations as desired.

2.4 **Notice for Annual and Scheduled Meetings**. Public notice of each annual meeting and any scheduled meeting shall be given at least five (5) days prior to the meeting; provided, that public notice of any item scheduled for public hearing before the Board shall be given at least ten (10) days prior to the date of the hearing. The Corporation Secretary shall maintain a list of news media which have requested advance notification of Board meetings and shall provide advance notification to them at the time and place of each annual and scheduled meeting and the agenda for any such meeting.

2.5 **Notice of Emergency Meetings**. When it is necessary to hold an emergency meeting without the advance public notice provided in Section 2.4 of these Rules, the Corporation Secretary shall make a reasonable effort to contact those members of the news media who have requested notification of Board meetings and advise them of the agenda for the emergency meeting.

2.6 **Scheduling and General Conduct of Meetings**. All meetings of the Board shall be scheduled and conducted in ways which are consistent with the Bylaws of the Board, these Rules, and the Nebraska Open Meetings Law, Neb. Rev. Stat. §§ 84-1408 to 84-1414.

SECTION 3. **Agenda for Board Meetings**.

3.1 **Responsibility**. The President shall establish an agenda for each annual and scheduled meeting of the Board.

3.2 **Format and Timelines**. The President shall prescribe the format for agenda items and the schedule for submission of items to the Corporation Secretary for printing.

3.3 **Printing, Distribution and Public Inspection**. The agenda shall be compiled ~~and printed~~ by the Corporation Secretary. Full copies of the agenda, in either hard copy or electronic format, shall be provided to each member of the Board, the President, the Chancellors, the Vice Presidents, ~~the Vice Chancellor of the Institute of Agriculture and Natural Resources,~~ and the President of each faculty senate. A copy of the agenda, which shall be kept continually current, shall be available for public inspection in the office of the Corporation Secretary during normal business hours.

3.4 **Authority to Place Items on the Agenda**. Only a member of the Board or the President shall have the authority to place items on the agenda of any meeting of the Board. Items shall be placed on the agenda by notifying the Corporation Secretary at least (24) hours prior to the beginning of a meeting. Any item received after that deadline may be considered only if approved as an emergency item as provided in Section 4.7 of these Rules.

SECTION 4. **Conduct of Board Meetings**.

4.1 **Quorum Required**. A quorum shall be required for each meeting of the Board and for the transaction of any business. A majority of all members of the Board qualified to serve and vote at the time shall constitute a quorum.

4.2 **Order of Business**. The order of business at a meeting shall normally be: roll call, approval of minutes and ratification of actions taken at the previous meeting, KUDOS, resolutions, ~~strategic or policy issue~~, public hearings, public comment, ~~committee reports and appropriate action,~~ university consent agenda, university administrative agenda, additional business, and adjournment.

4.3 **Role of the Chairperson**. The Chairperson, or the Vice Chairperson in the absence of the

Chairperson, shall preside over each meeting. The Chairperson shall decide all procedural and parliamentary questions which arise. In the absence of a controlling Standing Rule or Regental Bylaw or Policy, Robert's Rules of Order shall be utilized as a procedural authority. A ruling of the Chairperson may be appealed and overturned by majority vote of the quorum present.

4.4 **Approval of Items, Conflict of Interest, and Voting**.

4.4.1 Any item before the Board for action may be approved by an affirmative vote from a majority of the quorum present; provided, however, any motion or resolution relating to the budget, revenue bonds, or the Bylaws shall require an affirmative vote from a majority of all members of the Board qualified to serve and vote at the time the vote is taken. (See Bylaws of the Board of Regents, Section 1.4.2.)

4.4.2. Votes shall be taken by roll call and in rotating alphabetical order.

4.4.3 If a member of the Board has a conflict of interest[1] with regard to any matter that is before the Board for discussion, deliberation or action, he or she shall report such conflict of interest to the Chairperson prior to any discussion or deliberation by the Board on the matter. The Chairperson shall determine whether there is a conflict of interest. If the Chairperson rules that there is a conflict of interest, the member shall abstain from all discussion, deliberation, voting or other action on the matter.

~~4.4.4 If a member of the Board is present when a question is put and the member refuses to cast an affirmative or negative vote, his or her refusal to cast an affirmative or negative vote on the pending question shall be recorded as a negative vote, unless such member has declared a conflict of interest[1] and abstained from all discussion and voting as mandated by Section 4.4.3~~

4.5 **Motions**.

4.5.1 Any member of the Board may make or second a motion or resolution. The following motions shall not be debatable or amendable:

(a) Motion to adjourn.
(b) Motion to vote immediately (call the question).
(c) Motion to postpone temporarily (lay on the table).
(d) Motion to postpone definitely.
(e) Motion to postpone indefinitely.
(f) Motion to suspend the Standing Rules of the Board.

All other motions may be discussed or debated if they obtain a second.

4.5.2 Adoption of the following motions shall require an affirmative vote of at least five (5) Regents qualified to serve and vote at the time the vote is taken:

(a) Motion to vote immediately (call the question).
(b) Motion to limit debate.
(c) Motion to suspend the Standing Rules of the Board.

[1]*Under the Nebraska Political Accountability and Disclosure Act a conflict of interest exists when, in the discharge of duties, a member of the Board of Regents would be required to take any action or make any decision that may cause financial benefit or detriment to him or her, a member of his or her immediate family, or a business with which he or she is associated, which is distinguishable*

from the effects of such action on the public generally or a broad segment of the public. See Neb. Rev. Stat. §49-1499.

4.6 **Reconsideration**. Any item acted upon by the Board may be reconsidered upon adoption of a motion to reconsider. Any member of the board who voted on the prevailing side of the motion may make a motion to reconsider; provided, however, a motion to reconsider shall be in order only during the meeting at which the original vote was taken on the specific item which is the subject of the motion to reconsider or at the next scheduled meeting of the Board. ~~An item once reconsidered and not thereafter changed by the Board may not be reconsidered again.~~

4.7 **Emergency Item**. Items not appearing on the agenda may be taken up on an emergency basis. Any member of the Board requesting emergency consideration of an item shall make a motion to that effect which specifies the subject to be considered. If seconded and approved by a majority vote of the quorum present, the emergency item may then be moved, seconded, discussed, and disposed of in the same manner as any other matter which comes before the Board for action.

4.8 **Closed Sessions**. The Board may hold closed session in accordance with the provisions of the Nebraska Open Meetings Law (Neb. Rev. Stat. §§ 84-1408 to 84-1414).

SECTION 5. **Appearances Before the Board**.

5.1 **Right of Public to Appear**. In accordance with provisions of Neb. Rev. Stat. § 84-1412, the public shall have the right to attend meetings of the Board and to speak on matters related to Board and university business. Any person may appear before and address the Board concerning any item on the agenda for that meeting. Further, any person may appear before and address the Board at any annual or scheduled meeting on any matter concerning the Board or the university not on the agenda by notifying the Corporation Secretary at least twenty-four (24) hours in advance of the meeting at which the person desires to address the Board; provided, however, the Board will not hear or consider those matters listed in Section 5.2 of these Rules. A reasonable time limit [~~of~~ usually five (5) minutes] shall be placed upon each individual appearance before the Board, and no more than thirty (30) minutes shall be allowed for public comment, unless a majority of the quorum present shall extend such time limit. The Chairperson shall have the right to prohibit multiple appearances by persons presenting needlessly repetitious or redundant testimony.

5.2 **Matters the Board Will Not Hear**.

5.2.1 The Board will not hear appeals from decisions made by duly authorized members of the faculty or administration, or duly authorized boards, committees or other panels within the university concerning student academic or disciplinary matters or personnel matters, unless there is an appeal procedure which expressly specifies that the decision may be appealed to the Board, and all previous steps within the appeal process have been completed.

5.2.2 The Board by vote of a majority of the quorum present reserves the right not to hear matters which are the subject of judicial or administrative proceedings to which the Board, any of its members, or any member of the university faculty or staff is a party.

SECTION 6. **Records of the Board**.

6.1 **Minutes**. The minutes of the Board shall reflect only official actions of the Board with the exception that when necessary, the Corporation Secretary has the authority to reflect the intention of the Board as a whole or a policy statement by the President. The Corporation Secretary shall, within ten (10) working days after each meeting, prepare the minutes of the meeting and post them on the university website. The Minutes of each meeting shall be presented for approval at the next scheduled meeting of the Board. The official Minutes of the Board shall be kept in the office of the Corporation Secretary and be available for public inspection upon request during normal business hours. Copies of the Minutes may be obtained upon payment of a fee established by the

Corporation Secretary.

6.2 **Documents File**. The Corporation Secretary shall maintain a Documents File, in either hardcopy or electronic format, for each meeting which shall include a copy of the agenda for and any supplementary materials relating to the meeting.

SECTION 7. **Waiver of and Amendments to Standing Rules of the Board**.

7.1 **Waiver**. The Board may, by motion adopted by an affirmative vote of at least five (5) Regents qualified to serve and vote at the time the vote is taken, waive all or a part of these Standing Rules of the Board for any or all of any given Board meeting.

7.2 **Amendments**. These Standing Rules of the Board may be amended at any time in the same manner as provided in Section 1.11 of the Bylaws of the Board relating to amendments to the Bylaws.

SECTION 8. **Reference Guide for Board Meetings**. Robert's Rules of Order, Newly Revised, shall be used to govern the conduct of Board meetings in the absence of a controlling Standing Rule, Regental Bylaw or Policy.

SECTION 9. **Expenses**. Article VII, Section 10, of the Nebraska Constitution and Neb. Rev. Stat. § 854-104 provide that members of the Board of Regents shall receive no compensation, but may be reimbursed actual expenses incurred in the discharge of official duties. ~~Travel, personal maintenance and secretarial~~ eExpenses, including travel, food, and lodging, incurred in the performance of official duties shall be reimbursed in accordance with Neb. Rev. Stat. §§ ~~84-306.01~~ 81-1174 to 81-117~~84-306.05~~ and University of Nebraska policy; provided, under no circumstances shall ~~travel, personal maintenance or secretarial~~ expenses incurred in connection with any campaign by a Board member for re-election to the Board be considered as expenses incurred in the performance of official duties.

SECTION 10. **Board Member Requests for Reports**. Requests by individual Board members for the preparation of any oral or written report or for the compilation of any information (not already compiled) shall be made through and with the approval of the Chairperson of the Board or President of the university.

TO:	The Board of Regents	Addendum IX-B-2
	Business Affairs	
MEETING DATE:	July 18, 2014	
SUBJECT:	FY 2015-16 and FY 2016-17 University of Nebraska Biennial Operating Budget Request	
RECOMMENDED ACTION:	Approve the FY 2015-16 and FY 2016-17 University of Nebraska Biennial Operating Budget Request guidelines.	
PREVIOUS ACTION:	May 30, 2014 – A budget presentation was provided to the Board of Regents Business Affairs Committee. March 21, 2014 – A budget presentation was provided to the Board of Regents Business Affairs Committee.	

EXPLANATION:

The University of Nebraska's 2015-17 biennial operating budget request plans to seek state support for core University operations and strategic initiatives that will help to attract talent, meet workforce needs and grow Nebraska's economy. The biennial budget requests are required to be submitted to the Coordinating Commission for Postsecondary Education (CCPE) by August 15, 2014 and the Governor and Legislature by September 15, 2014.

Per historical practice, the university will not submit a formal salary request until after collective bargaining on the UNO and UNK campuses has concluded. For illustrative purposes, the university's request shows scenarios for salary increases ranging from zero to three percent.

The proposed request seeks approximately one percent funding increases for core University operations, including health insurance, information technology support, utilities and building operation and maintenance.

The request also includes support for strategic investments in talent enhancement, targeted faculty and staff salary increases to help catch-up to peer and/or market salary ranges; NU's Programs of Excellence, high-priority academic programs across the four campuses; Collegebound Nebraska, the financial aid program that promises full tuition assistance for low-income students; and the "college pipeline" commitments the university made to the White House earlier this year as part of a national initiative to expand college access and success among underrepresented students.

In addition, the request includes a $20 million economic and workforce development initiative that would focus on areas critical to Nebraska and its economy. With these targeted investments, the University would continue to leverage the resources and expertise of our four campuses for the benefit of the state. Potential areas of investment include:

- Nebraska Innovation Campus. Public and private investments in Innovation Campus already have provided a critical jump-start, including renovation of the 4-H Building into a state-of-the-art conference center. Additional investments could support the relocation of UNL's Department of Food Science & Technology to Innovation Campus, which will expand capacity for faculty and student activities and foster new opportunities for joint food science research projects between the university and ConAgra Foods, the first private collaborator at Innovation Campus.

- The Peter Kiewit Institute, a collaboration between the University of Nebraska at Omaha College of Information Science & Technology and the University of Nebraska-Lincoln College of Engineering. PKI's strategic plan calls for significant growth in enrollment, faculty, research and other areas to better meet the needs of businesses in Omaha and across Nebraska. State support would leverage the $800,000 investment for PKI that the Board approved in May as part of NU's 2014-15 budget.

- The Health Science Education Complex, a collaboration between the University of Nebraska Medical Center and the University of Nebraska at Kearney that will expand UNMC nursing and allied health programs on the UNK campus. The facility will create space for hundreds more Kearney-based nursing and allied health professions students, positioning the university to better meet health needs in rural Nebraska, where shortages of health care workers are especially acute. The nursing and allied health expansion in Kearney was part of the university's Building a Healthier Nebraska initiative, which received state support in 2012. NU's 2014-15 operating budget includes $500,000 for faculty hires at the Health Science Education Complex to meet increased student demand.

- The Rural Futures Institute, a university-wide initiative focused on sustaining and enhancing the economy and quality of life in nonmetropolitan areas in Nebraska and beyond. A state investment would leverage the university's $500,000 investment in the Rural Futures Institute that was included in the 2014-15 operating budget.

- The National Strategic Research Institute, a university-wide initiative focused on supporting the mission of the United States Strategic Command to combat weapons of mass destruction. NU faculty associated with NSRI, established in 2012, are pursuing a number of critical projects to advance national security and in NSRI's first year attracted $9 million in contract funding to support their research.

- Other public-private partnerships that leverage the role of each NU campus as an economic driver for the surrounding community. The university is working to advance public-private partnerships on all four campuses.

SPONSORS:	Chris Kabourek Assistant Vice President and Director of Budget and Planning
	David E. Lechner Senior Vice President | CFO
RECOMMENDED:	James Linder, Interim President University of Nebraska
DATE:	July 7, 2014

University of Nebraska (Excluding NCTA)
2015-16 and 2016-17 Projected Operating Requests (in Millions)
Note: Formal salary request to be submitted after Collective Bargaining (estimated January 2015)

	0.0% SALARY INCREASE		1.5% SALARY INCREASE		3.0% SALARY INCREASE	
	2016	2017	2016	2017	2016	2017
Beginning State-aided Budget	$ 864.7	$ 883.1	$ 864.7	$ 892.8	$ 864.7	$ 902.5
Core Operations						
Compensation						
Salaries & Benefits	-	-	9.7	9.8	19.4	19.9
Health Insurance	4.3	3.9	4.3	3.9	4.3	3.9
Subtotals	**4.3**	**3.9**	**14.0**	**13.7**	**23.7**	**23.8**
Operations						
Utilities	2.6	3.5	2.6	3.5	2.6	3.5
Information Technology/Security	1.0	1.0	1.0	1.0	1.0	1.0
General Operations	0.4	0.4	0.4	0.4	0.4	0.4
New Building Operating and Maintenance						
Health Science Complex @ UNK	0.4	-	0.4	-	0.4	-
UNK Wellness Center	0.1	-	0.1	-	0.1	-
UNK Martin Remodel	-	0.1	-	0.1	-	0.1
UNO Strauss Performing Arts Center	-	0.2	-	0.2	-	0.2
UNMC Student Life Center	0.1	-	0.1	-	0.1	-
UNMC Center for Drug Discovery	1.1	0.1	1.1	0.1	1.1	0.1
UNL Miscellaneous projects	0.2	-	0.2	-	0.2	-
UNL Vet Diagnostic	-	0.5	-	0.5	-	0.5
College of Nursing @ Lincoln	-	0.4	-	0.4	-	0.4
Subtotals	**5.7**	**5.4**	**5.7**	**5.4**	**5.7**	**5.4**
Legislative Earmarks (from 2013-15 biennium)						
LB 254 Autism	0.4	-	0.4	-	0.4	-
LB 901 Psychology Internships	-	0.2	-	0.2	-	0.2
LB 905 Pediatric Cancer	(1.8)	-	(1.8)	-	(1.8)	-
Optometry	(0.2)	-	(0.2)	-	(0.2)	-
Subtotals	**(1.6)**	**0.2**	**(1.6)**	**0.2**	**(1.6)**	**0.2**
Core Operation Totals	**8.4**	**9.5**	**18.1**	**19.3**	**27.8**	**29.4**
% Change in State-aided budgets for Core Operations	**1.0%**	**1.1%**	**2.1%**	**2.2%**	**3.2%**	**3.3%**
University Strategic Investments						
Talent Enhancement	6.5	6.5	6.5	6.5	6.5	6.5
Programs of Excellence	2.5	2.5	2.5	2.5	2.5	2.5
College Pipeline Initiative	0.5	0.5	0.5	0.5	0.5	0.5
Collegebound Nebraska	0.5	0.5	0.5	0.5	0.5	0.5
Subtotals	**10.0**	**10.0**	**10.0**	**10.0**	**10.0**	**10.0**
TOTAL UNIVERSITY SUPPORT	**18.4**	**19.5**	**28.1**	**29.3**	**37.8**	**39.4**
% Change in State-aided budgets for University Support	**2.1%**	**2.2%**	**3.2%**	**3.3%**	**4.4%**	**4.4%**

ECONOMIC/WORKFORCE DEVELOPMENT FOR THE STATE OF NEBRASKA						
	2016	2017	2016	2017	2016	2017
Economic Competitiveness Initiatives	10.0	10.0	10.0	10.0	10.0	10.0
Examples may include, but not limited to:						
• Nebraska Innovation Campus	• Rural Futures Institute		• National Strategic Research Institute			
• Health Science Education Complex at Kearney	• Peter Kiewit Institute		• Campus public/private partnerships			

TO:	The Board of Regents	Addendum IX-B-3
	Business Affairs	
MEETING DATE:	July 18, 2014	
SUBJECT:	FY 2015-16 and FY 2016-17 Nebraska College of Technical Agriculture (NCTA) Biennial Operating Budget Request	
RECOMMENDED ACTION:	Approve the FY 2015-16 and FY 2016-17 NCTA Biennial Operating Budget Request guidelines.	
PREVIOUS ACTION:	May 30, 2014 – A budget presentation was provided to the Board of Regents Business Affairs Committee. March 21, 2014 – A budget presentation was provided to the Board of Regents Business Affairs Committee.	
EXPLANATION:	The NCTA's 2015-17 biennial operating budget request plans to seek state support for core operations and strategic initiatives. The biennial budget requests are required to be submitted to the Coordinating Commission for Postsecondary Education (CCPE) by August 15, 2014 and the Governor and Legislature by September 15, 2014. Per historical practice, the university will not submit a formal salary request until after collective bargaining on the UNO and UNK campuses has concluded. For illustrative purposes, the university's request shows scenarios for salary increases ranging from zero to three percent. The proposed request seeks funding increases for core operations, including health insurance, information technology support, utilities and building operation and maintenance. In addition, the request focuses on strategic investments critical to NCTA's success, including: • Over $320,000 to enhance faculty and staff salaries. This funding would be utilized to move salaries closer to peer and/or market averages and fund faculty and staff promotions and professional development. • $100,000 to fund a staff veterinarian. NCTA has established a new program within the Veterinary Technology Systems Division called Comparative Medicine. The staff veterinarian will head the program, as well as oversee herd health for the cow-calf and horse herds, and other large animals in the NCTA teaching program. • $55,000 to hire a meat science instructor. A new program focusing on food and meat science has been identified in the NCTA Strategic Plan for the Ag Production Systems Division	

curriculum. The instructor would teach NCTA students, instruct 4-H and FFA youth programs, and also serve as a resource to the food industry and to summer sessions for high school teachers. Potential exists for workforce development training as well, targeting small businesses and rural economic development.

- $100,000 for teaching resources to replace equipment in classrooms and laboratories.

- $50,000 to improve farm practicum technology and equipment used for teaching and maintaining the 300-acre agronomy land laboratory and 250-acre range laboratory.

- $150,000 to establish a capital outlay fund to be used in conjunction with potential 309 Commission funding for building renewal and other fire/life/safety facility projects.

SPONSORS:	Ronnie Green Vice President, Agriculture and Natural Resources Harlan Vice Chancellor, Institute of Agriculture and Natural Resources
	Chris Kabourek Assistant Vice President and Director of Budget and Planning
	David E. Lechner Senior Vice President | CFO
RECOMMENDED:	James Linder, Interim President University of Nebraska
DATE:	July 7, 2014

Nebraska College of Technical Agriculture (NCTA)
2015-16 and 2016-17 Projected Operating Requests (in Millions)
Note: Formal salary request to be submitted after Collective Bargaining (estimated January 2015)

	0.0% SALARY INCREASE		1.5% SALARY INCREASE		3.0% SALARY INCREASE	
	2016	2017	2016	2017	2016	2017
Beginning State-aided Budget	$ 3,754,189	$ 4,379,339	$ 3,754,189	$ 4,415,339	$ 3,754,189	$ 4,452,339
Core Operations						
Compensation						
Salaries & Benefits	-	-	36,000	37,000	73,000	75,000
Health Insurance	20,000	22,000	20,000	22,000	20,000	22,000
Subtotals	**20,000**	**22,000**	**56,000**	**59,000**	**93,000**	**97,000**
Operations						
Utilities	22,000	23,000	22,000	23,000	22,000	23,000
Information Technology	60,000	60,000	60,000	60,000	60,000	60,000
General Operations	11,000	11,000	11,000	11,000	11,000	11,000
Building Operating and Maintenance	47,000	-	47,000	-	47,000	-
Subtotals	**140,000**	**94,000**	**140,000**	**94,000**	**140,000**	**94,000.0**
Core Operation Totals	**160,000**	**116,000**	**196,000**	**153,000**	**233,000**	**191,000**
% Change in State-aided budgets for Core Operations	**4.3%**	**2.6%**	**5.2%**	**3.5%**	**6.2%**	**4.3%**
University Strategic Investments						
Talent Enhancement	160,150	160,150	160,150	160,150	160,150	160,150
NCTA Veterinarian	100,000	-	100,000	-	100,000	-
Meat Science Instructor	55,000	-	55,000	-	55,000	-
Teaching Resources Fund	50,000	50,000	50,000	50,000	50,000	50,000
Farm Practicum Equipment Fund	25,000	25,000	25,000	25,000	25,000	25,000
Capital Outlay fund	75,000	75,000	75,000	75,000	75,000	75,000
Subtotals	**465,150**	**310,150**	**465,150**	**310,150**	**465,150**	**310,150**
TOTAL UNIVERSITY SUPPORT	**625,150**	**426,150**	**661,150**	**463,150**	**698,150**	**501,150**
% Change in State-aided budgets for NCTA Support	**16.7%**	**9.7%**	**17.6%**	**10.5%**	**18.6%**	**11.3%**

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

Business Affairs

MEETING DATE: July 18, 2014

SUBJECT: University of Nebraska-Lincoln Banking Services License Agreement

RECOMMENDED ACTION: Approve the University of Nebraska-Lincoln Banking Services License Agreement between UNL and Union Bank and Trust Company effective March 1, 2015

PREVIOUS ACTION: February 28, 2004 – The Board of Regents approved a Banking Services License and related Facilities Lease Agreements between UNL and Wells Fargo and Company effective March 1, 2004.

EXPLANATION: UNL has contracted for a full service branch bank in the City Campus Student Union for over 35 years. The current lease will expire in February, 2015. A request for proposals was issued to financial institutions doing business in Lincoln or Lancaster County. Union Bank and Trust Company provided the most responsive proposal as evaluated by a campus committee of faculty, staff and students.

The License Agreement, which combines the provisions of the existing lease and licensing agreements, grants Union Bank and Trust Company the right to operate a branch banking facility in the north addition to the City Campus Union, near existing food court providers. It also gives the Bank the right to install and operate eight ATMs on the UNL City and East Campus, Bank sponsorship recognition on the campus identification card back panel, and an exclusive presence at first year student activities such as New Student Enrollment. By terms of the Agreement, the Bank shall not issue credit cards that claim any relationship to the License Agreement.

The University has the right to extend this Agreement beyond the original eight-year term for three additional one-year increments. This License Agreement conforms to current terms of the Higher Education Act of 1964, particularly with respect to the disbursement of guaranteed student loan disbursements and other student financial aid. In the event changes in this federal law or any other federal, state or local laws necessitate a material change to the agreement terms, UNL and the Bank will negotiate changes in the Agreement to maintain compliance.

In return for this license, the Union Bank and Trust Company shall annually pay UNL:

$700,000	Royalty Payment
28,830	Branch Facility License
20,000	UNL Student Organization Support
30,000	NCard Program Support
$778,830	

In addition, UNL shall receive payments based on ATM activity, estimated at $87,750 per year.

The agreement was discussed and is recommended for approval by the Business Affairs Committee. Regent Clare declared a conflict and did not participate in any portion of the discussion that resulted in the recommendation to the full Board.

Members of the public and the 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:	None
SOURCE OF FUNDS:	None
SPONSORS:	Juan N. Franco Vice Chancellor for Student Affairs
	Christine A. Jackson Vice Chancellor for Business & Finance
RECOMMENDED:	Harvey Perlman, Chancellor University of Nebraska-Lincoln
DATE:	June 25, 2014

TO:	The Board of Regents	Addendum IX-B-5
	Business Affairs	
MEETING DATE:	July 18, 2014	
SUBJECT:	Purchase of replacements to nuclear magnetic resonance (NMR) systems	
RECOMMENDED ACTION:	Approve the purchase of 500MHz and 600MHz NMR systems	
PREVIOUS ACTION:	None	
EXPLANATION:	The proposed systems will replace equipment originally purchased in 2001 for the UNMC NMR facility. Bruker Biospin Corp. submitted the lowest responsible proposal to the University for this equipment. In several University bids over the last couple years, Bruker has presented quotes for equipment of better value and lower price than comparable equipment from competitors. For that reason, UNL, UNO and UNMC have purchased similar units in the last 5 years. Other collaborating universities also use Bruker NMR systems. The purchase has been reviewed by and is recommended for approval by the Business Affairs Committee.	
PROJECT COST:	$911,970	
SOURCE OF FUNDS:	Nebraska Research Initiative	
SPONSOR:	Donald S. Leuenberger Vice Chancellor for Business & Finance	
RECOMMENDED:	Jeffrey P. Gold, Chancellor University of Nebraska Medical Center	
DATE:	June 25, 2014	

TO:	The Board of Regents	Addendum IX-B-6
	Business Affairs	
MEETING DATE:	July 18, 2014	
SUBJECT:	Architect selection for the Milo Bail Student Center Renovation at the University of Nebraska at Omaha	
RECOMMENDED ACTION:	Approve the selection of BCDM Architects to provide architectural design services for the Milo Bail Student Center Renovation at the University of Nebraska at Omaha (UNO).	
PREVIOUS ACTION:	May 30, 2014 - The Board of Regents approved the program statement and the preliminary budget for the Milo Bail Student Center Renovation at UNO.	
EXPLANATION:	A Project Evaluation Board consisting of the Assistant Vice President for Business and Finance/Director of Facilities Management and Planning, one representative from the UNO campus, one representative from UNO Facilities Management and Planning, and two external members has selected BCDM Architects to provide architectural design services for the Milo Bail Student Center Renovation. This firm was selected from a field of nine firms submitting proposals for the project. All firms on the University of Nebraska list of certified architectural and engineering firms were initially contacted. A contract for design services will be negotiated within the amount shown in the approved project budget. The architect selection was reviewed and is recommended for approval by the Business Affairs Committee.	
	Proposed start of construction: Proposed completion of construction:	January 2015 August 2016
PROJECT COST:	$19,500,000	
ON-GOING FISCAL IMPACT:	Estimated Operating and Maintenance	None
SOURCE OF FUNDS:	Revenue Bond Proceeds Other Sources: Bond Surplus & Replacement Funds Revolving Funds Cash	$9,000,000 4,500,000 4,000,000 2,000,000 $19,500,000
SPONSOR:	William E. Conley Vice Chancellor for Business and Finance	
RECOMMENDED:	John E. Christensen, Chancellor University of Nebraska at Omaha	
DATE:	June 25, 2014	

TO:	The Board of Regents	Addendum IX-B-7
	Business Affairs	
MEETING DATE:	July 18, 2014	
SUBJECT:	Architect selection for the Strauss Performing Arts Center Addition & Renovation at the University of Nebraska at Omaha	
RECOMMENDED ACTION:	Approve the selection of HDR, Inc. to provide architectural design services for the Strauss Performing Arts Center Addition & Renovation at the University of Nebraska at Omaha (UNO).	
PREVIOUS ACTION:	May 30, 2014 - The Board of Regents approved the program statement and the preliminary budget for the Strauss Performing Arts Center Addition & Renovation at UNO.	
EXPLANATION:	A Project Evaluation Board consisting of the Assistant Vice President for Business and Finance/Director of Facilities Management and Planning, one representative from the UNO campus, one representative from UNO Facilities Management and Planning, and two external members has selected HDR, Inc. to provide architectural design services for the Strauss Performing Arts Center Addition & Renovation. This firm was selected from a field of ten firms submitting proposals for the project. All firms on the University of Nebraska list of certified architectural and engineering firms were initially contacted. A contract for design services will be negotiated within the amount shown in the approved project budget. The architect selection was reviewed and is recommended for approval by the Business Affairs Committee. Construction of the project will begin after commitments for all funding are in place and authorization to proceed is received from the President. Proposed start of construction: January 2015 Proposed completion of construction: August 2016	
PROJECT COST:	$14,354,000	
ON-GOING FISCAL IMPACT:	Estimated Operating and Maintenance	$229,675
SOURCE OF FUNDS:	Private	
SPONSOR:	William E. Conley Vice Chancellor for Business and Finance	
RECOMMENDED:	John E. Christensen, Chancellor University of Nebraska at Omaha	
DATE:	June 25, 2014	

C. FOR INFORMATION ONLY

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

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

3. Calendar of establishing and reporting accountability measures Addendum IX-C-3

4. University of Nebraska Strategic Dashboard Indicators Addendum IX-C-4

5. Board of Regents agenda items related to the University of Nebraska Strategic Framework Addendum IX-C-5

TO:	The Board of Regents Academic Affairs
MEETING DATE:	July 18, 2014
SUBJECT:	University of Nebraska Strategic Framework
RECOMMENDED ACTION:	For Information Only
PREVIOUS ACTION:	None
EXPLANATION:	Attached is the current version of the Strategic Framework document.
SPONSOR:	James Linder, Interim President University of Nebraska
DATE:	June 25, 2014

University of Nebraska

INVESTING IN NEBRASKA'S FUTURE

Strategic Planning Framework

2014-2016

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

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

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

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

    a. The university will strive to increase affordability and ensure qualified students are not denied access based on economic circumstances.

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

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

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

    b. Increase the percentage of Nebraska high school graduates (the state "college-going rate") who enroll at and graduate from the university.

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

        ii. Increase each campus's undergraduate freshman-to-sophomore retention rate each year, with a goal of exceeding the average of its peer institutions.

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

    c. Increase the diversity of those who enroll at and graduate from the university, employing measures permitted by state and federal law.

        i. Engage in partnerships with other higher education institutions, K-12, and the private sector to increase diversity of students who seek a post-secondary education, employing measures permitted by state and federal law.

    d. Expand lifelong educational opportunities, including those for non-traditional and transfer students.

    e. Promote adequate student preparation for success in higher education.

        i. Engage in pilot programs with Nebraska high schools for development of high school academies in partnership with the university.

        ii. Provide timely and usable information to middle school students, parents, teachers and school administrators.

f. Promote ease of transfer to the university from other higher education institutions.

    i. *Improve programs for transfer from community colleges, state colleges and other higher education institutions.*

g. Expand distance education programs, taking advantage of university-wide marketing and efficiencies and campus role and mission, strengths and entrepreneurship.

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

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

    a. Recruit and retain exceptional faculty and staff, with special emphasis on building and sustaining diversity.

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

        ii. *Develop and maintain programs to enhance work/life conditions of faculty and staff, including overall campus climate.*

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

        iv. *Increase support for professorships and named/distinguished chairs.*

    b. Pursue excellence through focus on targeted programs in areas of importance to Nebraska where the university can be a regional, national and/or international leader (e.g. agriculture and natural resources, life sciences, information technology and architectural engineering).

        i. *Programs of Excellence funding shall be increased when practicable and results of allocations shall be periodically reviewed for impact.*

        ii. *Resource allocation shall take advantage of distinct campus roles and missions to achieve overall university goals.*

        iii. *Campuses are encouraged to collaborate to achieve overall university goals.*

    c. Provide opportunities for global engagement of faculty through international teaching, research and outreach exchanges, fellowships and collaborations.

        i. *Increase faculty participation in Fulbright and related programs.*

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

    a. Work to stem and reverse the out-migration of graduates and knowledge workers.

    b. Increase proportion of the most talented Nebraska high school students who attend the University of Nebraska.

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

        ii. *Increase support for merit-based scholarships.*

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

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

    d. To adequately prepare students for the global economy, significantly increase opportunities for international study and engagement.

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

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

    e. Encourage and facilitate the commercialization of research and technology to benefit Nebraska.

    f. Develop and strengthen internship and service learning opportunities with business, education, government, military, and nonprofit organizations.

    g. Engage in partnerships with government and the private sector to develop regional economic strength.

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

        i. *Analyze areas of future workforce demand, including job and self-employment opportunities in non-growth rural communities and economically disadvantaged urban areas, and strengthen or develop curricula and programs appropriate to the university in alignment with those areas.*

        ii. *Develop educational programs that prepare students for the flexibility required to respond to the uncertainty of future workforce demands.*

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

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

    a. Increase external support for research and scholarly activity.

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

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

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

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

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

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

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

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

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

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

c. Support Nebraska's economic development.

   i. *Partner and collaborate with government and the private sector to attract, retain, and spur business development and economic opportunity.*

   ii. *Use university research and other resources to foster more effective relationships with the private sector.*

d. Support entrepreneurship education, training and outreach.

e. Collaborate with the public and private sectors to build successful regional, multistate, international linkages.

f. Use university resources to engage Nebraskans outside cities where our major campuses are located.

   i. *Effectively use the Nebraska Rural Initiative and other university-wide and campus programs to develop excellence in supporting community development while creating quality economic opportunities throughout rural Nebraska.*

   ii. *Effectively use regional research and extension operations and statewide extension for engagement with the university.*

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

   a. Support the development of a sustainable university environment.

      i. *Build a comprehensive long-range capital facilities planning process and provide a six-year capital construction plan, updated quarterly.*

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

      iii. *Campuses shall pursue energy efficiency.*

      iv. *Campuses shall promote through policies and scheduling effective utilization of university facilities.*

   b. Maintain a safe environment for students, faculty, staff and visitors.

      i. *Develop and regularly monitor fire safety plans and procedures.*

      ii. *Collaborate with state and local government in disaster planning.*

      iii. *Develop and test campus plans for emergencies and disasters.*

c. Allocate resources in an efficient and effective manner.

    i. *Use best practices in procurement and construction and other business engagement.*

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

    iii. *Develop and report on matrix of business health indicators, including university debt.*

d. Maximize and leverage non-state support.

    i. *Promote entrepreneurship and revenue-generating opportunities.*

    ii. *Collaborate with the University of Nebraska Foundation to secure private support for university priorities.*

e. Create and report performance and accountability measures.

f. Maximize potential of information technology to support the university's activities.

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

    i. *Participate in the Voluntary System of Accountability.*

    ii. *Participate in the National Survey of Student Engagement.*

    iii. *Monitor student achievements on licensing and professional examinations.*

    iv. *Participate and measure effectiveness of national pilot projects on learning assessment with the goal of adopting university measurements.*

h. Implement awareness and education programs to assist all students in management of personal financial matters.

TO:	The Board of Regents Academic Affairs
MEETING DATE:	July 18, 2014
SUBJECT:	University of Nebraska Strategic Framework Accountability Measures
RECOMMENDED ACTION:	For Information Only
PREVIOUS ACTION:	None
EXPLANATION:	Attached is the current version of the Strategic accountability measures.
SPONSOR:	James Linder, Interim President University of Nebraska
DATE:	June 25, 2014

University of Nebraska

INVESTING IN NEBRASKA'S FUTURE

Strategic Planning Framework

2014-2016

Accountability Measures

1. **State Funding (1-a-*i*)**
   Secure state funding sufficient to support access to high quality programs.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
FY 2014-15	Attain sufficient state funding and manage the cost effectiveness of the University to implement the second year of the resident tuition freeze commitment as agreed upon as part of an "affordability compact" with the state.	~~May 2014~~ July 2014	Business
FY 2015-16	To be developed as part of the 2015-17 biennial budget request planning process.	May 2015	Business
FY 2016-17	To be developed as part of the 2015-17 biennial budget request planning process.	May 2016	Business

Due to changes in the Board's meeting schedule, reporting on this item was moved from June to May beginning in 2014.

2. **Tuition (1-a-*ii*)**
   Keep tuition increases moderate and predictable for students and families, consistent with goals of both access and quality.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
FY 2014-15	Attain sufficient state funding and manage the cost effectiveness of the University to implement the second year of the resident tuition freeze commitment as agreed upon as part of an "affordability compact" with the state.	~~May 2014~~ July 2014	Business
FY 2015-16	To be developed as part of the 2015-17 biennial budget request planning process.	May 2015	Business
FY 2016-17	To be developed as part of the 2015-17 biennial budget request planning process.	May 2016	Business

Due to changes in the Board's meeting schedule, reporting on this item was moved from June to May beginning in 2014.

3. **Need-based Financial Aid (1-a-*iii*)**
Expand need-based financial aid and effectively market opportunity and major aid programs (e.g. Collegebound Nebraska, Buffett Scholars, Thompson Learning Communities).

Reporting Period	Accountability Measure	Report Date	Reporting Committee
FY 2013-14	Raise at least $9 million in private funds (endowment and/or spendable)	Sept. 2014	Academic
FY 2014-15	Raise at least $9 million in private funds (endowment and/or spendable)	Sept. 2015	Academic
FY 2015-16	Raise at least $9 million in private funds (endowment and/or spendable)	Sept. 2016	Academic

4. **Enrollment (1-b-*i*)**
Increase enrollment, consistent with quality imperatives, to serve Nebraska's goals for increased educational attainment.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
Fall 2014	• UNL increase enrollment 2.0% • UNO increase enrollment 3.0% • UNK & UNMC increase enrollment over previous year	Nov. 2014	Academic
Fall 2015	• UNL increase enrollment 2.7% • UNO increase enrollment 3.0% • UNK & UNMC increase enrollment over previous year	Nov. 2015	Academic
Fall 2016	• UNL increase enrollment 4.6% • UNO increase enrollment 4.0% • UNK & UNMC increase enrollment over previous year	Nov. 2016	Academic

5. **Graduation Rates (1-b-*iii*)**
Increase each campus's undergraduate six-year graduation rate, with a goal of exceeding the average of its peer institutions.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
2012-13 Academic Year	1) Each campus will maintain or reach the average six-year graduation rate of its peers. 2) All prospective and current undergraduate students are regularly informed and assisted in obtaining the benefit of the University's four-year graduation guarantee.	Jan. 2015	Academic
2013-14 Academic Year	1) Each campus will maintain or reach the average six-year graduation rate of its peers. 2) All prospective and current undergraduate students are regularly informed and assisted in obtaining the benefit of the University's four-year graduation guarantee.	Jan. 2016	Academic
2014-15 Academic Year	1) Each campus will maintain or reach the average six-year graduation rate of its peers. 2) All prospective and current undergraduate students are regularly informed and assisted in obtaining the benefit of the University's four-year graduation guarantee.	Jan. 2017	Academic

6. **Faculty Merit Compensation (2-a-*i*)**
To help ensure competitiveness, faculty salaries and incentives (awarded on the basis of merit) and fringe benefits should exceed the average of peer institutions.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
FY 2014-15	1) All salary increases should be awarded, to the extent possible, on the basis of merit. 2) Average faculty salaries on each campus shall meet or exceed the midpoint of peers. 3) Once the midpoint of peers has been met or exceeded, an exceptional merit fund shall be established to provide additional incentives related to performance.	May 2015	Business
FY 2015-16	1) All salary increases should be awarded, to the extent possible, on the basis of merit. 2) Average faculty salaries on each campus shall meet or exceed the midpoint of peers. 3) Once the midpoint of peers has been met or exceeded, an exceptional merit fund shall be established to provide additional incentives related to performance.	May 2016	Business
FY 2016-17	1) All salary increases should be awarded, to the extent possible, on the basis of merit. 2) Average faculty salaries on each campus shall meet or exceed the midpoint of peers. 3) Once the midpoint of peers has been met or exceeded, an exceptional merit fund shall be established to provide additional incentives related to performance.	May 2017	Business

7. **Faculty Diversity (2-a-*iii*)**
Each campus shall endeavor to meet the university's ongoing commitments to faculty diversity, employing measures permitted by state and federal law.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
Fall 2013	1) Increase faculty diversity, employing measures permitted by state and federal law. 2) Report on the diversity of the faculty and the relative rate of change in faculty composition as compared to peers.	Sept. 2014	Academic
Fall 2014	1) Increase faculty diversity, employing measures permitted by state and federal law. 2) Report on the diversity of the faculty and the relative rate of change in faculty composition as compared to peers.	Sept. 2015	Academic
Fall 2015	1) Increase faculty diversity, employing measures permitted by state and federal law. 2) Report on the diversity of the faculty and the relative rate of change in faculty composition as compared to peers.	Sept. 2016	Academic

8. **Nebraska Top 25% (3-b-*i*)**
Increase enrollment of Nebraska students ranked in top 25% of their high school class.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
Fall 2014	Increase enrollment of first-time freshmen ranked in the top quartile of their high school graduating class to 50.0% or greater.	Nov. 2014	Academic
Fall 2015	Increase enrollment of first-time freshmen ranked in the top quartile of their high school graduating class to 50.0% or greater.	Nov. 2015	Academic
Fall 2016	Increase enrollment of first-time freshmen ranked in the top quartile of their high school graduating class to 50.0% or greater.	Nov. 2016	Academic

9. **Merit-based Scholarships (3-b-*ii*)**
Increase support for merit-based scholarships.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
FY 2013-14	Raise at least $9 million in private funds (endowment and/or spendable).	Sept. 2014	Academic
FY 2014-15	Raise at least $9 million in private funds (endowment and/or spendable).	Sept. 2015	Academic
FY 2015-16	Raise at least $9 million in private funds (endowment and/or spendable).	Sept. 2016	Academic

10. **Nonresident Student Enrollment (3-c-*i*)**
Increase enrollment of nonresident undergraduate students at UNL, UNO and UNK.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
Fall 2014	Increase the number of domestic nonresident undergraduate students by 1.5% percent annually.	Nov. 2014	Academic
Fall 2015	Increase the number of domestic nonresident undergraduate students by 1.5% percent annually.	Nov. 2015	Academic
Fall 2016	Increase the number of domestic nonresident undergraduate students by 1.5% percent annually.	Nov. 2016	Academic

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

Reporting Period	Accountability Measure	Report Date	Reporting Committee
Fall 2014	Address program alignment revisions to meet workforce needs based on Fall 2011 data.	March 2015	Academic
Fall 2015	Address program alignment revisions to meet workforce needs based on Fall 2011 data.	March 2016	Academic
Fall 2016	Address program alignment revisions to meet workforce needs based on Fall 2011 data.	March 2017	Academic

12. **Research (4-a-*i*)**

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

Reporting Period	Accountability Measure	Report Date	Reporting Committee
FY 2013-14	Increase UNL and UNMC federal research expenditures by 20% more than the weighted total federal appropriations per year on a three-year rolling average.	March 2015	Academic
FY 2014-15	Increase UNL and UNMC federal research expenditures by 20% more than the weighted total federal appropriations per year on a three-year rolling average.	March 2016	Academic
FY 2015-16	Increase UNL and UNMC federal research expenditures by 20% more than the weighted total federal appropriations per year on a three-year rolling average.	March 2017	Academic

13. **Entrepreneurship (5-d)**

Support entrepreneurship education, training and outreach.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
2014	1) Entrepreneurship education a) Formal entrepreneurship coursework hours delivered b) Number of students X credit hours 2) Entrepreneurship outreach a) Seminars provided b) Website visits 3) Business creation a) NU-affiliated companies formed b) NU licensing activity 4) Business support a) Clients served b) Investment by clients in their businesses (debt and equity) c) Increase in sales by clients d) Decrease in operating (savings) by clients e) e) Jobs created and saved	March 2015	Academic
2015	Increase over previous year. Evaluate and modify annual targets as appropriate.	March 2016	Academic
2016	Increase over previous year. Evaluate and modify annual targets as appropriate.	March 2017	Academic

14. **LB 605 (6-a-*ii*)**

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

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

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

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

Reporting Period	Accountability Measure	Report Date	Reporting Committee
2014 Calendar Year	1) Short-Term Cash/Investments: Exceed average of similar fund types 2) Endowments: Exceed average of similar fund types 3) Debt: Maintain Aa1 rating; exceed 1.15 coverage 4) Capital: Capital Queue 5) Human Resources: Meet midpoint of peers in faculty and staff salaries	1) 2nd Quarter 2014 2) 4th Quarter 2014 3) 4th Quarter 2014 4) Quarterly 5) 2nd Quarter 2014	Business
2015 Calendar Year	1) Short-Term Cash/Investments: Exceed average of similar fund types 2) Endowments: Exceed average of similar fund types 3) Debt: Maintain Aa1 rating; exceed 1.15 coverage 4) Capital: Report on Capital Queue 5) Human Resources: Meet midpoint of peers in faculty and staff salaries	1) 2nd Quarter 2015 2) 4th Quarter 2015 3) 4th Quarter 2015 4) Quarterly 5) 2nd Quarter 2015	Business
2016 Calendar Year	1) Short-Term Cash/Investments: Exceed average of similar fund types 2) Endowments: Exceed average of similar fund types 3) Debt: Maintain Aa1 rating; exceed 1.15 coverage 4) Capital: Report on Capital Queue 5) Human Resources: Meet midpoint of peers in faculty and staff salaries	1) 2nd Quarter 2016 2) 4th Quarter 2016 3) 4th Quarter 2016 4) Quarterly 5) 2nd Quarter 2016	Business

16. **Student Learning Assessment (6-g)**

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

Reporting Period	Accountability Measure	Report Date	Reporting Committee
Fall 2013	1) Annual or other periodic review, as available, by the Board of performance on standardized examinations and surveys, including the National Survey of Student Engagement and professional licensure examinations. 2) Annual review by the Board of participation in pilot programs to measure student learning outcomes, such as the Collegiate Learning Assessment.	July 2014	Academic
Fall 2014	1) Annual or other periodic review, as available, by the Board of performance on standardized examinations and surveys, including the National Survey of Student Engagement and professional licensure examinations. 2) Annual review by the Board of participation in pilot programs to measure student learning outcomes, such as the Collegiate Learning Assessment.	July 2015	Academic
Fall 2015	1) Annual or other periodic review, as available, by the Board of performance on standardized examinations and surveys, including the National Survey of Student Engagement and professional licensure examinations. 2) Annual review by the Board of participation in pilot programs to measure student learning outcomes, such as the Collegiate Learning Assessment.	July 2016	Academic

Annual reporting moved from March to May and then July beginning in 2014 with the concurrence of the chair of the Academic Affairs committee due to the availability of data.

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

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

Reporting Period	Accountability Measure	Report Date	Reporting Committee
Academic Year 2012-13	By 2019-20, the University shall increase the number of students who have participated in a study or work abroad program to 2,442. Using the base academic year 2009-10 when 1,221 participated in such programs outside the U.S., the University will achieve slightly more than 7% growth compounded each year to reach the goal.	July 2014	Academic
Academic Year 2013-14	Continue progress toward doubling by 2019-20 the number of students who have studied or worked abroad by achieving average annual growth of slightly more than 7%.	July 2015	Academic
Academic Year 2014-15	Continue progress toward doubling by 2019-20 the number of students who have studied or worked abroad by achieving average annual growth of slightly more than 7%.	July 2016	Academic

Due to changes in the Board's meeting schedule, reporting on this item has been moved from June to July beginning in 2014.

18. **Global Engagement – International Student Enrollment (3-d-*ii*)**
Significantly increase the number of international undergraduates and graduates studying at the university.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
Fall 2014	By 2020-21, the University shall increase the number of international students enrolled to 6,036. Using the base academic year 2010-11 when 3,018 international students were enrolled, the University will achieve slightly more than 7% growth compounded each year to reach the goal.	Nov. 2014	Academic
Fall 2015	Continue progress toward doubling by 2020-21 the enrollment of international students by achieving average annual growth of slightly more than 7%.	Nov. 2015	Academic
Fall 2016	Continue progress toward doubling by 2020-21 the enrollment of international students by achieving average annual growth of slightly more than 7%.	Nov. 2016	Academic

Base academic year in the metric was corrected from 2009-10 to 2010-11 in November 2013; the number of students was unchanged.

19. **Distance Education (1-g-*i*)**
The University will offer a variety of its academic programs by distance education through Online Worldwide in an effort to provide access to the University of Nebraska to the people of the state and beyond the boundaries of the state who are unable to enroll in programs offered only on campus.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
Academic Year 2013-14	Increase student credit hours from distance-only students in Nebraska and beyond the boundaries of the state each by 10% annually through 2014-15.	July 2014	Academic
Academic Year 2014-15	Increase student credit hours from distance-only students in Nebraska and beyond the boundaries of the state each by 10% annually through 2014-15.	July 2015	Academic
Academic Year 2015-16	TO BE DETERMINED	July 2016	Academic

Due to changes in the Board's meeting schedule, reporting on this item has been moved from April to July beginning in 2014.

TO:	The Board of Regents Academic Affairs
MEETING DATE:	July 18, 2014
SUBJECT:	University of Nebraska Calendar of establishing and reporting accountability measures
RECOMMENDED ACTION:	For Information Only
PREVIOUS ACTION:	None
EXPLANATION:	Attached is a calendar of establishing and reporting accountability measures.
SPONSOR:	James Linder, Interim President University of Nebraska
DATE:	May 25, 2014

Strategic Framework Accountability Measure Reporting and Updating Calendar

Revised for July 18, 2014 meeting

Board Meeting Date	Academic Affairs Committee	Business Affairs Committee
July 18, 2014	Distance Education [1-g-i] Study Abroad [3-d-i] Student Learning Assessment [6-g]	State Funding [1-a-i] Tuition [1-a-ii]
September 19, 2014	Need-based Financial Aid [1-a-iii] Faculty Diversity [2-a-iii] Merit-based Scholarships [3-b-ii]	Administrative/Business Efficiencies [6-c-ii] *(Capital Queue)*
October 30, 2014	UNL campus visit with discussion of campus strategic plan and performance indicators.	
November 21, 2014	Enrollment [1-b-i] Nebraska Top 25% [3-b-i] Nonresident Student Enrollment [3-c-i] International Student Enrollment [3-d-ii]	None
January 30, 2015	Graduation Rates [1-b-iii]	Administrative/Business Efficiencies [6-c-ii] *(Endowments, Debt, Capital Queue)*

TO:	The Board of Regents Academic Affairs
MEETING DATE:	July 18, 2014
SUBJECT:	University of Nebraska Strategic Dashboard Indicators
RECOMMENDED ACTION:	For Information Only
PREVIOUS ACTION:	None
EXPLANATION:	Attached is the current version of the Strategic Framework Indicators.
SPONSOR:	James Linder, Interim President University of Nebraska
DATE:	June 25, 2014

University of Nebraska Strategic Dashboard Indicators (Updated as of May 30, 2014)

State Funding Change (1.a.i) FY 2014-15

Target	Outcome
State funding + cost mgmt. = <6% tuition increase	4.0%*

Tuition Change (1.a.ii) FY 2014-15

Target	Outcome
Funding + cost mgmt. = <6% tuition increase	0.0% Resident 3.0% Nonresident

Enrollment Change (1.b.i) Fall 2013

Target	Outcome
1.5%	0.8%

Retention (1.b.i) Fall 2013

Target	Outcome
80% Retention rate	80.2%

Need-Based Aid (1.a.iii) FY2012-13

Target	Outcome
Raise at least $6 million in private funds	Raised $12.9 million

Women Faculty (2.a.iii) Fall 2012

Target	Outcome
Increase over 2011	2012=35.09% 2011=34.75%

Minority Faculty (2.a.iii) Fall 2012

Target	Outcome
Increase over 2011	2011=17.90% 2011=17.55%

Top 25% Enrollment (3.b.i) Fall 2013

Target	Outcome
Increase to 50%	49.9%

Nonresident Students (3.c.i) Fall 2013

Target	Outcome
Increase 1.5% over 2012	7.8%

Merit-Based Aid (3.b.ii) FY2012-13

Target	Outcome
Raise at least $6 million in private funds	Raised $17.3 million

Study Abroad (3.d.i) AY2011-12

Target	Outcome
Double base of 1,221 students by 2019-20	13.3% increase over prior year

International Students (3.d.ii) Fall 2013

Target	Outcome
Double base of 3,018 students by 2019-20	4.7% increase over prior year

Distance Education (3.g.i) AY2012-13

Target	Outcome
Increase in-state and out-of-state distance only credit hours by 10% each	In-state = +13% Out-of-State = +10%

Six-Year Graduation Rate (1.b.iii) AY2011-12

Campus	Target	Outcome
UNL	Maintain or show progress toward reaching the average six-year graduation rate of peers	2012= -6.9% 2011= -3.3%
UNO		2012= 3.0% 2011= 0.1%
UNK		2012= 5.2% 2011= 9.4%
UNMC	Not Applicable	Not Applicable

LEGEND: Target Met or Exceeded | Progress Toward Target | Target Not Met

University of Nebraska Strategic Dashboard Indicators (Updated as of May 30, 2014)

Federal Research Funding Growth (4.a.i)
UNL and UNMC
FY2012-13

	Campus	Target	Outcome
↑	UNL	-0.9%	2.1%

	Campus	Target	Outcome
↑	UNMC	-1.9%	0.1%

Faculty Salaries (2.a.i)
FY2013-14

	Campus	Target	Outcome
↑	UNL	Significant progress toward exceeding midpoint of peers	2013= -6.2% 2012= -7.5%
↓	UNMC		2013= -9.7% 2012= -7.9%
	UNO		**
	UNK		**

	Indicator	Target	Outcome
↑	**Four-Year Graduation Guarantee (1.b.iii) AY2011-12**	All prospective and current undergraduate students are informed about the University's four-year graduation guarantee.	All campuses have posted information about the four-year graduation guarantee on their websites and also have a link to four-year graduation guarantee information on the UNCA website.
↑	**Faculty Salaries (2.a.1) Fall 2013**	Award all salary increases, to the extent possible, on the basis of merit.	Faculty salaries at UNL and UNMC may be based/granted entirely on merit, while faculty salaries at UNO and UNK are negotiated through the collective bargaining process and therefore the amount and method of distribution at UNO and UNK must be determined by agreement.
↑	**Entrepreneurship (5.d) Spring 2013**	1) Increase training hours by 5%. 2) Increase number of clients by 5%. 3) Increase SBIR/STTR applications by 10%. 4) Increase SBIR/STTR awards by 5%. 5) Increase investment in NU-assisted companies by 5%. 6) Increase NU-assisted startups and transitions by 5%.	1) Training hours increased by 3%. 2) Clients increased by 3%. 3) SBIR/STTR applications increased 57%. 4) SBIR/STTR awards increased 38%. 5) Investment in NU-assisted companies decreased 7%. 6) NU-assisted start-ups and transitions decreased 7%.

LEGEND: ↑ Target Met or Exceeded | ↑ Progress Toward Target | ↓ Target Not Met

University of Nebraska Strategic Dashboard Indicators (Updated as of May 30, 2014)

	Indicator	Target	Outcome
↑	**Workforce Development (3.h.i and 3.h.iii) Fall 2013**	Review new internal and external research on workforce needs and update categories of employment for purposes of aligning university programs to changing needs.	Faculty and state agency research has been reviewed. The University of Nebraska continues to monitor relevant faculty and agency research to identify emerging workforce opportunities and trends in the state.
↑	**Student Learning Assessment (6.g) Fall 2012**	1. Review performance on standardized examinations and surveys, including the National Survey of Student Engagement and professional licensure examinations. 2. Report on participation in pilot programs to measure student learning outcomes, such as the Collegiate Learning Assessment.	UNK, UNL and UNO currently participate in the National Survey of Student Engagement (NSSE). Performance on professional licensure examinations is above average for all campuses. Campuses are taking a variety of approaches to participation in pilot programs designed to measure learning outcomes, including exploring processes for assessing general studies requirements and participation in the administration of the College Assessment of Academic Proficiency (CAAP).
	Business Process Efficiencies (6.c.ii)		
↑	**Short Term Cash Investments November 2013**	Exceed average of similar fund types.	The 2012 return on the State's Operating Investment Pool (3.1%) slightly underperformed when compared to the benchmark value of 3.3%.
↑	**Endowments May 2014**	Exceed average of similar fund types.	Fund N endowments gained 13.8% for the year ending June 30, 2013, while similar funds gained an average of 11.9% over the same period.
↑	**Debt May 2014**	Maintain Aa2 rating and exceed 1.15 coverage.	Bond rating maintained at Aa1 and exceeded 1.15 coverage.
↓	**Human Resources May 2014**	Meet midpoint of peers in faculty and staff salaries.	Faculty salaries at UNL and UNMC are below the midpoint of peers for 2013**.

Notes:

***4.5% total increase including legislative directed earmarks.**

****UNO and UNK salaries are governed by collective bargaining.**

LEGEND: ↑ **Target Met or Exceeded** | ↑ **Progress Toward Target** | ↓ **Target Not Met**

TO:	The Board of Regents Academic Affairs
MEETING DATE:	July 18, 2014
SUBJECT:	Board of Regents agenda items related to the University of Nebraska Strategic Framework
RECOMMENDED ACTION:	For Information Only
PREVIOUS ACTION:	The current version of the framework appears as an information item at each Board of Regents meeting. April 2005 – The Board of Regents began development of the University of Nebraska "Strategic Framework – Accountability Measures" document.
EXPLANATION:	Attached is an explanation of the agenda items that are aligned with the strategic goals of the Board of Regents' Strategic Framework.
SPONSOR:	James Linder, Interim, President University of Nebraska
DATE:	June 25, 2014

Alignment of the University's Strategic Goals with Board of Regents Agenda Items
July 18, 2014

1. **The University of Nebraska will provide the opportunity for Nebraskans to enjoy a better life through access to high quality, affordable undergraduate, graduate and professional education.**
   - Strategic Framework annual report on Distance Education
   - Approve the FY 2015-16 and FY 2016-17 Biennial Operating Budget Request

2. **The University of Nebraska will build and sustain undergraduate, graduate and professional programs of high quality with an emphasis on excellent teaching.**
   - President's Personnel Recommendation
   - Approve merger of the Department of Computer and Electronics Engineering with the Department of Electrical and Computer Engineering in the College of Engineering at UNL
   - Approve creation of a Bachelor of Arts in Education in Special Education K-12 Teaching at UNK
   - Approve reorganization of the Consortium for Crime and Justice Research and the Juvenile Justice Institute at UNO to establish the Nebraska Center for Justice Research
   - Approve creation of a Bachelor of Science degree in Gerontology in Department of Gerontology the College of Public Affairs and Community Service at UNO
   - Rename the Master of Engineering to the Master of Engineering Management and reduce the required hours for graduation from 36 to 30 in the College of Engineering at UNL
   - Rename the Master of Science in Construction to the Master of Science in Construction Engineering and Management in the College of Engineering at UNL

3. **The University of Nebraska will play a critical role in building a talented, competitive workforce and knowledge-based economy in Nebraska in partnership with the state, private sector and other educational institutions.**
   - Strategic Framework annual report on Study Abroad
   - Approve creation of a Bachelor of Arts in Education in Special Education K-12 Teaching at UNK

4. **The University of Nebraska will pursue excellence and regional, national and international competitiveness in research and scholarly activity, as well as their application, focusing on areas of strategic importance and opportunity.**
   - Approve purchase of nuclear magnetic resonance systems for UNMC
   - Approve reorganization of the Consortium for Crime and Justice Research and the Juvenile Justice Institute at UNO to establish the Nebraska Center for Justice Research
   - Approve creation of a Bachelor of Science degree in Gerontology in Department of Gerontology the College of Public Affairs and Community Service at UNO

5. **The University of Nebraska will serve the entire state through strategic and effective engagement and coordination with citizens, businesses, agriculture, other educational institutions, and rural and urban communities and regions.**
   - Approve appointments to the Med Center Development Corporation
   - Approve creation of a Bachelor of Arts in Education in Special Education K-12 Teaching at UNK
   - Approve reorganization of the Consortium for Crime and Justice Research and the Juvenile Justice Institute at UNO to establish the Nebraska Center for Justice Research
   - Approve creation of a Bachelor of Science degree in Gerontology in Department of Gerontology the College of Public Affairs and Community Service at UNO

6. **The University of Nebraska will be cost effective and accountable to the citizens of the state.**
   - Approve the FY 2015-16 and FY 2016-17 Biennial Operating Budget Request
   - Strategic Framework annual report on Student Learning Assessment: Licensure Exams
   - Approve various capital construction related requests including:
     - Facility space lease between UNL and AT&T
     - Selection of BCDM Architects to provide architectural design services for the Milo Bail Student Center renovation at UNO
     - Selection of HDR, Inc. to provide architectural design services for the Strauss Performing Arts Center Addition and Renovation at UNO
   - Accept various regular reports including:
     - Bids and contracts
     - Quarterly Status Report of Six-Year Capital Plan and Capital Construction Report

D. REPORTS

1. Strategic Framework report on Student Learning Assessment: Licensure Exams [6-g] Addendum IX-D-1

2. Renaming the Master of Engineering to the Master of Engineering Management and reducing the required hours for graduation from 36 to 30 in the College of Engineering at the University of Nebraska-Lincoln Addendum IX-D-2

3. Renaming the Master of Science in Construction to the Master of Science in Construction Engineering and Management in the College of Engineering at the University of Nebraska-Lincoln Addendum IX-D-3

4. Quarterly Status Report of Six-Year Capital Plan and Capital Construction Report Addendum IX-D-4

5. Bids and Contracts Addendum IX-D-5

6. University of Nebraska at Kearney Report on Vending (Snack) Services Addendum IX-D-6

TO:	The Board of Regents Academic Affairs
MEETING DATE:	July 18, 2014
SUBJECT:	Assessing Student Learning Outcomes: Licensure Results
RECOMMENDED ACTION:	Report
PREVIOUS ACTION:	March 15, 2013 – The Assessing Student Learning Outcomes: Licensure Results report was provided to the Board
EXPLANATION:	The licensure results are provided as part of the Strategic Framework Goal 6-g. We report on licensure examinations that allow national comparisons. The latest results follow recent trends and again were exemplary. (See attached table on the following page.)
SPONSOR:	Kristin E. Yates Assistant Vice President and Director of Institutional Research
APPROVED:	Susan Fritz Interim Executive Vice President and Provost
DATE:	June 25, 2014

Strategic Framework 6.g.iii
Student Learning and Success Outcomes

Accountability Measure:

Annual or other periodic review, as available, by the Board of performance on standardized examinations and surveys.

UNMC Licensure Exam Pass Rates

Exam		2013	2012	2011
MD Step 1	UNMC	95	98	94
	National	96	96	94
MD Step 2	UNMC	99	98	100
	National	99	98	97
Nursing	UNMC	87*	93	87
	National	84*	90	94
Pharmacy	UNMC	100	100	100
	National	97	97	94
Physical Therapy	UNMC	98	90	100
	National	90	89	89

* Minimum pass scores were raised significantly.

UNL Bar Examination Pass Rates

Year	UNL	National
2011	91%	79%
2012	92%	79%
2013	85%	78%

The continued reporting of this accountability measure is recommended.

TO:	The Board of Regents Academic Affairs
MEETING DATE:	July 18, 2014
SUBJECT:	Renaming the Master of Engineering to the Master of Engineering Management and reducing the required hours for graduation from 36 to 30 in the College of Engineering at the University of Nebraska-Lincoln (UNL)
RECOMMENDED ACTION:	Report
PREVIOUS ACTION:	October 23, 1998 – The Board approved a graduate program leading to the Master of Engineering at UNL
EXPLANATION:	The proposal to rename the Master of Engineering to the Master of Engineering Management will result in a name that more accurately describes the scope of the program. It will be beneficial to prospective students as well as those evaluating credentials to emphasize that the curriculum has a management component. In addition, the proposal requests that the number of hours required for graduation be reduced from 36 to 30 to mirror competing programs across the nation and requirements for engineering licensure. These proposed changes will allow effective marketing of the degree and a substantial growth in enrollment. The proposal has been reviewed by the Council of Academic Officers and has been approved by the Executive Graduate Council.
SPONSOR:	Ellen Weissinger Senior Vice Chancellor for Academic Affairs
APPROVED:	Harvey Perlman, Chancellor University of Nebraska at Omaha James Linder, Interim President University of Nebraska
DATE:	June 27, 2014

TO:	The Board of Regents Academic Affairs
MEETING DATE:	July 18, 2014
SUBJECT:	Renaming the Master of Science in Construction to the Master of Science in Construction Engineering and Management in the College of Engineering at the University of Nebraska-Lincoln (UNL)
RECOMMENDED ACTION:	Report
PREVIOUS ACTION:	September 5, 2008 – The Board approved the request to create a new graduate degree program, Master of Science in Construction at UNL
EXPLANATION:	The proposal to rename the Master of Science in Construction to the Master of Science in Construction Engineering and Management will accurately reflect the current pathways and curriculum content. It also clearly indicates the intended graduate outcome for the master's degree in construction. This proposed change will enhance the clarity of the master's degree program information allowing for expanded nationwide recruitment of premier graduate students. The proposal has been reviewed by the Council of Academic Officers and has been approved by the Executive Graduate Council.
SPONSOR:	Ellen Weissinger Senior Vice Chancellor for Academic Affairs
APPROVED:	Harvey Perlman, Chancellor University of Nebraska at Omaha James Linder, Interim President University of Nebraska
DATE:	June 27, 2014

TO:	The Board of Regents	Addendum IX-D-4
	Business Affairs	
MEETING DATE:	July 18, 2014	
SUBJECT:	Quarterly Status Report of Six-Year Capital Plan and Capital Construction Report	
RECOMMENDED ACTION:	Report	
EXPLANATION:	An update of the Six-Year Capital Plan will be provided on a quarterly basis. Attached is an update as of March 31, 2014. In addition, a report of current capital construction projects is included for review.	
SPONSOR:	Rebecca H. Koller Assistant Vice President for Business & Finance Director of Facilities Planning & Management	
APPROVED:	David E. Lechner Senior Vice President | CFO	
DATE:	June 25, 2014	

2014 Six-Year Capital Plan - Unprioritized (Alphabetized by Campus)

1st Quarter - March 31, 2014

Campus	Project Title	Estimate		State Funding	Other Funding	State O&M
UN	Fire & Life Safety/Code Compliance	TBD	(1)	TBD	$ -	$ -
UNK	Otto Olsen II	$ 30,510,000		$ 30,510,000	$ -	TBD
UNCA	USPFO Building Renovation	$ 5,100,000	(3)	$ 5,100,000	$ -	$ 157,500
UNO	Metropolitan STEM Center	$ 80,000,000		$ 80,000,000		TBD
		$ 115,610,000		$ 115,610,000	$ -	$ 157,500
	Non-State Funded Projects					
UNK	Martin Hall Renovation	$ 8,000,000		$ -	$ 8,000,000	TBD
UNK	University Heights II	$ 11,000,000		$ -	$ 11,000,000	TBD
UNK	Early Childhood Education Center	$ 6,000,000		$ -	$ 6,000,000	TBD
UNL	College of Business Administration Building	$ 84,000,000	(3)	$ -	$ 84,000,000	TBD
UNL	17th St. Dining Hall/mixed use center	$ 35,000,000		$ -	$ -	$ -
UNL	Chemistry Labs (Hamilton Hall Renovations)	$ 15,000,000		$ -	$ 15,000,000	TBD
UNL	Life Science Teaching Labs	$ 20,000,000		$ -	$ 20,000,000	TBD
UNL	Neihardt Renovations	$ 14,750,000		$ -	$ 14,750,000	$ -
UNL	Utilities Infrastructure Improvements (City and East Campuses)	$ 64,450,000		$ -	$ 64,450,000	TBD
UNL	Whittier Auditorium Renovation	$ 2,000,000		$ -	$ 2,000,000	TBD
UNMC	College of Dentistry Addition	$ 15,200,000		$ -	$ 15,200,000	TBD
UNO	Strauss Performing Arts Addition/Renovation	$ 14,400,000		$ -	$ 14,400,000	TBD
UNO	PKI Addition	$ 32,300,000		$ -	$ 32,300,000	TBD
UNO	West Center Campus Development (Formerly University Life Complex)	$ 35,000,000		$ -	$ 35,000,000	TBD
		$ 357,100,000		$ -	$ 322,100,000	$ -
	Mixed Funded Projects					
UNK	Fine Arts Renovation/Addition	$ 17,620,500		$ 17,237,000	$ 383,500	TBD
		$ 17,620,500		$ 17,237,000	$ 383,500	$ -
	Total	**$ 490,330,500**		**$ 132,847,000**	**$ 322,483,500**	**$ 157,500**

Notes:

(1) Number may change dramatically to represent 40% of 309 Task Force funding over the next 6 years
(2) Moved from On-Deck List
(3) Program Statement approved by the BOR
(4) New Project

2014 On-Deck Projects

Campus	Project Title	Estimate		State Funding	Other Funding	State O&M
	State Funded Projects					
UNK	Calvin T. Ryan Library Renovation/Addition	$ 14,580,000		$ 14,580,000	$ -	$ 442,000
UNK	Cushing Coliseum Renovation & Additions	$ 2,495,000		$ 2,495,000	$ -	$ 25,000
UNK	Frank House	$ 3,405,000		$ 3,405,000	$ -	$ 69,000
UNK	General Services Building Renovation (Ed Center)	$ 6,480,000		$ 6,480,000	$ -	$ 120,000
UNK	Memorial Student Affairs Building	$ 6,265,000		$ 6,265,000	$ -	$ 1,543,000
UNK	Thomas Hall Renovation	$ 3,402,000		$ 3,402,000	$ -	$ 69,000
UNK	West Center East Wing	$ 6,805,000		$ 6,805,000	$ -	$ 100,000
UNL	Campus-wide Classroom Improvements	$ 5,000,000		$ 5,000,000	$ -	TBD
UNL	Greater Nebraska Projects	$ 45,000,000		$ 45,000,000	$ -	TBD
UNL	CY Thompson Renovations	TBD		TBD	TBD	TBD
UNL	Interdisciplinary Education and Early Childhood Research Center	$ 35,000,000		TBD	TBD	TBD
UNL	Interdisciplinary Engineering and Life Science Teaching & Research Complex	$ 70,000,000		TBD	TBD	TBD
UNL	Manter Hall Renovations	TBD		TBD	$ -	TBD
UNL	Undergraduate Academic Classroom Facility	$ 40,500,000		$ 40,500,000	$ -	TBD
UNL	Vet Basic Sciences Building Structural Repairs	TBD		TBD	$ -	TBD
UNL	Westbrook Music Building Renovation and Expansion	$ 25,000,000		$ 25,000,000	$ -	TBD
UNO	Radio/TV and Communications Facility	$ 10,000,000		$ 10,000,000	$ -	TBD
UNO	Renovation and Addition to CPACS	$ 5,000,000		$ 5,000,000	$ -	TBD
UNO	Central Services Building	$ 17,500,000		$ 17,500,000	$ -	TBD
		$ 296,432,000		$ 191,432,000	$ -	$2,368,000
	Non-State Funded Projects					
UNL	Cather & Pound Hall & Cather & Pound Dining demolition	TBD		$ -	TBD	TBD
UNL	Durham School of Construction	TBD		$ -	TBD	TBD
UNL	Interdisciplinary Science Research Facility (Textron Property)	TBD		$ -	TBD	TBD
UNL	Morrill Hall Renovation	TBD		$ -	TBD	TBD
UNL	Physical Science Research Facility	TBD		TBD	TBD	TBD
UNL	Selleck Renovations	$ 15,900,000		$ -	$ 15,900,000	TBD
UNL	Sheldon Haymarket	TBD		$ -	TBD	TBD
UNL	Student Health	TBD		$ -	TBD	TBD
UNL	East Campus Housing	$ 30,000,000	(4)	$ -	$ 30,000,000	TBD
UNMC	Biomedical Technology Center	$ 25,000,000		$ -	$ 25,000,000	$ 1,294,000
UNMC	Research Center of Excellence III	$ 119,000,000		$ -	$ 119,000,000	TBD
UNMC	Student Life Center Addition	$ 6,000,000		$ -	$ 6,000,000	TBD
UNO	Milo Bail Student Center Renovation	TBD		$ -	TBD	TBD
UNO	Campus Development at Center	TBD		$ -	TBD	TBD
UNO	Community Outreach/Childcare Facility	$ 2,000,000		$ -	$ 2,000,000	TBD
UNO	Fieldhouse Expansion/Renovation II	TBD		$ -	TBD	TBD
UNO	Parking Structure on the Dodge Campus	$ 13,000,000		$ -	$ 13,000,000	TBD
UNO	Student Housing	TBD		$ -	TBD	TBD
UNO	Proscenium Theater	TBD		$ -	TBD	TBD
		$ 210,900,000		$ -	$ 210,900,000	$1,294,000

2014 On-Deck Projects

Campus	Project Title	Estimate	State Funding	Other Funding	State O&M
	TBD or Mixed Funded Projects				
UN	Technology Development Center (NCITE)	$ 17,000,000	TBD	TBD	TBD
UNL	Museums- Nebraska Hall Specimen Collection Relocation	TBD	TBD	TBD	TBD
UNL	Student Health Center Renovation or Replacement	TBD	TBD	TBD	TBD
UNL	Manter-Hamilton Hall Science Addition	TBD	TBD	TBD	TBD
UNL	Textron Redevelopment	TBD	TBD	TBD	TBD
UNMC	College of Nursing Modernization	$ 9,300,000	TBD	TBD	TBD
UNMC	College of Pharmacy Modernization	$ 13,400,000	TBD	TBD	TBD
UNMC	Wittson Hall Modernization	$ 16,300,000	TBD	TBD	TBD
UNMC	Parking Structure	$ 6,000,000	$ -	$ 6,000,000	$ -
UNMC	Central Utility Plant Structural Renovation and Boiler Replacement	$ 10,000,000	TBD	TBD	TBD
UNO	Academic Building	TBD	TBD	TBD	TBD
UNO	Durham Science Center Renovation	TBD	TBD	TBD	TBD
UNO	Kayser Hall Renovation	TBD	TBD	TBD	TBD
		$ 72,000,000	$ -	$ 6,000,000	$ -
	Total On Deck Projects	**$ 579,332,000**	**$ 191,432,000**	**$ 216,900,000**	**$ 3,662,000**

NCTA - 2014 Six-Year Capital Plan - Unprioritized

	State Funded Projects				
		$ -	$ -	$ -	$ -
	Total NCTA	$ -	$ -	$ -	$ -

NCTA - 2014 On Deck List

	State Funded Projects				
NCTA	Master Plan - Campus Renovation	$ 3,025,000	$ 3,025,000	$ -	TBD
NCTA	Student Union	$ 8,640,000	$ 8,640,000	$ -	TBD
	Total NCTA On-Deck Projects	$ 11,665,000	$ 11,665,000	$ -	$ -

NU 2014 Capital Construction Report First Quarter

	Project	State Funded	Total Project Cost	Method of Contract	Architect	Contractor	Approve Program	Approve A/E	Substantial Completion	Current Phase
	State Funded Projects		$0							
	Note: State funding included in Mixed, 309 and LB 605 projects									
	Non-State Funded Projects									
UNO	Strauss Performing Arts Center Addition & Renovation	$ -	$14,354,000	CM/GMP	TBD	TBD	May-14	Jul-14	Aug-16	Planning
UNO	Milo Bail Student Center Renovation	$ -	$19,500,000	CM/GMP	TBD	TBD	May-14	Jul-14	Aug-16	Planning
UNO	University / Community Arena	$ -	$81,600,000	CM/GMP	HDR Architecture, Inc.	Kiewit Building Group	Mar-13	Oct-12	Oct-15	Construction
UNL	Behlen Laboratory Renovation	$ -	$9,778,000	Low Bid	TBD	TBD	Jan-14	TBD	Jan-16	Planning
UNL	Love North Learning Commons	$ -	$10,000,000	Low Bid	TBD	TBD	Jan-14	TBD	Jul-15	Planning
UNL	Memorial Stadium Fan Experience Improvements	$ -	$12,300,000	Low Bid	The Clark Enersen Partners	TBD	Jan-14	4-year	Aug-14	Design
UNL	Manter Hall Renovation	$ -	$8,125,000	Low Bid	TBD	TBD	Jan-14	TBD	Jul-15	Planning
UNMC	Lozier Center for Pharmacy Sciences and Education	$ -	$35,000,000	Low Bid	The Clark Enersen Partners & RDG Planning & Design	TBD	Mar-13	Mar-13	Aug-15	Design
UNL	College of Business Administration Replacement Building	$ -	$84,000,000	Low Bid	Alley Poyner Macchietto & Robert A.M. Stern	TBD	Sep-12	Mar-13	Jan-16	Design
UNL	Nebraska Union - City Campus Refurbishing 1st Floor Student Lounges & Public Areas		$2,103,000	Low Bid	Holland Basham Architects	Ayars & Ayars w/Unit Price Contractor	Aug-13	4 year	Dec-13	
UNL	East Campus Recreation Center	$ -	$14,886,000	Low Bid	Sinclair Hille Architects	Sampson Construction Co., Inc.	Jun-11	Oct-11	Jan-15	Construction
UNL	Nebraska Soccer and Tennis Complex	$ -	$20,400,000	Design Build & Low Bid	RDG Planning & Design	Land Const., Inc. (Site Grading)	Jul-13	Sep-13	Jan-15	Construction
UNL	Whittier Research Center Renovation - Phase II	$ -	$4,300,000	Low Bid	Sinclair Hille Architects	Kingery Construction Company	Apr-12	4 year	Jan-14	Construction
UNK	Randall Hall and Entry to Mantor Hall	$ -	$1,300,000	Low Bid	Wilkins Hinrichs Stober	Paulsen, Inc.	Sep-12	NA	Jan-14	Warranty
UNO	Community Engagement Center	$ -	$23,593,161	CM/GMP	Holland Basham Architects	Hawkins Construction Company	Oct-10	Mar-11	Feb-14	Construction
UNK	Wellness Center	$ -	$6,500,000	Low Bid	LEO A DALY Co.	Sampson Construction Co., Inc.	Jun-12	4 year	May-14	Construction
UNL	18th & R Parking Garage	$ -	$18,000,000	Design Build	GC General Construction & AE Basic Services		Jun-12	NA	Aug-14	Construction
UNK	Centennial Towers Projects	$ -	$12,000,000	Low Bid	Wilkins Hinrichs Stober	Lund-Ross Constructors	Jun-11	4 year	Jul-14	Construction
UNL	Devaney Sports Center Improvements	$ -	$21,000,000	Low Bid	Sinclair Hille Architects	Hausmann Construction, Inc.	Jan-11	Mar-11	Aug-14	Construction
UNL	University Suites - (18th/19th & R Street Residence Hall / Cather/Pound Replacement Project)	$ -	$71,382,000	Design Build	Sampson Construction Company		Jun-11	D/B	Dec-14	Construction
UNL	Devaney Sports Center Exterior Panel System Replacement		$7,000,000	Low Bid	The Clark Enersen Partners	Hausmann Construction - Phase I	Sep-12	4 year	Sep-18	Construction
UNL	Hamilton Hall Undergraduate Lab Renovation, 2nd Floor	$ -	$2,100,000	Low Bid	HDR Architecture, Inc.	Boyd Jones Construction	Apr-12	Apr-12	Jan-13	Warranty
UNL	Behlen Collaboratory Renovation	$ -	$2,209,000	Low Bid	Davis Design	Elkhorn West Construction, Inc.	Apr-10	4 year	Apr-13	Warranty
UNMC	Stanley M. Truhlsen Eye Institute	$ -	$20,000,000	Low Bid	Alley Poyner Macchietto Architecture	Hawkins Construction Company	Oct-09	Mar-10	May-13	Warranty
UNL	Life Sciences Annex Phase II (North Wing) Renovation	$ -	$7,700,000	Low Bid	The Clark Enersen Partners	Hausmann Construction	Mar-11	4 year	Jul-13	Warranty
UNL	Life Sciences Annex East Wing	$ -	$2,800,000	Low Bid	The Clark Enersen Partners	Hausmann Construction	Sep-11	4 year	Jul-13	Warranty
UNL	East Stadium Improvements - Memorial Stadium	$ -	$63,500,000	CM/GMP	The Clark Enersen Partners	Sampson Construction Co., Inc.	Oct-10	Dec-10	Jun-13	Warranty
UNO	Peter Kiewit Institute Remodel	$ -	$7,500,000	CM/GMP	Alley Poyner Macchietto Architecture	Kiewit Building Group	Jan-11	Dec-11	Jul-13	Warranty
UNO	Biomechanics Research Facility	$ -	$6,253,000	CM/GMP	The Schemmer Associates, Inc.	Meyers Carlisle Leapley Const.	Jan-12	4 year	Aug-13	Warranty
UNL	East Stadium Athletic Performance Lab Fit-out	$ -	$5,000,000	Low Bid	DLR Group	Sampson Construction Co., Inc.	Mar-12	4 year	Aug-13	Warranty
UNL	East Stadium Addition Research Fit-out	$ -	$5,000,000	Low Bid	The Clark Enersen Partners	Sampson Construction Co., Inc.	Jan-11	4 year	Oct-13	Warranty
UNL	Campus Recreation Outdoor Adventures Center	$ -	$4,695,000	Low Bid	RDG Planning & Design	Boyd Jones Construction Co.	Jun-11	4 year	Feb-14	Warranty
UNL	Ken Morrison Life Sciences Research Ctr. Addn.	$ -	$9,200,000	Low Bid	Farris Engineering	Lund-Ross Constructors	Sep-09	Jun-10	Mar-14	Warranty
		$ -	$613,078,161							
	Mixed Funded Projects									
UNL	Nebraska Veterinary Diagnostic Center	$ 40,644,000	$45,644,000	Low Bid	RDG Planning and Design	TBD	Jan-13	Jan-14	Nov-16	Design
UNK / UNMC	Health Science Education Building at UNK	$ 15,000,000	$19,000,000	Low Bid	RDG Planning and Design	Hausmann Construction	Mar-13	Mar-13	Jul-15	Construction
		$ 55,644,000	$ 64,644,000							
	LB 309 & Campus Match Projects									
UNL	Elliot Building Rehabilitation at Panhandle Research & Extension Center	$ 1,750,000	$3,750,000	Low Bid	Alvine and Associates, Inc.	Anderson-Shaw Construction, Inc.	Jun-12	4-year	Jun-14	Construction
		$ 1,750,000	$ 3,750,000							
	LB 605 Projects									
UNL	Brace Renovation / Behlen Renovation	$ 617,874	$ 617,874	Low Bid	LEO A DALY	TBD	Jun-06	4-year	Dec-16	Design
UNL	Brace Lab Renovation	$ 2,750,000	$8,000,000	Low Bid	LEO A DALY	Meco-Henne Contracting, Inc.	Oct-12	4-year	Jun-14	Construction
UNL	Animal Science Complex Roof Replacement	$ 2,750,000	$2,815,000	Low Bid	Architectural Design Assoc.	Cheever Construction Company	Dec-11	NA	Nov-12	Warranty
UNMC	Eppley Cancer Institute Renovation	$ 3,900,000	$11,900,000	Low Bid	The Clark Enersen Partners	Boyd Jones Construction Co.	Mar-11	4-year - ARRA	May-13	Warranty
UNMC	Wittson Hall Renovation - Phase II - Level 3 and 4 HVAC Upgrades	$ 6,104,000	$6,104,000	Low Bid	Davis Design	Prairie Construction Company	Jan-11	4-year	Mar-13	Warranty
		$ 16,121,874	$29,436,874							
	Total Capital Construction Projects	**$ 73,515,874**	**$ 710,909,035**							

A/E Approval Notes: NA - below BOR approval threshold D/B - Design Build process 4 year - Four Year A/E Selection Process

TO:	The Board of Regents	Addendum IX-D-5
	Business Affairs	
MEETING DATE:	July 18, 2014	
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 June 25, 2014. The report outlines the following: type of action; campus; description and use of the product, service, or project; funding source; approved budget amount; contract amount; contractor or vendor; and a bid review or bid explanation if the low responsible bid was not accepted.	
SPONSOR:	David E. Lechner Senior Vice President | CFO	
DATE:	June 25, 2014	

University of Nebraska
Business Affairs Report – Bids and Contracts

Period Ending: June 25, 2014
Meeting Date: July 18, 2014

Type of Action	Campus	Description	Funding Source	Approved Budget Amount*	Contract Amount	Contractor / Vendor	Bid Review or Explanation
Construction	UNL	Memorial Stadium Sound System and WIFI Installation	Trust Funds	$12,300,000	$819,429	BNY Production, LLC	Lowest Responsible Bid
Construction	UNL	Memorial Stadium Sound System and WIFI Installation	Trust Funds	12,300,000	6,280,948	CDW Government	Lowest Responsible Bid
Construction	UNL	Memorial Stadium Sound System and WIFI Installation	Trust Funds	12,300,000	2,056,265	Downs Electric	Lowest Responsible Bid
Moveable Equipment	UNL	Memorial Stadium Sound System and WIFI Installation	Trust Funds	12,300,000	493,029	Alpha Video & Audio Inc.	Sole Source
Construction	UNL	SAPP Recreation Facility Renovation	Bonds	1,419,000	944,500	Rogge General Contractors, Inc.	Lowest Responsible Bid
Consultant	UNL	Manter Hall Renovation	Cash Funds	8,125,000	385,000	HDR Architecture Inc.	4-Year Qualification Based Selection
Construction	UNMC	College of Pharmacy Building Project—Construction	Cash	35,000,000	22,307,554	Hausmann Construction	Lowest Responsible Bid
Construction	UNMC	Campus Site Utilities Distribution-Hot Water and Alt Power	Cash	805,000	478,650	Strategic Electric Group	Lowest Responsible Bid
Construction	UNMC	Construction of South Parking Lot #63 Construction of New Parking Lot #64	Cash Cash	1,570,000 1,068,462	1,029,000 682,000	Prairie Construction. Prairie Construction	Lowest Responsible Bid Lowest Responsible Bid

Construction	UNMC	East Utilities Plant Expansion--Construction	Cash	$5,943,000	$3,993,000	Boyd Jones	Lowest Responsible Bid
Construction	UNMC	East Utilities Plant Expansion--Controls	Cash	5,943,000	575,000	Harold K Scholz Co	Lowest Responsible Bid
Construction	UNO	University Village Building Soffit Repair	Cash Funds	387,357	387,357	JFK Construction	Lowest Responsible Bid
Construction	UNO	ASH Roof/Exterior Renovation/Windows	LB 309 Cash Funds	1,912,151	1,369,025	Nelson-Hill Contracting, Inc.	Lowest Responsible Bid
Construction	UNO	Scott Village G reconstruction	Self-Insurance Trust, Lexington Insurance Co, Revolving Funds	2,000,000	2,322,731	Kiewit Building Group	Sole Source Approval due to Emergency Situation
Personal Property	UNL	Campus Recreation purchase of fitness equipment	Auxiliaries and Services Funds	271,305	271,305	Advanced Exercise Equipment, Inc.	Lowest responsible bid
Personal Property	UNL	UNO Durham School of Engineering purchase of environmental chambers	Trust Funds Cash Funds	395,000	395,000	Climate Testing Systems, Inc.	Sole source – Only supplier providing state-of-the-art chambers for the innovative research needs of the Durham School.
Personal Property	UNL	IANR purchase of custom built environmental conditioning tunnel for Nebraska Innovation Campus	Cash Funds	282,647	282,647	Lemna Tec GMBH	Sole source - This supplier's tunnel integrates with existing complex phenotyping system.
Personal Property	UNL	Physics & Astronomy purchase of a micro system analyzer	Federal Funds	300,000	300,000	Polytec, Inc.	Sole source - Only supplier that can produce this instrument for mapping microcantilever vibration in the range needed for research in the department.

Personal Property	UNL	Parking and Transit Services purchase of computer hardware and software for parking management and access	Auxiliaries and Services Funds	$395,940	$395,940	T2 Systems, Inc.	Lowest responsible bid

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

TO:	The Board of Regents	Addendum IX-D-6
	Business Affairs	
MEETING DATE:	July 18, 2014	
SUBJECT:	Vending (Snack) Services	
RECOMMENDED ACTION:	Report	
PREVIOUS ACTION:	June 14, 2007 – The Board of Regents was informed of an agreement with VVS Canteen for vending services.	
EXPLANATION:	A Request for Proposal was issued on March 10, 2014 with a closing date of April 1, 2014. Boyd's Full Service Vending and VVS Canteen presented responsive bids. From bids received, Boyd's Full Service Vending was the most responsive. The contract will commence on July 21, 2014 for a period of five years with option of five (5) additional periods of one (1) year each.	
	A summary of the total estimated annual support is:	
	Guaranteed Annual Payment	$7,000
	Annual Donation to College General Fund	1,000
	Total estimated support for term of the agreement	$40,000
SPONSOR:	Barbara L. Johnson Vice Chancellor for Business and Finance	
APPROVED:	Douglas A. Kristensen, Chancellor University of Nebraska at Kearney	
DATE:	June 25, 2014	