

NOTICE OF MEETING

Notice is hereby given that the Board of Regents of the University of Nebraska will meet in a publicly convened session on Friday, April 10, 2015, at 10:00 a.m. in the board room of Varner Hall, 3835 Holdrege Street, Lincoln, Nebraska.

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

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

Dated: April 3, 2015

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

AGENDA
THE BOARD OF REGENTS
OF THE UNIVERSITY OF NEBRASKA
Varner Hall, 3835 Holdrege Street
Lincoln, Nebraska 68583-0745
Friday, April 10, 2015
10:00 a.m.

- I. CALL TO ORDER
- II. ROLL CALL
- III. APPROVAL OF MINUTES AND RATIFICATION OF ACTIONS TAKEN ON JANUARY 30, 2015
- IV. KUDOS AND RESOLUTIONS OF RECOGNITION
 - Casandra Siefkes, University of Nebraska-Lincoln*
 - Nancy Johnson, University of Nebraska at Kearney*
 - Robin Jaeckel, University of Nebraska Medical Center*

 - Recognition for Regent Kevin Knudson, University of Nebraska-Lincoln*
 - Recognition for Regent Krupa Savalia, University of Nebraska Medical Center*
 - Recognition for Regent Connor Schulte, University of Nebraska at Kearney*
 - Recognition for James Linder, Interim President, University of Nebraska*
- V. RESOLUTIONS
 - Resolution of support for LB532 and LB533 Interprofessional Experiential Center for Enduring Learning (iEXCEL) in the Global Center for Advanced Interprofessional Learning*
- VI. HEARINGS
- VII. PUBLIC COMMENT

The Standing Rules of the Board provide that any person who gives 24 hours' notice to the Corporation Secretary of the Board may speak to any item that is not on the agenda. In addition, any person may appear and address the Board of Regents on any item on the agenda for this meeting. Each person will be given up to five minutes to make his or her remarks. Public comment will be limited to a period of 30 minutes.
- VIII. UNIVERSITY CONSENT AGENDA
 - A. ACADEMIC AFFAIRS
 - 1. Request for Approval of Outside Employment from Dr. Amanda Duffy Randall, University of Nebraska at Omaha Addendum VIII-A-1
 - B. BUSINESS AFFAIRS
 - 1. Approve the sole source purchase of additional plant conveyors and watering/weighing stations for the Plant Phenotyping System within Nebraska Innovation Campus' Greenhouse Innovation Center Addendum VIII-B-1

IX. UNIVERSITY ADMINISTRATIVE AGENDA

A. ACADEMIC AFFAIRS

1. Approval is requested to establish the Interprofessional Experiential Center for Enduring Learning (iEXCEL) in the Global Center for Advanced Interprofessional Learning at the University of Nebraska Medical Center Addendum IX-A-1
2. Approval is requested to establish the Nebraska Center for Substance Abuse Research in the Department of Pharmacology and Experimental Neuroscience in the College of Medicine at the University of Nebraska Medical Center Addendum IX-A-2
3. Approval is requested to create an Undergraduate Certificate Program for Internationally Educated Nurses in the College of Nursing at the University of Nebraska Medical Center Addendum IX-A-3
4. Approval is requested to create a Bachelor of Science degree in Biomechanics in the School of Health, Physical Education and Recreation in the College of Education at the University of Nebraska at Omaha Addendum IX-A-4
5. Approval is requested to establish the Center for Real Estate and Asset Management in the Department of Finance, Banking, and Real Estate in the College of Business Administration at the University of Nebraska at Omaha Addendum IX-A-5
6. Approval is requested to create the Executive Master of Science in Information Technology in the College of Information Science and Technology at the University of Nebraska at Omaha Addendum IX-A-6
7. Approval is requested to create the Master of Arts in Critical and Creative Thinking in the College of Arts and Sciences at the University of Nebraska at Omaha Addendum IX-A-7
8. Approval is requested to discontinue the Horticulture major at the Nebraska College of Technical Agriculture (NCTA) Addendum IX-A-8

B. BUSINESS AFFAIRS

University of Nebraska

1. Approve amendments to the Audit Committee Charter Addendum IX-B-1
2. Approve the selection of the four year Architect/Engineer firms for term contracts from May 1, 2015, to April 30, 2019 Addendum IX-B-2
3. Approve the amendments of Board of Regents Policy RP-6.3.2. Addendum IX-B-3
4. Approve the amendment to the Agreement with the University of Nebraska Foundation for the private support of the Charles W. Durham School of Architectural Engineering and Construction Addendum IX-B-4

University of Nebraska at Kearney

5. Approve the new Student Housing/University Village Program Statement at the University of Nebraska at Kearney Addendum IX-B-5
6. Approve the Resolution (1) adopting a Supplemental Resolution authorizing (a) the issuance of not to exceed \$13,500,000 aggregate principal amount of UNK Student Fees and Facilities Revenue Bonds, Series 2015 (University of Nebraska at Kearney Housing Project) and (b) the expenditure of up to \$4,000,000 from the Fifth Series Surplus Fund (2) authorizing the execution and delivery of a Supplemental Master Indenture and the related Master Note, (3) authorizing the negotiated sale of such Revenue Bonds, approving the Bond Purchase Agreement, the Preliminary Official Statement and related documents, and authorizing the Senior Vice President | CFO to determine interest rates (not to exceed an average of 5%), principal amounts, principal maturities and

redemption provisions of such Revenue Bonds, and (4) approving the preparation and use of a Final Official Statement. Addendum IX-B-6

7. Approve the Kearney University Village Development Corporation Articles of Incorporation and Bylaws Addendum IX-B-7
8. Approve the Fund B, University Program and Facilities Fee 2015-16 Allocation for the University of Nebraska at Kearney Addendum IX-B-8

University of Nebraska-Lincoln

9. Approve the Resolution relating to the College of Business Administration Project at the University of Nebraska - Lincoln which (1) approves the issuance of not to exceed \$21,000,000 principal amount of UNL College of Business Administration Bonds by The University of Nebraska Facilities Corporation pursuant to a Bond Resolution, and (2) authorizes the execution and delivery of a Financing Agreement, a Continuing Disclosure Undertaking, a Tax Compliance Agreement, an Inducement Letter, and a Preliminary Official Statement in connection with the sale of such Bonds, (3) authorizes the sale of such Bonds at a negotiated sale pursuant to a Bond Purchase Agreement and authorizes the Secretary/Treasurer to determine interest rates (not to exceed a true interest cost of 2.5%), principal amounts, principal maturities and redemption provisions of such Bonds, and (4) approves the preparation and use of a final Official Statement. Addendum IX-B-9
10. Approve a five-year amendment to the lease between the University of Nebraska-Lincoln and the Suzanne and Walter Scott Foundation for UNL's College of Engineering and Technology Addendum IX-B-10
11. Approve the Fund B University Program and Facilities Fees 2015-16 Allocation for the University of Nebraska-Lincoln Addendum IX-B-11

University of Nebraska Medical Center

12. Approve the Fund B, University Program and Facilities Fee 2015-16 Allocation for the University of Nebraska Medical Center Addendum IX-B-12
13. Approve the adoption of Amended and Restated Articles of Incorporation and Amended and Restated Bylaws of UNeHealth Addendum IX-B-13
14. Approve a lease of land between the Board of Regents and Nebraska Medicine and a lease of land between the Board of Regents and Clarkson Regional Health Services Addendum IX-B-14
15. Approve early termination of the lease between the Board of Regents of the University of Nebraska and the Omaha Public Schools for land upon which the JP Lord Elementary School stands Addendum IX-B-15

University of Nebraska at Omaha

16. Approve expenditures for UNO Community Arena Furniture, Fixtures and Equipment, Build-outs and Special Revenue Generating Additions Addendum IX-B-16
17. Approve the Resolution authorizing the expenditure of \$1,245,000 from the Bond Surplus/Replacement Funds to make student housing and student facilities improvements Addendum IX-B-17
18. Approve the Fund B, University Program and Facilities Fees 2015-16 Allocation for the University of Nebraska at Omaha Addendum IX-B-18
19. Approve an exclusive agreement between SMG Food & Beverage, LLC (d/b/a Savor) and the University of Nebraska at Omaha, granting the exclusive concessions rights at the UNO Community Arena for a period of five years Addendum IX-B-19
20. Authorize the President, after consultation with the Executive Committee of the Board, to execute a ten (10) year license agreement between University of

Nebraska at Omaha and Crown Castle for placement and operations of wireless communication equipment Addendum IX-B-20

21. Approve a five year grant of additional rights to Learfield in securing a campus-wide official bank partner program sponsorship Addendum IX-B-21

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. Quarterly Personnel Report Addendum IX-D-1
2. Spring Student Credit Hour and Summary Enrollment reports Addendum IX-D-2
3. Strategic Framework report: Workforce Development Opportunities and Academic Program Alignment [3-h-i & iii] Addendum IX-D-3
4. Strategic Framework report: Entrepreneurship [5-d] Addendum IX-D-4
5. Expedited Approval of the Graduate Certificate in Alcohol and Drug Counseling in the Department of Counseling and School Psychology in the College of Education at the University of Nebraska at Kearney Addendum IX-D-5
6. Expedited Approval of the Graduate Certificate in Sensory Disabilities in the Department of Special Education and Communication Disorders in the College of Education and Human Sciences at the University of Nebraska-Lincoln Addendum IX-D-6
7. Expedited Approval of the Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL) in the Department of Teaching, Learning and Teacher Education in the College of Education and Human Sciences at the University of Nebraska-Lincoln Addendum IX-D-7
8. Expedited Approval of the Graduate Certificate in Intelligence and National Security in the Department of Political Science in the College of Arts and Sciences at the University of Nebraska at Omaha Addendum IX-D-8
9. Intermediate Design Reports – UNL College of Law Clinics Addition and UNO Milo Bail Student Center Renovation Addendum IX-D-9
10. Revised Capital Budget – UNK/UNMC Health Science Education Building Addendum IX-D-10
11. Quarterly Status Report of Six-Year Capital Plan and Capital Construction Report Addendum IX-D-11
12. Status of Capital Projects exceeding \$5 million as of December 31, 2014 Addendum IX-D-12
13. Status Report on Fire Safety and Protection Addendum IX-D-13
14. Quarterly Report of Gifts, Grants & Contracts Addendum IX-D-14
15. Bids & Contracts Report Addendum IX-D-15
16. UNK Debt Refinancing Addendum IX-D-16
17. Naming the University of Nebraska at Kearney Volleyball Locker Room in the Health and Sports Complex the “Sharron Altmaier Volleyball Locker Room” Addendum IX-D-17
18. Semi-Annual Report of Licenses Addendum IX-D-18

X. ADDITIONAL BUSINESS

VIII. UNIVERSITY CONSENT AGENDA

A. ACADEMIC AFFAIRS

1. Request for Approval of Outside Employment from Dr. Amanda Duffy Randall, University of Nebraska at Omaha Addendum VIII-A-1

B. BUSINESS AFFAIRS

1. Approve the sole source purchase of additional plant conveyors and watering/weighing stations for the Plant Phenotyping System within Nebraska Innovation Campus' Greenhouse Innovation Center Addendum VIII-B-1

TO: The Board of Regents
Academic Affairs

MEETING DATE: April 10, 2015

SUBJECT: Request for Approval of Outside Employment

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

Amanda Duffy Randall, Director, Social Work Department, has a private outpatient practice in psychotherapy and license supervision. Dr. Randall is consulting with The Association of Social Work Boards for examination, item development and Bachelor's Social Work exam.

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

Dr. Randall is requesting permission of the Board of Regents to consult from January 1, 2015 to December 31, 2020 with The Association of Social Work Boards for examination, item development and Bachelor's Social Work exam. This activity will not interfere with the normal university duties of Dr. Randall.

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

RECOMMENDED: John Christensen, Chancellor
University of Nebraska at Omaha

DATE: January 27, 2015

TO: The Board of Regents Addendum VIII-B-1
Business Affairs

MEETING DATE: April 10, 2015

SUBJECT: Purchase of equipment for NIC Greenhouse Plant Phenotyping System

RECOMMENDED ACTION: Approve the sole source purchase of additional plant conveyors and watering/weighing stations for the Plant Phenotyping System within Nebraska Innovation Campus' (NIC) Greenhouse Innovation Center.

PREVIOUS ACTION: September 9, 2011 – The Board of Regents approved a sole source purchase of a scanalyzer.

EXPLANATION: To add additional capacity to the 200-plant phenotyping system within the NIC Greenhouse Innovation Center, the Institute of Agriculture and Natural Resources (IANR) is planning to purchase conveyors and watering/weighing stations required to allow the high-throughput automated imaging of 672 plants. This system uses a series of conveyer tracks to move plants on a computerized schedule from the greenhouse bays through a series of controlled lighting chambers with cameras capable of collecting images (visual, hyperspectral near-infrared, infrared, and fluorescence) of each plant. The expanded system will allow for more complete and rapid evaluation of plant varieties for drought resistance and other traits, better accommodate simultaneous experiments with different environmental conditions, and provide sufficient capacity to meet University of Nebraska researcher and private sector needs.

PROJECT COST: \$1,105,816

SOURCE OF FUNDS: Nebraska Research Initiative Funds \$829,816
IANR Cash Funds 276,000

SPONSORS: Archie C. Clutter
Dean/Director ARD/IANR

Christine Jackson
Vice Chancellor for Business & Finance

Ronnie Green
Vice President, Agriculture and Natural Resources
Harlan Vice Chancellor, Institute of Agriculture and Natural Resources

RECOMMENDED: Harvey Perlman, Chancellor
University of Nebraska - Lincoln

DATE: March 18, 2015

IX. UNIVERSITY ADMINISTRATIVE AGENDA

A. ACADEMIC AFFAIRS

1. Approval is requested to establish the Interprofessional Experiential Center for Enduring Learning (iEXCEL) in the Global Center for Advanced Interprofessional Learning at the University of Nebraska Medical Center Addendum IX-A-1
2. Approval is requested to establish the Nebraska Center for Substance Abuse Research in the Department of Pharmacology and Experimental Neuroscience in the College of Medicine at the University of Nebraska Medical Center Addendum IX-A-2
3. Approval is requested to create an Undergraduate Certificate Program for Internationally Educated Nurses in the College of Nursing at the University of Nebraska Medical Center Addendum IX-A-3
4. Approval is requested to create a Bachelor of Science degree in Biomechanics in the School of Health, Physical Education and Recreation in the College of Education at the University of Nebraska at Omaha Addendum IX-A-4
5. Approval is requested to establish the Center for Real Estate and Asset Management in the Department of Finance, Banking, and Real Estate in the College of Business Administration at the University of Nebraska at Omaha Addendum IX-A-5
6. Approval is requested to create the Executive Master of Science in Information Technology in the College of Information Science and Technology at the University of Nebraska at Omaha Addendum IX-A-6
7. Approval is requested to create the Master of Arts in Critical and Creative Thinking in the College of Arts and Sciences at the University of Nebraska at Omaha Addendum IX-A-7
8. Approval is requested to discontinue the Horticulture major at the Nebraska College of Technical Agriculture (NCTA) Addendum IX-A-8

B. BUSINESS AFFAIRS

University of Nebraska

1. Approve amendments to the Audit Committee Charter Addendum IX-B-1
2. Approve the selection of the four year Architect/Engineer firms for term contracts from May 1, 2015, to April 30, 2019 Addendum IX-B-2
3. Approve the amendments of Board of Regents Policy RP-6.3.2. Addendum IX-B-3
4. Approve the amendment to the Agreement with the University of Nebraska Foundation for the private support of the Charles W. Durham School of Architectural Engineering and Construction Addendum IX-B-4

University of Nebraska at Kearney

5. Approve the new Student Housing/University Village Program Statement at the University of Nebraska at Kearney Addendum IX-B-5
6. Approve the Resolution (1) adopting a Supplemental Resolution authorizing (a) the issuance of not to exceed \$13,500,000 aggregate principal amount of UNK Student Fees and Facilities Revenue Bonds, Series 2015 (University of Nebraska at Kearney Housing Project) and (b) the expenditure of up to \$4,000,000 from the Fifth Series Surplus Fund (2) authorizing the execution and delivery of a Supplemental Master Indenture and the related Master Note, (3) authorizing the negotiated sale of such Revenue Bonds, approving the Bond Purchase Agreement, the Preliminary Official Statement and related documents, and authorizing the Senior Vice President | CFO to determine interest rates (not to exceed an average of 5%), principal amounts, principal maturities and redemption provisions of such Revenue Bonds, and (4) approving the preparation and use of a Final Official Statement. Addendum IX-B-6
7. Approve the Kearney University Village Development Corporation Articles of Incorporation and Bylaws Addendum IX-B-7
8. Approve the Fund B, University Program and Facilities Fee 2015-16 Allocation for the University of Nebraska at Kearney Addendum IX-B-8

University of Nebraska-Lincoln

9. Approve the Resolution relating to the College of Business Administration Project at the University of Nebraska - Lincoln which (1) approves the issuance of not to exceed \$21,000,000 principal amount of UNL College of Business Administration Bonds by The University of Nebraska Facilities Corporation pursuant to a Bond Resolution, and (2) authorizes the execution and delivery of a Financing Agreement, a Continuing Disclosure Undertaking, a Tax Compliance Agreement, an Inducement Letter, and a Preliminary Official Statement in connection with the sale of such Bonds, (3) authorizes the sale of such Bonds at a negotiated sale pursuant to a Bond Purchase Agreement and authorizes the Secretary/Treasurer to determine interest rates (not to exceed a true interest cost of 2.5%), principal amounts, principal maturities and redemption provisions of such Bonds, and (4) approves the preparation and use of a final Official Statement. Addendum IX-B-9
10. Approve a five-year amendment to the lease between the University of Nebraska-Lincoln and the Suzanne and Walter Scott Foundation for UNL's College of Engineering and Technology Addendum IX-B-10
11. Approve the Fund B University Program and Facilities Fees 2015-16 Allocation for the University of Nebraska-Lincoln Addendum IX-B-11

University of Nebraska Medical Center

12. Approve the Fund B, University Program and Facilities Fee 2015-16 Allocation for the University of Nebraska Medical Center Addendum IX-B-12
13. Approve the adoption of Amended and Restated Articles of Incorporation and Amended and Restated Bylaws of UNeHealth Addendum IX-B-13
14. Approve a lease of land between the Board of Regents and Nebraska Medicine and a lease of land between the Board of Regents and Clarkson Regional Health Services Addendum IX-B-14
15. Approve early termination of the lease between the Board of Regents of the University of Nebraska and the Omaha Public Schools for land upon which the JP Lord Elementary School stands Addendum IX-B-15

University of Nebraska at Omaha

16. Approve expenditures for UNO Community Arena Furniture, Fixtures and Equipment, Build-outs and Special Revenue Generating Additions Addendum IX-B-16
17. Approve the Resolution authorizing the expenditure of \$1,245,000 from the Bond Surplus/Replacement Funds to make student housing and student facilities improvements Addendum IX-B-17
18. Approve the Fund B, University Program and Facilities Fees 2015-16 Allocation for the University of Nebraska at Omaha Addendum IX-B-18
19. Approve an exclusive agreement between SMG Food & Beverage, LLC (d/b/a Savor) and the University of Nebraska at Omaha, granting the exclusive concessions rights at the UNO Community Arena for a period of five years Addendum IX-B-19
20. Authorize the President, after consultation with the Executive Committee of the Board, to execute a ten (10) year license agreement between the University of Nebraska at Omaha and Crown Castle for placement and operations of wireless communication equipment Addendum IX-B-20
21. Approve a five year grant of additional rights to Learfield in securing a campus-wide official bank partner program sponsorship Addendum IX-B-21

TO: The Board of Regents
Academic Affairs

MEETING DATE: April 10, 2015

SUBJECT: Establishment of the Interprofessional Experiential Center for Enduring Learning (iEXCEL) in the Global Center for Advanced Interprofessional Learning at the University of Nebraska Medical Center (UNMC)

RECOMMENDED ACTION: Approval is requested to establish the Interprofessional Experiential Center for Enduring Learning (iEXCEL) in the Global Center for Advanced Interprofessional Learning at UNMC

PREVIOUS ACTION: November 20, 2014 – The Board approved the Nebraska Advanced Biomedical Technology Innovation and Discovery Institute (NABID)

EXPLANATION: iEXCEL will be an interprofessional, interdisciplinary center that seeks to be a global leader in transforming human performance and effectiveness in health care through the use of experiential learning. The learning will be based upon simulations and virtual reality training with a focus on interactive and precision training. iEXCEL will be a global ‘hub and spoke’ professional educational and assessment system reaching across the state and around the world. NABID will be the mechanism of intellectual commercialization of educational research products arising from iEXCEL.

iEXCEL will consist of teams of faculty from all UNMC Colleges assisting health care learners and practitioners at all levels of expertise across the health professions to attain and maintain competency, thereby enhancing performance, effectiveness, quality and improving health care outcomes throughout the State of Nebraska. The center will be located at UNMC in the recently proposed Global Center for Advanced Interprofessional Learning.

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

PROGRAM COST: \$6,500,000 (2015-2016)

SOURCE OF FUNDS: A combination of funding support from industry partnerships, private funds (requested) and state funds (requested) as part of the Global Center for Advanced Interprofessional Learning

SPONSORS: H. Dele Davies
Vice Chancellor for Academic Affairs

Jeffrey P. Gold, Chancellor
University of Nebraska Medical Center

RECOMMENDED: Susan M. Fritz
Executive Vice President and Provost

DATE: March 18, 2015

**PROPOSAL FOR THE INTERPROFESSIONAL, INTERDISCIPLINARY EXPERIENTIAL
CENTER FOR ENDURING LEARNING (I-EXCEL)
{AT THE UNMC GLOBAL CENTER FOR ADVANCED INTERPROFESSIONAL LEARNING}**

Descriptive Information

- The name of the institution proposing the center:
 - University of Nebraska Medical Center

- The name of the programs (majors) involved:
 - Colleges of Medicine, Public Health, Dentistry, Nursing, Allied Health Professions, Pharmacy and Graduate Studies
 - In collaboration with:
 - University of Nebraska Omaha, University of Nebraska Lincoln, University of Nebraska –Kearney, Nebraska Medicine

- Other programs offered in this field by this institution:
 - All of the Health Professional programs offered within the University of Nebraska system.

- Administrative unit for the center:
 - UNMC Office of the Vice Chancellor for Academic Affairs

- Physical location, if applicable:
 - UNMC campus

- Proposed date (term/year) for iEXCEL to be approved by Board of Regents:
 - April 10, 2015

1. Purpose of the Center

Vision of the Center: To position UNMC as the global leader / game changer in the delivery of the highly integrated and interdisciplinary adaptive experiential learning for the health sciences, across higher education and beyond.

Mission of the Center: iEXCEL will enhance human performance, with a focus on current and future healthcare and other high skilled and precision minded professionals (such as the military) in Nebraska and around the world. The Center will develop and maintain the skills necessary to deliver the best care in complex and high-risk situations by using interprofessional teams and the most advanced simulation and visualization tools.

Goals: The Goals of the Center are:

- To transform education and discovery through the use of innovative and game-changing technologies in simulation and virtual immersive reality.
- To use hub and spoke technology deployed across Nebraska’s rural and urban communities to educate health care professionals and in so doing, enhance the safety of care.
- To maximize interdisciplinary and interprofessional care, which have been shown to improve care and lower complications of care.
- To advance interactive and experiential learning that is integrated across all levels of educational experience, thereby enhancing effective and efficient knowledge transfer

- To transform a major component of education at UNMC to competency-based learning and create a national model which allows individualized progress of each learner through mastery of the material and avoids learning as a result of a “minimum passing grade.” This is especially relevant for surgical specialties that require regular practice including procedures such as endoscopy.
- To reduce the current heavy reliance on clinical sites for early clinical teaching and enhance preparedness of learners, and therefore enhance enrollment opportunities for UNMC growth.
- To further expand UNMC’s reach to rural Nebraska as a standard for rural care across the globe
- To ensure ongoing readiness to optimally manage transmissible diseases such as Ebola, disaster preparedness and bioterrorism through specialized and reinforced expertise.
- To engage in outcomes-oriented education and research through production of metrics that can be quantified and published.
- To engage in collaborative research in device engineering, software development, pharmaceutical development and many other areas with significant economic development that promise to improve the outcome of health care including quality, safety and cost that can be quantified and reproduced nationally and globally.
- To become a clinical test bed to ensure all products emanating from UNMC are tested and developed prior to ever hitting the market. This would apply not only to educational technology, but to advanced clinical technology as well.
- To provide an opportunity for meaningful public-private partnerships around the area of technology development, which will become even more critical to the delivery of safe, personalized and patient-centered care.

2. Need and Demand for the Center

The current methods of education of health care practitioners relies heavily on didactic lectures and availability of appropriate patients to educate the current and next generation of health profession practitioners. This method is limited in that didactic lectures are not very efficient in enabling retention of materials, and there are not always sufficient patients with the appropriate conditions or clinical sites to enable appropriate clinical education.

Millennial learners, those 18 through 35 years of age, acquire and retain information differently than earlier generations of high-risk professionals. They are truly digital natives, having never known a time without Internet access and the unlimited access to knowledge. The early phases of the current educational process are not consistent with the learning styles of this generation of health professions students or the efficiency requirements of current patient centered medical practices. Low risk experiential repetitive learning (learning to “swing a golf club” hundreds of times on a supervised driving range as compared to having a first experience in high stakes tournament play) best suits the current needs of these highly intense and demanding professions.

The use of simulated environments to master knowledge and skills has been widely applied in commercial aviation, space travel, petroleum exploration, military efforts and literally hundreds of other areas. These high technology techniques, employed in a virtual reality environment, facilitate enduring learning without risk to the learner, their colleagues or potential patients. It has been clearly demonstrated that such settings accelerate learning, lead to higher levels of mastery and retention of knowledge and technical skills.

Similarly, many career paths rely on the use of high fidelity simulation exercises to assess knowledge and skills upon entry into an independent service role and strategically thereafter to insure that critical knowledge and skills are retained and kept current during the remainder of their career, particularly in

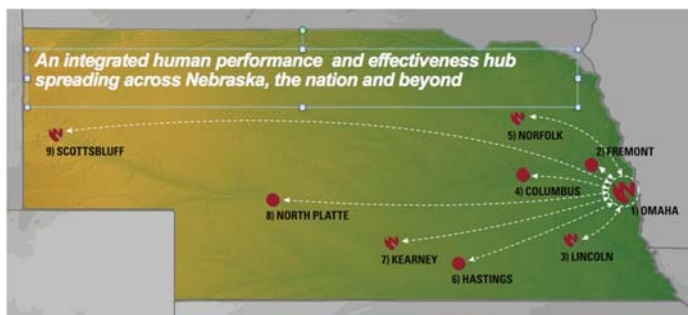
those careers which require high reliability performance, such as commercial aviation and space exploration.

There is evidence in the health care professions that simulations or exercises that are repeated until the student has mastered the concepts (*mastery learning*) lead not only to better retention, but also improved outcomes. Furthermore, the current generation of millennial students that we teach are “*digital natives*” who are much more competent and confident with technology and much prefer to be taught in an interactive manner than sit in a lecture hall. In addition, most education is currently done in isolated silos within each individual health profession, with limited collaboration between professional groups. This is a limiting factor in improving care, as there are unnecessary redundancies and wastage of human capital and time that also has a net negative effect on patient care.

As new technology has been developed to enhance medical diagnosis and care, human performance has lagged. Indeed, the rate of adoption of new technology has sometimes been showed by the lack of effectiveness of the educational process and access to high fidelity educational training facilities for even the most dedicated and innovative health care professionals. In the surgical and other interventional specialties, such as international radiology, gastroenterology, urology, gynecology and many other such areas, this is particularly true. In these areas rarely does a year pass without technical innovation of a significant level and a multiyear interval of adoption and proficiency leading to ultimate mastery of the technical skill.

While simulations have become routine at most health care institutions as part of education, there are almost no centers that have made a concerted effort to drastically transform practitioner performance and effectiveness in healthcare and improve outcomes through consistent, coordinated and integrated interprofessional competency education using simulations and virtual reality. Technology has now made it possible for professionals to engage and practice in near real life virtual reality scenarios involving just about any situation prior to any encounter with the actual event.

The most substantial evidence that “experiential” or “interactive” learning that engages the trainee in real life simulations leads to better retention, better preparation and improved outcomes compared to the traditional education methods comes mostly from other industries such as aviation and oil and gas exploration. Health care is very new to this area but holds the greatest promise of enormous impact in terms of patient safety, quality of care and improved outcomes. Limited experience across the country in the health care education and delivery sectors have demonstrated the transition to a safer and more patient centered care environment.



The five hundred mile campus of UNMC across the state of Nebraska will provide the perfect venue to implement a hub and spoke model for health professions education, maintenance of competency and patient education. All of the UNMC campuses spanning from Scottsbluff to Omaha will benefit from high fidelity simulation, centralized in a highly effective and efficient site on the Omaha UNMC campus. This will

be a model for regional, national and global connectivity in health professions education and effectiveness in health care delivery.

The use of integrated, interprofessionally managed, high fidelity immersive virtual reality also holds great promise for the delivery of telehealth services. Again, UNMC has great experience in delivering

telehealth services in over forty specialties in hundreds of sites spanning the rural communities as well as the underserved urban communities of our state. This high quality health delivery system has gained great patient acceptance and will form much of the backbone of our future health care delivery foundation for communities that are currently underserved.

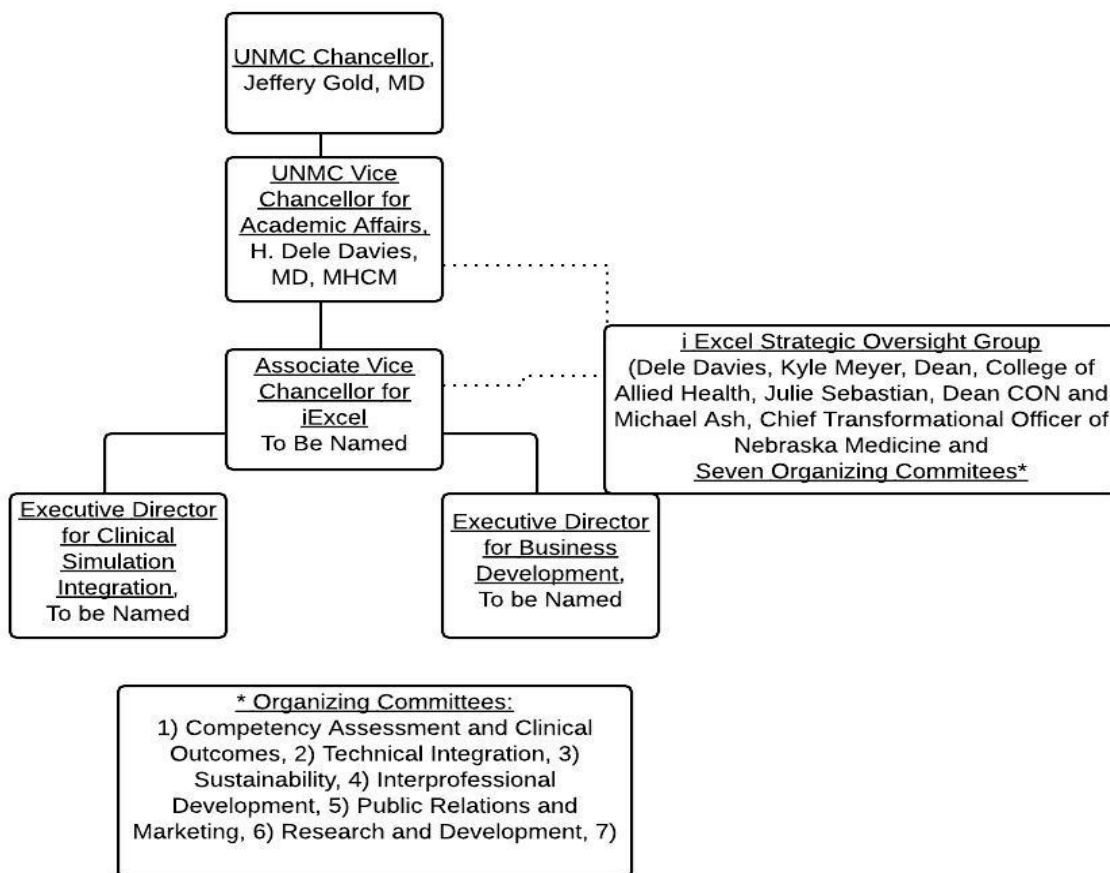
We propose a program that will lead our nation and the world in transforming the delivery and improving the outcomes of health care through the use of routine interprofessional, competency based education using simulations, virtual reality and other newer experience based learning modalities.

3. Adequacy of Resources

It is expected that this would be a multiyear construction project in which funds are raised from multiple sources including the State of Nebraska, private sources, and industry contractual relationships.

LB 533 provides adequate baseline operations support. However, the responsibility of the Executive Director of Business Development will be to develop collaborative ventures with private and military partners in research, technology transfer and educational endeavors that will provide additional resources.

4. Organizational Structure and Administration



*Each organizing committee consists of faculty and staff from every College, Institute, and unit from UNMC and Nebraska Medicine as well as students from each college.

The iEXCEL center will be overseen by an Associate Vice Chancellor for iEXCEL

The Associate Vice Chancellor (AVCI) for iEXCEL will be responsible to the Vice Chancellor for Academic Affairs for the strategic development of iEXCEL.

This position is charged with working with the Vice Chancellor for Academic Affairs and an iEXCEL Strategic Oversight Group in the creation and implementation of a bold and visionary transformational model for healthcare education. This model will be specifically designed for UNMC and the State of Nebraska with the overall goal of achieving the “Triple Aim” of healthcare* (*Better Care, Better Health, Lower Costs*) through the development of the proposed interprofessional, interdisciplinary, experiential simulation and virtual reality training center (iEXCEL) that focuses on interactive and precision training of health care professionals.

The AVCI will create a strategic plan for the iEXCEL Center that is designed to enhance performance and effectiveness of individuals and teams with the goal of positively impacting learning at all trainee levels, clinical quality and patient care outcomes. This strategic plan will encompass and integrate with other training sites in the State of Nebraska and will include a staffing plan that ensures the creation of a culture that ensures the success of iEXCEL, as well as proposed capital and operational budgets for iEXCEL.

An overall goal for iEXCEL is to integrate simulation into all levels of training and recertification in order to improve the outcomes of care and reduce costs of care through improving human performance and effectiveness. The AVCI, in cooperation with the Vice Chancellor for Academic Affairs, will work with the senior leaders of Nebraska Medicine and UNMC, including the Chief Transformational Officer of Nebraska Medicine and Deans of the health science colleges and related programs to develop a simulation model that is based on demonstration of attainment of competencies through mastery learning using simulations, virtual reality and drills.

The AVCI will engage the UNMC *Academy of Teachers* and the curriculum committees to ensure full alignment of iEXCEL with the curricula in order that there the faculty and students are engaged in the intellectual and logistical development of the Center.

The AVCI will work with selected architects, engineers and the NM facilities leadership to create an integrated and highly visionary clinical simulation center purposefully designed to transform healthcare education and provide new opportunities for research and development.

Executive Director for Clinical Simulation Integration

Reports to the Associate Vice Chancellor (AVCI) for the iEXCEL project and supports the vision and strategic planning process for the University of Nebraska iEXCEL project. This position is responsible for the overall administrative, operational (staffing and scheduling), and fiscal management for integrated UNMC clinical simulation centers, including oversight of the design, construction and equipping of the iEXCEL physical entity. In addition, this position provides critical liaison activities between iEXCEL and all of the Nebraska Medicine clinical enterprise to identify and improve educational and clinical outcomes through simulation training. This training can occur within the simulation centers or in the hospital or expanded healthcare environment.

This position works closely with the Nebraska Medicine Chief Transformational Officer, Chief Operating Officers, and Chief Nursing Officers and medical staff to integrate clinical simulation with the continuing education and training of health care professionals – with an emphasis on establishing a powerful link between the clinical simulation entities and improving the outcomes of care. This includes supporting

Nebraska Medicine with patient safety initiatives and identified quality of care concerns. Special emphasis will be placed upon working with health care teams to improve efficiencies, quality and outcomes of care. In cooperation with the AVCI, this position will establish an outcome measurements model for competency assessment for iEXCEL.

This position also works collaboratively with, UNEMED and the Deans and faculty members of all UNMC Health Science Colleges and their associated curriculum committees. Supports the AVCI to ensure the development, design, construction, operations, and future growth of a globally recognized simulation center (iEXCEL) that focuses on creating a collaborative model for the education of health professionals as a priority, but also serves the strategic healthcare partners in the State of Nebraska including industry collaborators, the Nebraska National Guard, and the United States Military Services.

Establishes community relationships and ensures that iEXCEL is well represented in the community of Omaha and the State of Nebraska, and that iEXCEL and the staff of iEXCEL respond to the needs of the community. Examples of community outreach include: community hospitals; local high schools; first responders; disaster preparedness initiatives and general community outreach to enhance the reputation of the University as a community resource and leader. Along with the iEXCEL – Executive Director for Business Development, this position is responsible for developing and maintaining a unique operational culture including supporting relationships with industry. This culture will be welcoming to students, staff and faculty and will foster an innovative environment in which clinicians and researchers can safely partner with industry to create a revenue stream for iEXCEL.

Fostering relationships with health care providers in the Omaha community as well as UNMC and other Nebraska Universities, State colleges and partners statewide by offering iEXCEL for consultation, education and collaborative ventures will become a significant responsibility for this position.

iEXCEL - Executive Director for Business Development

The iEXCEL Executive Director for Business Development reports to the AVCI and works “hand-in-hand” with the iEXCEL - Executive Director for Clinical Simulation Integration to develop local, national and global business relationships for iEXCEL. This position supports the iEXCEL strategic plan and works in collaboration with UNEMED and the University of Nebraska Foundation to develop highly relevant industry, corporate and military relationships. There have already been significant interests expressed by industry partners in working with UNMC faculty and staff to create content for high fidelity simulation and virtual reality systems for health care professionals, and UNMC faculty are currently working with at least one such partner. Sustainability of the iEXCEL project involves the tapping into and ensuring the enduring and appropriate fiscal benefits as well as opportunities for research and development and technology transfer through the establishment and nurturance of strategic partnerships. Achieving ongoing sustainability for iEXCEL will involve building relationships with key global industry collaborators and ongoing nurturance of those relationships.

The iEXCEL Executive Director of Business Development reports to the AVCI, and works in partnership with the VP & Executive Director for Clinical Simulation Integration, Deans of the Health Science Colleges and associated programs, faculty, staff and students on the UNMC statewide system and senior leaders at Nebraska Medicine to ensure the development, construction, operations, and future growth of a world class simulation center. This position is key to the creation of a globally recognized training center incorporating highly advanced technology.

This position also works closely with UNEMED, Public Relations, Marketing, and the University of Nebraska Foundation to ensure a broad understanding of the iEXCEL business model and how clinical

simulation can link education and training of health professional with clinical quality improvement and patient safety initiatives to improve the outcomes of healthcare.

This position also establishes trusting community relationships with local businesses and corporations and ensures that iEXCEL is well represented in the community of Omaha and the State of Nebraska and ensures that iEXCEL and its staff respond well to the business aspirations and needs of the community. Examples of community outreach include working with local businesses, corporations and not-for-profit entities, such as the Joslyn Art Museum, and the Henry Doorly Zoo & Aquarium, and an Annual Industry Forum that will be attended and sponsored by the community. Fosters relationships with other health care providers in the statewide community and offers iEXCEL for consultation, education and collaborative ventures

5. Collaborations with Other Organizations

iEXCEL will enable UNMC to work closely not only with our hospital partner, Nebraska Medicine, but also with all our regional health provider network partners, other universities within the University of Nebraska System and other academic health centers such as the University of Toledo. In addition, UNMC has a strong track record of collaborations with US Government agencies including the Department of Defense, the Centers for Disease Control and Prevention, and many others, as witnessed during the recent intensive integrated response to the management of patients with Ebola. UNMC and the other NU sister campuses collaborate on one of only 14 National Strategic Research Institutes in the nation and the only one focused on health care and biological countermeasures. In addition, there is extensive, ongoing Department of Defense-supported research collaboration with the US Strategic Command (STRATCOM) in these areas. This proposed center would increase our capacity to help improve on-the-field conditions for our military men and women through joint discovery and regular simulated drills. It would be developed to be nimble and responsive to immediate needs, flexible, highly collaborative, scholarly, entrepreneurial, accountable and rigorous to enhance our national and international reputation. Human performance is a key concern for all military branches, commercial aviation, information technology and many other high intensity areas as technology continues to evolve and factors such as situational fatigue become more prominent. This center will partner with the federal and state agencies to continue this research and develop meaningful solutions. Being an early entrant into the development of virtual reality materials for the health sector will also create tremendous opportunities for UNMC to partner with companies in the virtual reality industry such as EON reality.

6. Constituencies to be Served

The Center will serve all of UNMC and its branch campuses throughout the State of Nebraska, Nebraska Medicine and its regional health partners throughout the state of Nebraska, all other universities within the University of Nebraska system, Nebraska State Colleges, all health care practitioners in the State of Nebraska, the military among others.

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

Outcomes:

We propose a 125,000-square-foot asset for all of Nebraska and beyond as part of a Global Center for Advanced Interprofessional Learning. The three-floor, highly integrated facility would be capable of the following:

- **Direct face-to-face interprofessional education** of students at all levels, from incoming professional students to seasoned practitioners learning new skills.
- **Virtual immersive reality environments** for simulating real events and engaging professionals to be well-trained prior to ever encountering a real-life situation.
- Dedicated space for **standardized patients** (trained actors) to simulate real patient scenarios

- Dedicated space for creation of **health-related educational online modules and videos** that incorporate gaming technology and online simulated scenarios and other interactive content for local (urban and rural) and national interprofessional education and clinical decision support.
- Advanced simulation teams, **virtual clinics and virtual hospital space** that can be used for simulation of actual real-life situations that can be tested under different scenarios to identify the best ones that could help improve the quality of care for surgical and medical patients.
- Specific **virtual hospital and clinic environment, including advanced endoscopic and minimally invasive surgical skills education units** that can be used to educate students, residents and practicing health professionals in real-life interprofessional scenarios prior to ever engaging a patient. Team-based care, the basis of future care delivery, will be taught, modeled and assessed in this ultramodern learning space.
- **Hosting and education of large teams of interdisciplinary practitioners** and learners of all levels from across the nation and around the world in many aspects of managing uncommon diseases and future infectious disease threats as well as special surgical techniques.
- **Collaboration with engineers and instructional design experts** from highly regarded engineering and information technology programs within the NU system and beyond as well as industry partners for creating the next generation of content for virtual reality and simulations to improve learning and competency in health care
- Ability to use **tele-education, telepresence (visualization) and telehealth** networking capacity to be able to quickly disseminate health related information across Nebraska, to the nation and the world and train multiple sites simultaneously. The tele-education, telepresence and telehealth capacity would enable teams to be updated remotely and regularly. Centralization of these tools and resources would provide a rich environment that would also allow partnerships with groups such as the military for exercises of various kinds and be a national resource.

Significance:

UNMC is poised to lead the nation and indeed the world with a bold and visionary “game changing” approach to improving health care education and health care delivery through the development of an interdisciplinary, integrated world-class simulation and immersive virtual reality hub and spoke education center. This center would bring together all health professions and all health disciplines to learn in an experiential environment where precision learning is the focus. With dedicated faculty to provide intellectual and logistical support to the center, learners would demonstrate the attainment of clinical competencies within the virtual environment before treating real patients, thereby improving care and human performance.

Measures of Success:

In order to be effective, this center would have to be:

- free to UNMC and Nebraska Medicine students, residents and faculty.
 - readily available to hospital systems and Nebraska Medicine personnel.
 - available to community health professionals and care delivery systems.
- It must have low barrier to usage by the community, regional and national groups, and be conveniently accessed, and stay ahead of emerging technology in the clinical care delivery and the educational sectors. It must be able to work closely with all elements of the higher education community to conduct meaningful research and implement new paradigms in learning and human performance.
 - Success will also be measured by improved satisfaction among learners at all levels, lower costs of health, and improved quality of health and improved access to quality health care education and patient care, improved partnerships with industry, UNEMED licenses through intellectual commercialization/ licensure of created content, increased partnerships / contracts with the military for precision training.

- Regular outcomes assessment and publication will be crucial to sustainability and reputation, and as a result, we will measure our success based on traditional
 - Educational, research and clinical care dashboards
 - Cultural transformation metrics
 - Learning, technology, clinical outcomes
 - Peer reviewed journals
 - National presentations, hosted symposia
 - Technology & innovation dashboards
 - Partnership & collaboration dashboards
 - Fiscal sustainability & growth dashboards

8. Centrality to Role and Mission of the Institution

The iEXCEL Center will not only enhance the mission of the University of Nebraska Medical Center, which is to improve the health of Nebraska through premier educational programs, innovative research, the highest quality patient care, and outreach to underserved populations. It will also enhance the university's recent *stand* which states that "We are Nebraska Medicine and UNMC. We lead the world in transforming lives to create a healthy future through extraordinary care, discovery and learning."

9. Potential for the Program to Contribute to Society and Economic Development

The program will be expected to contribute significantly to the state of Nebraska and the world by becoming a global destination center for precision learning. Furthermore, the educational and research products emanating from iEXCEL are expected to directly impact the economy of Nebraska.

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

- The Center will serve as a unique educational platform for learners at all levels within the state of Nebraska. *Transformation of the educational experience and health outcomes occur when creative and experiential interprofessional health science learning is delivered contiguously and integrated over a lifetime and the center will enhance the following by providing different direct and indirect opportunities:*
 - Pre-K, K-12 learning (e.g. via field trips, the UNMC High School Alliance, Nebraska Science Competitions, summer camps, teleeducation, etc.,)
 - Undergraduate health didactic and experiential learning (e.g. via partnerships with our sister campuses such as the new Health Sciences Center at the University of Nebraska, Kearney)
 - Graduate didactic and adaptive experiential learning
 - Post-graduate didactic and adaptive experiential learning
 - Continuing career long health didactic and experiential education and competency testing
 - Patient didactic and experiential education
 - Ancillary groups (military, industry) didactic and experiential learning and discovery
 - Basic science discovery – educational scholarship

TABLE 1: PROJECTED EXPENSES - NEW ORGANIZATIONAL UNIT

Interprofessional, Interdisciplinary Experiential Center for Enduring Learning at the Global Center for Advanced Interprofessional Learning

	2016 Year 1		2017 Year 2		2018 Year 3		2019 Year 4		2020 Year 5		Total	
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
Personnel												
Faculty ¹	1	\$250,000	1.00	\$257,500	1	\$265,225	1	\$273,182	1	\$281,377	1	\$1,327,284
Professional staff ²	5	\$600,000	11.00	\$1,175,000	11	\$1,210,250	11	\$1,246,558	11	\$1,283,954	11	\$5,515,762
Support staff	0	\$0	1.00	\$50,000	1	\$51,500	1	\$53,045	1	\$54,636	1	\$209,181
Benefits		\$212,500		\$331,250		\$341,188		\$351,423		\$361,966		\$1,598,326
Subtotal ³	6	\$1,062,500	13.00	\$1,813,750	13	\$1,868,163	13	\$1,924,207	13	\$1,981,934	13	\$8,650,553
Operating												
General Operating ⁴		\$427,500		\$1,161,250		\$1,383,792		\$1,525,793		\$1,571,567		\$6,069,902
Simulation and Virtual Reality Equipment				\$15,000,000		\$15,000,000						\$30,000,000
New building construction ⁵		\$5,000,000		\$33,500,000		\$33,500,000						\$72,000,000
Building O and M ⁶								\$1,500,000		\$1,500,000		\$3,000,000
Travel		\$10,000		\$25,000		\$50,000		\$50,000		\$50,000		\$185,000
Subtotal		\$5,437,500		\$49,686,250		\$49,933,792		\$3,075,793		\$3,121,567		\$111,254,902
Total Expenses	6	\$6,500,000	13	\$51,500,000	13	\$51,801,955	13	\$5,000,000	13	\$5,103,500	13	\$119,905,455

¹ Faculty includes the Associate Vice Chancellor for Academic Affairs.

² Includes the Executive Director of Clinical Simulation, Senior Project Leader, 3D and VIR Visualization Expert, Technology Integrator, Executive Director of Business Development, Clinical Simulation Specialists, and Simulation Program Coordinators.

³ Annual increase of 3% is assumed.

⁴ Includes educational materials, development and delivery of virtual reality programs and UNMC campus training programs and an equipment replacement fund.

⁵ Assumes one year to plan and 24 months to build, which is an estimate as this is a complex building.

⁶ Assumes building opens July 1, 2018.

**TABLE 2: REVENUE SOURCES FOR PROJECTED EXPENSES - NEW ORGANIZATIONAL UNIT
Interprofessional, Interdisciplinary Experiential Center for Enduring Learning
at the Global Center for Advanced Interprofessional Learning**

	2016 Year 1	2017 Year 2	2018 Year 3	2019 Year 4	2020 Year 5	Total
State Appropriation ¹	\$6,500,000	\$23,000,000	\$3,301,955	\$5,000,000	\$5,103,500	\$42,905,455
Other Funding ²		\$77,000,000				\$77,000,000
Total Revenue	\$6,500,000	\$100,000,000	\$3,301,955	\$5,000,000	\$5,103,500	\$119,905,455

¹ LB 532 appropriates \$5M in FY16 and \$20M in FY 17 for construction. LB 533 appropriates \$1.5M in FY16, \$3M in FY17 and contains intent language to continue providing operating support at the fully needed amount of up to \$5M for the FY18 and FY19.

² An additional \$77M of external support is needed for the remaining construction of the \$102M building, which includes \$30M in simulation and immersive virtual reality equipment.

TO: The Board of Regents
Academic Affairs

MEETING DATE: April 10, 2015

SUBJECT: Establishment of the Nebraska Center for Substance Abuse Research in the Department of Pharmacology and Experimental Neuroscience in the College of Medicine at the University of Nebraska Medical Center (UNMC)

RECOMMENDED ACTION: Approval is requested to establish the Nebraska Center for Substance Abuse Research in the Department of Pharmacology and Experimental Neuroscience in the College of Medicine at UNMC

PREVIOUS ACTION: None

EXPLANATION: The goal of the proposed Nebraska Center for Substance Abuse Research is to promote and facilitate research in drug abuse and neurodegenerative diseases with a focus on cell signaling, behavioral assessments and developing models of drug addiction. The center will serve as a nexus for enhancing research capacity by recruiting faculty, postdocs and students (clinical and basic science) as well as build bridges with clinical departments to promote benefits of academic medicine at UNMC.

Substance abuse leading to addiction is one of the most devastating problems facing communities throughout the United States and worldwide. Addiction negatively impacts the normal functioning of an individual and increases the susceptibility of the addicts to infectious diseases such as HIV, hepatitis and tuberculosis. The underlying pathways for addiction and the ability of the addictive drugs to co-operate with infectious agents, thereby eliciting exacerbated disease pathogenesis, remains poorly understood. Moreover, effective treatment modalities for preventing and treating addiction are limited. This necessitates an urgent need in the field to focus on disease mechanisms underlying the biological processes of drug addiction and/or infection.

The creation of the Nebraska Center for Substance Abuse Research will enhance basic and clinical research, leading to the advancement of the UNMC reputation and other institutes within Omaha.

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

PROGRAM COST: \$362,386 (2015-2016) (\$217,946 Reallocation in 2015-2016; \$144,440 provided by UNMC campus resources)

SOURCE OF FUNDS: UNMC: Department of Pharmacology and Experimental Neuroscience; College of Medicine; Office of the Chancellor; and Office of the Vice Chancellor for Research

SPONSORS:

H. Dele Davies
Vice Chancellor for Academic Affairs

Jennifer L. Larsen
Vice Chancellor for Research

Jeffrey P. Gold, Chancellor
University of Nebraska Medical Center

RECOMMENDED:

Susan M. Fritz
Executive Vice President and Provost

DATE:

March 18, 2015

Proposed Nebraska Center for Substance Abuse Research (NCSAR) University of Nebraska Medical Center

1. Purpose and Context of the Center:

The mission of the multi-Institutional NCSAR whose focus is research and education is “To alleviate the burden of substance abuse and thereby, health care costs, in the state of Nebraska through innovative collaborative research, premier education programs, top-notch quality patient care and outreach to the drug abusing/underserved populations.” The establishment of the NCSAR will promote multidisciplinary neuroscience research activities at the University of Nebraska to prevent, treat and diagnose degenerative, inflammatory and infectious neurologic disorders in the context of substance abuse. The Center will provide the leadership, mentoring and infrastructure necessary to build upon established research excellence to impact its next stage development through early career faculty development and high-impact discoveries. This will be realized by facilitating broad areas of scientific investigation and cross-disciplinary science. While the foundations are in play, the successful integration of efforts and development of critical research areas would place neurosciences at the national forefront. This can be achieved by broad-based and technically interactive science. The overarching goal is to bring NCSAR to the next level by bridging existing research efforts into new directives in basic and applied cell and organism level science.

Furthermore, the NCSAR will offer interdepartmental educational programs for training world-class research and physician scientists in translational neurosciences in the realm of substance abuse. Special emphasis will be placed in training the next generation of young scientists in the area of substance abuse and cognitive impairment. While there is no formal education curriculum proposed, emphasis on mentoring activities including training junior faculty and post-doctoral fellows to embark on independent research careers, hosting seminar series and providing networking platforms with leaders in the field will be a goal of this Center. This, in turn, will result in attracting and maintaining high caliber scientists, which will be crucial for the growth of the Center. Training clinical fellows in the field of basic sciences will bridge the clinical and basic science chasm.

2. Need and Demand for the Center:

Substance abuse leading to addiction continues to be one of the most devastating problems facing communities throughout Nebraska, elsewhere in the United States and worldwide. Stimulants, such as methamphetamine, are the most commonly cited drugs among primary drug treatment admissions in Nebraska. Data from the Treatment Episode Data Set (TEDS) indicate one-third of primary drug treatment admissions in Nebraska were for stimulants and another third were for marijuana.

In addition to this, advances in the health care system have resulted in increased longevity, in Nebraska and globally. Aging has been shown to correlate with increased development of neurodegenerative disorders such as Alzheimer’s and Parkinson’s diseases (AD, PD) and depression. This is critical in light of the fact that addiction is common in people with mental health problems. According to the published findings in JAMA (Journal of American Medical Association), almost 50% of individuals with severe mental health disorders have a co-morbidity of substance abuse. Intriguingly, almost 37% of alcohol abusers and 53% of drug abusers have at least one serious mental disorder.¹

Drug addiction negatively impacts not only the normal functioning of an individual but also increases the susceptibility of the addicts to various other infectious diseases such as HIV,

hepatitis and tuberculosis. The underlying pathways for addiction and the ability of the addictive drugs to co-operate with infectious agents, thereby eliciting exacerbated disease pathogenesis, remains poorly understood. Moreover, effective treatment modalities for preventing and treating addiction are limited. This necessitates an urgent need in the field to focus on disease mechanisms underlying the biological processes of drug addiction and/or infection. Furthermore, apart from addiction, substance abuse also plays a key role in impairing cellular homeostasis and biological functioning of the host – an effect that is understudied in the field. Knowledge gained about the addictive and physiological role of these drugs and the host machinery that they impact will set the stage for prevention and treatment of drug addiction.

3. Adequacy of Resources:

The Center will comprise almost 20 faculty members and staff. The University of Nebraska Medical Center is in the midst of an overarching initiative to ensure that the University becomes a premier institution in neuroscience at the clinical, basic and translational research levels. The emphasis on neuroscience research in the department of Pharmacology and Experimental Neuroscience (PEN) (H. Gendelman) coupled with the presence of Chronic HIV infection and Aging in NeuroAIDS (CHAIN) Center (H. Fox) and more recently the Nebraska Neuroscience Alliance jointly led by Drs. Gendelman and M. Rizzo, and the proximity of the PEN to the Omaha Veterans Administration Medical Center and University of Nebraska Lincoln campuses brings together a critical mass of basic substance abuse neuroscientists within a dynamic and fertile research and educational environment. These laboratories are actively engaged in several areas including neuropathogenesis, neurologic disorders associated with AIDS, drug and alcohol abuse, neurodegenerative disorders including PD and AD, and traumatic brain injury. Availability of various cell culture and animal model (rodent and macaque) systems and the existing shared research cores will further foster and facilitate research activities of the Center.

Bridging the gaps between basic and applied clinical sciences has been initiated at UNMC. Opportunities for translational research activities are emerging and include the departments of Psychiatry and Neurology both at UNMC and Creighton University campuses. This is timely in light of the fact that addiction is common in people with brain and mental health illnesses. The number of outpatients seeking psychiatric care at UNMC is greater than 5,300 per year. The Psychiatry Clinical Service continues to increase in activity with over 380 psychiatric emergency visits and over 1,400 inpatient hospitalizations. The diseases most commonly seen by psychiatrists are anxiety, stress, depression and bipolar disorders. The creation of the NCSAR will foster cross-communication between our basic neuroscience researchers and clinical psychiatrists/neurologists, and it will provide a dynamic and engaging environment for understanding the mechanism of diseases of the nervous system, converting laboratory information toward the development of better diagnostic and therapeutic strategies.

Physical Facilities

The Center will be located in the department of Pharmacology & Experimental Neuroscience on the 8th floor of the Durham Research Center (DRC), University of Nebraska Medical Center. Additional contiguous laboratory and office space (three offices) on the same floor will be requested for the recruits. Current animal housing space in the department of Comparative Medicine in DRC will be used to complement the proposed work. If needed, additional animal housing space will be requested.

Instructional Equipment and Informational Resources

As a current leader in drugs of abuse research, the laboratories in PEN are well equipped to conduct further investigations in this field. The development of the NCSAR lecture series will provide graduate students, junior and senior faculty members an opportunity to hear and question

the latest research that will help develop new areas of research. To reach other campuses and institutions, NCSAR will use Adobe Connect, modern webinar technology, already in place in PEN.

Budget Projection and Plan for Sustainability

Funding support will come from various sources including the department of Pharmacology and Experimental Neuroscience, College of Medicine Dean's Office, Vice Chancellor for Research Office and the Chancellor's Office all at UNMC. The current commitment for the Center funding is for five years. We intend to write Program Project grants for NIH-NIDA for future sustainability of the Center.

Please see attached budget for detailed amounts.

4. Organizational Structure and Administration:

Shilpa Buch, Ph.D., will commit 10% of her effort as the Center Director. Dr. Buch is trained in the areas of molecular and cellular biology, and disease pathogenesis. She is currently directing research aimed at understanding the mechanism(s) underlying the interplay of neurodegenerative disorders with substance abuse. She is well qualified to lead this program as a PI. She has an outstanding track record of publishing in top-notch journals, running active research programs in the area of HIV-associated neurocognitive disorders and substance abuse, and more importantly her passion for mentoring (Appendix 1). Dr. Buch has a stellar record of mentoring junior faculty, training over 75 basic and clinical fellows, assistant professors, postdocs, graduate and summer students. These include women and those with diverse backgrounds. Many have gone on to have independent research programs (Appendix 2).

Reporting

The Center director will report to the Dean of the College of Medicine or his/her designate. The Center director will form an external advisory committee (EAC) comprised of an outside panel of experts. The EAC will conduct an annual site visit to review the Center's activities, progress and make recommendations for future growth and development.

Participating Faculty

The academic/administrative home of the Center will be located in PEN, College of Medicine, UNMC. The Center will encompass various clinical and basic science departments within UNMC including departments of PEN, Psychiatry, Internal Medicine and Anesthesiology. Additionally, faculty members from UNL, VA Medical Center and Creighton University will also be a part of this Center. By hosting monthly seminars and Center meetings, and by engaging the Center members in the process of RFAs for pilot projects, grant reviews, we hope to bring together the participating faculty. We plan to issue RFAs that involve cross-campus and basic-clinical projects, to foster interactions and collaborations that otherwise would have been challenging. Some of the initial faculty will include:

UNMC

Department of Pharmacology & Experimental Neuroscience

Howard Gendelman, M.D.

Howard Fox, M.D., Ph.D.

Ming Lei, Ph.D.

Samantha Simet, Ph.D.

Guoku Hu, Ph.D.

Santhi Gorantla, Ph.D.

Larisa Poluektova, M.D., Ph.D.

Department of Neurological Sciences
Mathew Rizzo, M.D.
Tony Wilson, Ph.D.

Department of Psychiatry
Steven Wengel, M.D.

VA Medical Center and Department of Internal Medicine
Deb Romberger, M.D.
Kathleen Grant, M.D.
Terrance Donahue, Ph.D.

Department of Anesthesiology
Steve Lisco, M.D.

UNL
Department of Psychology
Rick Bevins, Ph.D.

Nebraska Center for Virology
Charles Wood, Ph.D.
Qingsheng Li, Ph.D.

Creighton University
Shashank Dravid, Ph.D.

College of Public Health
Ali Khan, MD, MPH
Shinobu Watanabe-Galloway, PhD

5. Partnership with Business:

Not Applicable

6. Collaborations with Higher Education Institutions External to the University:

Ongoing collaborations with Kansas University Medical Center, University of Minnesota, Emory University, USA; Nanjing University, China; and Brain Research Institute, Manesar and Jawaharlal Nehru Institute of Advanced Study, India. The Center is expected to build bridges with other campuses of the University of Nebraska including the Center for Virology and Department of Psychology at UNL. We already have ongoing collaborations with these institutes, and the presence of the Center will further solidify these interactions as we expect to cross train junior investigators from these Institutes in the area of substance abuse and neuroscience. We also have an ongoing collaboration with Dr. Dravid from Creighton University on a grant that will be re-submitted in January 2015.

7. Constituencies Served:

Discoveries generated by Center investigators will pave the way for future diagnoses, prevention and treatment of substance abuse related disorders. They will set the stage for development of therapeutic strategies for substance abusing individuals affected with neurological disorders such as neuroAIDS, aging, AD, PD and peripheral neuropathy. This will have clinical relevance and a major impact on healthcare in Nebraska and elsewhere. The students, post doctoral fellows and junior faculty will benefit from this Center.

8. Outcomes, Significance and Specific Measures of Success:

Establishment of this Center will enhance the capacity to promote substance abuse research in Nebraska. It is expected that this Center will promote bench-to-bedside translational research to improve investigation, diagnosis and treatment of substance abuse related disorders (SUDs). With the collaborations with clinicians, investigators at VA and UNL and local outreach, we expect to contribute to reducing the burden of SUDs within the state of Nebraska. Discussions have already begun with the College of Public Health, UNMC, which will provide an avenue to reach out to the local community.

Specific measures of success will include recruiting outstanding investigators who will engage in substance abuse research with the goal of increasing NIH grant awards in the area of substance abuse. Promoting growth of young investigators in the area of substance abuse will also be a measure of success. We expect to increase the Center's membership and increase publications in peer-reviewed journals. The NCSAR will move the mission forward by:

- a) *Recruiting outstanding basic and clinical scientists in campus-need areas.* Considerations would be made in recruiting an exceptional cadre of scientists who would develop specific topical needs and facilitate program building and group efforts towards the defined strategic goals. This could include, but not be limited, to addiction research. Focus on immunological aspects of substance abuse, bridging physiological versus addictive effects of substance abuse will be the major area of research. Measure of success will be recruitment of well funded investigator(s) who will enhance and sustain NIDA/NIAAA funding of the Center.
- b) *Fostering career development of junior faculty in the area of substance abuse research.* This will be accomplished by training a cadre of next generation basic neuroscientists and physicians who will pursue careers in substance abuse research. Outreach and recruitment of both undergraduate and graduate students would be sought. This would be facilitated through web site postings and campus visits by NCSAR members. Further, the NCSAR will engage in the training of resident physicians with research rotations made available to better elucidate the mechanism(s) of drug addiction as it is linked to clinical applications of mental and brain disorders. Benchmarks of success will include increasing the pool of mentored K and R (RO3, R21, and eventually RO1) grantees in the Center
- c) *Improving campus-wide interactive and cross-disciplinary research activities.* This will be done by developing, in cooperation with the Nebraska Neuroscience Alliance, a lecture series in basic to clinical addiction biology and neuroscience by hosting highly accomplished basic neuroscientists and physician scientists. Also, as the NSCAR grows, its relationship with the College of Public Health will expand by being a resource for both groups to meet the challenges of drug addiction. Measure of success will include community outreach activities in collaboration with Public Health and Nebraska Center for Virology at UNL
- d) *Developing a seed grant program that would enhance and grow collaborative research opportunities.* A request for proposal (RFA) system would be made available through the NCSAR web site and through campus-wide interactions. These would highlight potential topics and topic needs that will facilitate interactions and future grant acquisitions. Moreover, such a program will provide funds for innovative proof-of-concept, bench-to-

bedside research projects that have been developed through the collaboration of basic and clinical faculty at UNMC. Benchmarks of success will be building collaborations between basic and clinical fellows and/or bringing in new investigators in the area of substance abuse. Cross-campus collaborations ensuing from the joint seed projects will also be a measure of success.

9. The Center's Program is Central to the Role and Mission of the Institution:

The department of Pharmacology and Experimental Neuroscience is in line with the mission of UNMC - to improve the health of Nebraska through premier educational programs, innovative research, the highest quality patient care, and outreach to underserved populations. It is envisioned that the research that will be carried out by the Center investigators on the molecular mechanisms of opiate, cocaine, methamphetamine dependence using experimental models will shed light on the human syndrome, thereby facilitating future development of therapeutical target(s) to alleviate human suffering from drug addiction and its associated mental health pathologies. Additionally, by increasing the pool of investigators doing drug abuse research, and by engaging public health workers in Center activities, we expect to bring awareness about the importance of making lifestyle changes at the grassroot level in schools and community, thereby decreasing the burden of substance abuse and mental health in the state of Nebraska. We hope to make the Center as a world class entity doing exceptional translational research on drug abuse.

10. Contribution to Society and Economic Development:

Establishment of the NCSAR Center will enhance capacity to conduct substance abuse research in Nebraska. It is expected that NCSAR will aim to foster bench-to-bedside translational research to improve investigation, diagnosis and treatment of substance abuse related disorders (SUDs). With the collaborations with clinicians, investigators at VA and UNL and local outreach, we expect to contribute to reducing the burden of SUDs within the state of Nebraska. Increasing substance abuse funded investigators in the Center will have an impact in accelerating substance abuse related discoveries leading to therapeutic developments for addiction treatment.

11. Consistency with the Comprehensive Statewide Plan for Postsecondary Education:

Research opportunities are available for high school and undergraduate students through UNMC Summer Undergraduate Research Program.

12. Interaction with existing NU Centers:

The presence of the CHAIN Center led by Dr. Howard Fox and more recently the Nebraska Neuroscience Alliance (NNA) jointly led by Drs. Howard Gendelman and Matt Rizzo, and the proximity of the department of Pharmacology and Experimental Neuroscience to the VA Hospital and UNL campus brings together a critical mass of basic substance abuse neuroscientists within a dynamic and fertile research and educational environment. These laboratories and programs are actively engaged in several areas including neuropathogenesis, neurologic disorders associated with AIDS, drug and alcohol abuse, neurodegenerative disorders including Parkinson's Disease and Alzheimer's Disease, and traumatic brain injury. We already have ongoing collaborations with Center for Virology at UNL, and we expect the presence of NCSAR to foster even more interactions between the two campuses.

Inclusion of various clinical faculty members will foster and facilitate clinical fellows to take on projects in the research labs. This relationship will have synergistic advantage as not only will the clinicians get trained in basic research, but reciprocally, the basic scientists will also benefit from the clinicians thereby moving the field forward. This in turn, will lead to translational research thereby advancing science while improving healthcare outcomes.

The Center is expected to initially recruit two faculty members with expertise in neuroscience and/or substance abuse research. Recruits should have a record of procuring extramural funding and should be able to collaborate but also complement existing expertise within the PEN department. One recruit is expected to have experience in drug addiction with emphasis on behavioral and electrophysiological assays to complement the molecular neuroscience expertise within the department. It is expected that the recruits will collaborate with existing PEN faculty and clinician scientists to conduct translational research in areas such as aging, peripheral neuropathy, pain management and neurological disorders in the context of substance abuse.

Reference

1. D. A. Regier, M. E. Farmer, D. S. Rae, B. Z. Locke, S. J. Keith, L. L. Judd, et al., Comorbidity of mental disorders with alcohol and other drug abuse. Results from the Epidemiologic Catchment Area (ECA) Study. *JAMA*. 1990; **264**:2511-8

Appendices (available upon request)

1. Shilpa Buch, Ph.D., National Institutes of Health Biosketch
2. Shilpa Buch, Ph.D., list of past five years trainees

TABLE 1: PROJECTED EXPENSES - Nebraska Center for Substance Abuse Research

	(FY 2015) Year 1		(FY 2016) Year 2		(FY 2017) Year 3		(FY 2018) Year 4		(FY 2019) Year 5		Total	
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
Personnel												
Faculty ¹	1.1	\$175,840	1.1	\$180,173	1.1	\$184,636	0.1	\$31,400	0.1	\$31,400		\$603,449
Non-teaching staff: Professional ²											0	\$0
Graduate assistants											0	\$0
Non-teaching staff: support	1	\$52,880	1	\$54,466	1	\$56,100	1	\$57,783	1	\$59,516	1	\$280,745
Subtotal	2.1	\$228,720	2.1	\$234,639	2.1	\$240,736	1.1	\$89,183	1.1	\$90,916	1.1	\$884,194
Operating												
General Operating ³		\$73,666		\$28,000		\$36,666		\$28,000		\$36,666		\$202,998
Equipment ⁴												\$0
New or renovated space ⁵												\$0
Library/Information Resources ⁶												\$0
Other ⁷		\$60,000		\$60,000		\$60,000		\$0				\$180,000
Subtotal		\$133,666		\$88,000		\$96,666		\$28,000		\$36,666		\$382,998
Total Expenses	2.1	\$362,386	2.1	\$322,639	2.1	\$337,402	1.1	\$117,183	1.1	\$127,582	1.1	\$1,267,192

1. Faculty includes Administrative Stipend for the Director (5 yrs) of the Center and 1.0 FTE for Recruit #1 (3yr)
2. Professional staff includes 1.0 FTE for an Administrative Support Staff Member
3. General Operating expenses for the center include advertising, recruitment expense, EAC travel/Honorarium, website development, Computer/Office upgrade, along with other misc expenses for overall coordination of the Center's activities.
4. No equipment is currently anticipated
5. Additional space will be requested.
6. No library materials or other are currently anticipated
7. Includes Seed Grant Funding of \$180,000 (60k per yr x 3yr). Startup for new hires will be negotiated with VCR Office prior to letter of offer. Increases in years 2-5 represent incremental increases in base salary of Recruit #1 at 3% per year. All salaries include benefits.

**TABLE 2: REVENUE SOURCES FOR PROJECTED EXPENSES
Nebraska Center for Substance Abuse Research**

	(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 ¹	\$217,946	\$ 113,866	\$ 124,166	\$ 117,183	\$ 127,582	\$700,743
Required New Public Funds ²						\$0
1. State Funds						\$0
2. Local Funds						\$0
Tuition and Fees ³						\$0
Other Funding ⁴						\$0
1 - College of Medicine	\$144,440	\$208,773	\$153,236			\$506,449
2 - Chancellor's Office (Pilot Proj)			\$60,000			\$60,000
Total Revenue	\$362,386	\$322,639	\$337,402	\$117,183	\$127,582	\$1,267,192

¹ These funds will be allocated from campus resources.

² There is no requirement for additional public funds at this time.

³ There will be no tuition fee revenues to support this unit.

⁴ Other Funding includes funds from College of Medicine, Chancellor's Office and VCR Office.

TO: The Board of Regents
Academic Affairs

MEETING DATE: April 10, 2015

SUBJECT: Creation of an undergraduate certificate for Internationally Educated Nurses (IEN) in the College of Nursing at the University of Nebraska Medical Center (UNMC)

RECOMMENDED ACTION: Approval is requested to create an undergraduate certificate for Internationally Educated Nurses in the College of Nursing at UNMC

PREVIOUS ACTION: March 21, 2014 – The Board approved the reorganization of the UNMC College of Nursing’s organizational structure that eliminated the three departments in Omaha (Community-Based Health, Families and Health Systems, and Adult Health and Illness), and replaced them with a single division in Omaha

EXPLANATION: Currently, the Nebraska Board of Nursing (BON) requires any individual accepted to a post-licensure program be recognized as an RN in the state of Nebraska, prior to initial enrollment. Similarly, an immigrant with an RN designation from another country must first acquire the RN license within the state of Nebraska to be hired and work as an RN in the state. Becoming licensed in Nebraska involves successfully passing the National Council Licensure Examination (NCLEX) for graduates of pre-licensure nursing programs. Like over 30 other states, the BON requires that internationally educated nurses (IENs) go through a certification process with CGFNS International (formerly the Commission on Graduates of Foreign Nursing Schools) prior to being approved to register for and take the NCLEX examination. This certification includes review of official documentation to ensure the applicant’s schooling meets standards consistent with pre-licensure nursing education in the U.S., evaluation of the English proficiency of the student, and passing the CGFNS International examination.

The proposed IEN certificate is intended to assist pre-licensure applicants to better prepare for the BON requirements in order to increase the number of nurses prepared and licensed to work in Nebraska and to increase the number of international students who are eligible for CON post-licensure academic programs.

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

PROGRAM COST: \$148,960 (2015-2016)

SOURCE OF FUNDS: Tuition and Fee Revenues

SPONSORS:

H. Dele Davies
Vice Chancellor for Academic Affairs

Jeffrey P. Gold, Chancellor
University of Nebraska Medical Center

RECOMMENDED:

Susan M. Fritz
Executive Vice President and Provost

DATE:

March 24, 2015

Proposal
Undergraduate Certificate Program for Internationally Educated Nurses

Proposed by: College of Nursing, University of Nebraska
Medical Center

Proposed Program: Certificate in Nursing in the U.S. Context

Proposed Degree: Undergraduate Certificate

Other programs in this field at UNMC: None

CIP Code:

Administrative Unit: Academic Programs

Proposed Delivery Site: Omaha, may extend to one of the other divisions if
well-subscribed (Kearney, Lincoln, Norfolk,
Scottsbluff)

Proposed Delivery Method: Face-to-face, technology enhanced

Date Approved By Governing Board: TBD

Proposed Start Date: TBD

A Proposal for a Certificate in Nursing in the U.S. Context

The College of Nursing (CON), University of Nebraska, has encouraged the recruitment of international students to both the RN – BSN program and all of the professional and graduate programs. Currently, the Nebraska Board of Nursing (BON) requires that any individual accepted to a post-licensure (post RN, graduate or professional) program be recognized as an RN in the state of Nebraska, prior to initial enrollment. Similarly, an immigrant coming to Nebraska with a RN designation from another country must first acquire the RN license within the state of Nebraska to be hired and work as an RN. Becoming licensed in Nebraska involves successfully passing the NCLEX examination for graduates of pre-licensure nursing programs (AD, BSN). Like over 30 other states, the BON requires that internationally educated nurses (IENs) go through a certification process with CGFNS International (formerly the Commission on Graduates of Foreign Nursing Schools) prior to being approved to register for and take the NCLEX examination. This certification includes, but is not limited to, review of official documentation to ensure the applicant’s schooling meets standards consistent with pre-licensure nursing education in the U.S., evaluation of the English proficiency of the student, and finally, passing the CGFNS International examination. Thus, the international student or prospective RN faces a myriad of steps to becoming a licensed RN in Nebraska.

There is no doubt that both the CGFNS International process and the NCLEX examination require a basic knowledge of not only nursing care, but nursing care in the context of the U.S. health care system. This program is intended to assist pre-licensure applicants to better prepare for the requirements for BON, in order to increase the number of nurses prepared and licensed to work in Nebraska, and increase the number of international students who are eligible for CON post-licensure academic programs. The program will consist of a minimum of 12 undergraduate credit hours. Each credit will be 15 hours of didactic time or 45 hours of clinical time, as appropriate. Within that 12 credits will be 5 didactic credits. The remaining 7 required credits will be clinical hours, which include structured simulation. A description of the proposed certificate program for pre-licensure internationally educated nurses can be found in Appendix A.

In preparation for this proposal, the Vice-Chancellor’s office for Academic Affairs, the BON, CGFNS International, nursing administrators at Nebraska Medicine and the Commission on Collegiate Nursing Education (accreditation body for nursing) were consulted. The remainder of the proposal addresses the Criteria for Approval of New Instructional Programs, from the Coordinating Commission for Postsecondary Education, State of Nebraska.

Evidence of Need and Demand

Need for the Program

The introduction outlined the basic background and significance. The need for the program can be divided into three main items – nursing shortage and current success for

individuals writing the NCLEX examination, immigration of skilled individuals into Nebraska, and the opportunity to increase international students at UNMC.

Nursing Shortage

Several sources outline the nursing shortage facing the U.S. and Nebraska, in particular. According to a 2011 Nebraska Center for Nursing report, Nebraska faces a nursing shortage of 3,838 in 2020 amidst a national shortage of 808,000 in that same year. Although U.S. Bureau of Labor Statistics (2009) indicate that Nebraska had 1,028 nurses per 100K of population compared to 860 nationally in 2010, the Center for Nursing (2011) report indicates that misdistribution of registered nurses in rural areas yielded fewer RNs per 100,000 population than nationally. These figures would retain the status quo, not improve the situation.

The National Council of State Boards of Nursing (NCSBN) maintains comprehensive statistics on pass rates of the NCLEX examination, by type of applicant. Nationally, those with BSN degrees from U.S. schools had a first time pass rate of 84.93% for 2014 (NCSBN, 2015, https://www.ncsbn.org/Table_of_Pass_Rates_2014.pdf). In contrast, first time, internationally educated nurses for the same time period achieved a 28.88% pass rate. Pass rates for repeat takers for both categories decrease to approximately 50% of the first time taker pass rate, thus IEN repeat takers had only a 17.7% repeat pass rate in 2014. While these are 2014 statistics, they do not vary significantly from other years. It is clear that IENs are at a significant disadvantage in this exam.

Immigration of skilled persons (nurses) into Nebraska

BON estimates of individuals who contact them seeking information about RN licensure are sketchy, as they have not traditionally tracked that information. However, anecdotal evidence is that they receive 1-2 calls per week inquiring about Nebraska RN licensure, and estimate that 50-60% of these calls are IENs (T. Roddy, personal communication, December 4, 2014). This would include individuals who are “shopping” for the state that will provide the “easiest” route. This proposal may not be the easiest, but it is planned to make Nebraska the most attractive to persons with nursing skills who may choose to immigrate here.

One of the primary issues for IENs is facility in spoken English. These applicants may read and write well in English, but have had little opportunity to immerse themselves in the verbal English world, especially English that is necessary to function well with patients and other health professionals. English as a Second Language (ESL) programs are excellent for many individuals; however, they too do not offer students the opportunity to immerse themselves into professional situations where English is required. This is one of the hallmarks of the proposed program.

Similar programs have been in place in Canada for several years (Xu & He, 2012). For example, the International Educated Nurse BScN program at York University enrolls RNs from other countries who attend for six semesters (20 months) and receive a BScN upon graduation, as well as eligibility to write the Canadian RN examination. Several community colleges and universities offer bridging programs which are more analogous to this proposal. A Canadian

Nursing Review Program is available, and an organization – the Centre for Internationally Educated Nurses – has been created, including their first annual conference in 2014. Anecdotal evidence suggests some local programs exist in a few disparate states for internationally (foreign) educated nurses or physicians. A google search indicates that there are refresher courses for foreign educated nurses, and these vary as to whether the student must have completed the NCLEX before applying, or they are preparation for NCLEX. However, most of them appear to be for-profit educational institutions. They typically have 100-120 hours didactic and 120 or more hours clinical. It is not noted whether any of that is simulation.

Opportunity to increase international students at CON

As part of a larger program of diversity initiatives, UNMC has greatly increased its international presence over the last several years. The most recent undertaking is the creation of a satellite office in Shanghai, China, joining the office already created in Beijing. While these are linked to medical schools, there is also an MOU with Shanghai Institute of Health Sciences which includes goals for nursing education. With this has come an increase in international students at all levels, a few of whom remain after their studies to become citizens of Nebraska. Most return home to raise the health of their country persons. The recent worldwide experience with Ebola virus is a clear example of why nurses around the world need to be well-educated, and capable of educating others in their home countries. One of the consistent barriers for international students in the CON is the requirement for a Nebraska RN license. This is because students cannot get visas to come until they are accepted into an educational program, and cannot be accepted/enrolled without the license.

Demand for the Program

It is difficult to quantify the demand for such a program. The fact that Canada, with 10% of the population compared to the U.S., continues to host several programs lends credence to a demand. While Nebraska is not the most diverse state, diversity and immigration are growing. This is an opportunity for Nebraska to lead the nation and position itself to maximize the potential brought by immigrants who are professionals in their home country to the U.S.

Data are more available for international students. The country of Oman has indicated that it would like to send 20+ students per year with an aim of completing the RN-BSN program or in preparation for graduate programs. An MOU has been signed with the Shanghai Institute of Health Sciences, in which the desire for a streamlined nursing program is one of the goals. Again, while numbers have not been finalized, 20+ per year would be reasonable. Recruitment of international students for the professional and graduate programs has been limited because of the barrier of the need for RN licensure, which can sometimes take more than 1 year to complete. This is made more complex by the fact that international students are typically not enrolled during the time they are acquiring the license, which means they do not yet have a visa to study in the U.S. Thus, they often complete these activities from their home countries, compounding the issue of the cultural orientation of the examinations and use of professional English when they finally arrive. This program seeks to overcome these barriers by providing a legitimate academic program while enculturating the prospective student to U.S. health professionalism as a bridge to success. Enrollment in this program also allows the student to simultaneously enroll in

other prerequisite courses (as a non-degree student) which further streamlines their programs of study.

Adequacy of Resources

Conversations with staff at the Commission for Collegiate Nursing Education (the specialty accreditor for the UNMC College of Nursing) resulted in the verification that this certificate program need NOT be accredited. However, within 90 days of opening the program, a Substantive Program Modification notification will need to be filed with them. This notification is to demonstrate that the certificate program will not negatively impact the resources needed to meet all of the standards for our already existing and accredited BSN programs. Thus, sustainability is important. Further, conversations with the BON indicate that since completion of this program does not grant the graduate permission to take the NCLEX examination (this is conferred by completion of the CGFNS International process and subsequent application to the BON), this program need NOT be reviewed/approved by them. Both organizations informally supported the creation of this program. Other resources are adequate to begin the program as described below. Program revenues will make it possible to hire the additional faculty and staff to implement and expand the program as defined in the budget projections that follow. Using the attached budgets, the CON estimates that a minimum of eighteen (18) students would be needed to break even for each offering.

Faculty and Staff Resources

Faculty resources for this program include resources for teaching, clinical supervision, advising and simulation. If demand rises significantly, the didactic portion of the program may be offered more than once per year. If offered in the same semester, the two courses together will represent approximately .45 of one faculty member teaching assignment, which may be spread over more than one person. The simulation scenarios will be those that are already created as part of the BSN program, thus, targeted at the level the students will be expected to attain. The simulations have two primary purposes – increasing verbal professional English, and familiarity with procedures, culture and technology commonly found in U.S. healthcare facilities. UNMC CON is pleased to note that there are several faculty who have experience in working with international students over the last several years, as these students completed student exchanges from various countries. As well, one faculty in particular has extensive experience working with students who are having difficulties in their nursing studies at UNMC and has successfully guided these students to be successful in their coursework and in the NCLEX. As the program grows, additional faculty with interest in this area would be mentored in these roles. Additional faculty qualified for BSN teaching will be hired as necessary as the program grows and as revenues from the program make possible.

Clinical supervision will be accomplished using the Dedicated Education Unit (DEU) model, wherein one nursing staff person would oversee 1-2 students, as is presently done in parts of the undergraduate program. This makes it possible for one faculty member to oversee 16 students at a time. The DEU model is particularly appropriate for this group of students. Each student is assigned to a staff nurse who has volunteered and completed additional training. The student spends most if not all of his or her clinical time with the same staff nurse. Consequently,

students can focus on learning and immersing themselves in English as they grow in their capabilities rather than focusing on what this particular staff member expects of them. Students who have completed a DEU rotation are highly complementary of this model, as they grow in confidence as well as knowledge, skills and attitudes. Because the faculty member is working with the same staff nurses throughout the clinical course, and does not have direct supervision requirements (but still has evaluation control), a faculty member can manage more students in a clinical group.

Current work assignments mandate .7 FTE per semester for 7 credit units of simulation and clinical placement for 14-16 students. Thus 1.4 FTE over one or two semesters could manage the simulation and clinical for 32 students. An extension of these figures reveals that approximately 2.0 faculty FTE will be required for each 32 students, spread out over one or two semesters. Consultation with the Learning Resource Center and the Simulation Center has estimated .2 FTE of a simulation technician in each of the two semesters to assist with simulation would be necessary.

Availability of clinical placements is always an issue in nursing programs. Conversations with nursing administrators at Nebraska Medicine have been positive. Their limited experiences with IENs recruited to work at Nebraska Medicine have taught them that the cultural aspects (such as professional communication and work assignment) are immensely important. In this program some of those aspects can be worked through while the individual is still a student, rather than after employment, which is beneficial for all concerned. This program has smaller numbers and fewer clinical hours than a full degree program, and the CON will endeavor to schedule the clinical experiences at times in the year when more traditional programs are not using the clinical facilities. With this in mind, the administrators have expressed willingness and excitement about participating in the program. Initially, it is anticipated that Nebraska Medicine would be the primary clinical site. Once the program is in place, and pending need, other divisions of the CON will be used, with the same careful preparation.

Depending on the uptake, there may need to be increased CON staff who would serve as coordinator and advisor to the students, attached to either the International Office or the appropriate Assistant Dean. This has been included in the budget.

Physical Facilities

The CON currently offers the undergraduate program in five locations in Nebraska – Kearney, Lincoln, Omaha, Norfolk and Scottsbluff. Any one of the divisions would be appropriate, however, the most available space at this time would be in Omaha, as well as the partnership with Nebraska Medicine. As the new Lincoln building gets finalized, or as more space becomes available in the other divisions, alternative sites may be possible. In the case of international students, access to housing and prerequisite courses may also be a factor in the decision.

Instructional Equipment and Informational Resources

All of the divisions currently have simulation equipment, as well as tele-connectivity, as courses are now shared among the divisions. Thus, at least initially, there would be no need for additional equipment. The initial offerings are planned for the Omaha Division, and staff for tele-connectivity, as well as simulation are adequate.

Budget Projections

Please see Tables 1 and 2, with accompanying explanation.

Avoidance of Unnecessary Duplication

As noted earlier, no other program such as this was found in the U.S. via literature or google searches. While it would be culturally inappropriate to use a curriculum designed for the Canadian healthcare system, working with Canadian institutions in terms of “lessons learned” is very appropriate. UNMC CON is best positioned to be successful in this program, given the mandate for health professions education and the college’s strong resources spread over five divisions across the state; thus over time, increasing access to immigrant nurses throughout Nebraska.

Consistency with the *Comprehensive Statewide Plan for Postsecondary Education*

The program that is proposed herein meets all of the major statewide goals, but in particular, goals 1-3. It meets *the needs of students* by enabling them to be more successful in achieving the needed prerequisites for continuing nursing education in the state through preparation for attaining a Nebraska RN license. It meets *the needs of the state* in that it provides a method of assisting new immigrants with professional skills from other countries to be able to contribute to the nursing workforce in Nebraska. It *builds exemplary institutions* through amelioration of barriers to increasing the diversity of undergraduate and graduate nursing education at UNMC. Further, Nebraska benefits from both the presence and the work product of these students – particularly graduate student research. While initially it does not meet *educational needs through partnerships and collaboration*; if successful, it could be a model for other disciplines or professions to use with their students/immigrants. Finally, UNMC and the CON have been consistent in *facilities planning to meet educational needs*. The ability of the CON to propose this program is built on previous achievements, which have met this need.

References

National Council of State Boards of Nursing. (2015). *2014: Number of Candidates Taking NCLEX Examination and Percent Passing, by Type of Candidate*. Retrieved from: https://www.ncsbn.org/Table_of_Pass_Rates_2014.pdf.

Xu, Y. & He, F. (2012). Transition programs for internationally educated nurses: What can the United States learn from the United Kingdom, Australia, and Canada? *Nursing Economic\$,* 30, 215-239.

The Center for Nursing (2011). Annual Report (draft) 2011. Retrieved from http://www.center4nursing.com/documents/DRAFT_ANNUALREPORT_2011.pdf

The Henry J. Kaiser Family Foundation (2011). State Health Facts – Nebraska: Providers and Service Use. Retrieved from <http://kff.org/state-category/providers-service-use/?state=NE>

TABLE 1: PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM
Undergraduate Certificate Program for Internationally Educated Nurses

Personnel	(FY16) Year 1		(FY17) Year 2		(FY18) Year 3		(FY18) Year 4		(FY19) Year 5		Total	
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
Faculty ¹	1.3	\$105,300	2	\$166,973	2.5	\$214,978	3	\$265,713	3	\$273,684	3	\$1,026,649
Professional ²	0.2	\$16,978	0.2	\$17,487	0.2	\$18,012	0.3	\$27,828	0.3	\$28,663	0.3	\$108,969
Graduate assistants											0	\$0
Support staff ³			0.5	\$33,630	0.5	\$34,638	0.5	\$35,678	0.5	\$36,748	0.5	\$140,693
Subtotal	1.5	\$122,278	2.7	\$218,090	3.2	\$267,628	3.8	\$329,219	3.8	\$339,096	3.8	\$1,276,311
Operating												
General Operating ⁴		\$8,682		\$9,966		\$13,692		\$15,365		\$10,488		\$58,193
Equipment ⁵		\$18,000		\$25,000		\$35,000		\$35,000		\$30,000		\$143,000
New or renovated space												\$0
Library/Information Resources												\$0
Other												\$0
Subtotal		\$26,682		\$34,966		\$48,692		\$50,365		\$40,488		\$201,193
Total Expenses	1.5	\$148,960	2.7	\$253,056	3.2	\$316,320	3.8	\$379,584	3.8	\$379,584	3.8	\$1,477,504

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

¹ Show the number of additional full-time equivalent faculty and related salary and fringe benefit expenditures needed to implement and maintain the program. 2.0 FTE per 32 students: 1.3 FTE per 20 students year 1. Expand to 32 students year 2; 40 students in year 3 and 48 students in year 4.

² Show the number of additional full-time equivalent professional staff (post-docs, non-faculty academic administrators, etc.) and related salary and fringe benefit expenditures needed to implement and maintain the program. .20 FTE simulation specialist year 1 - year 3. .30 FTE simulation specialist year 4 - year 5.

³ Add .50 Student Services Coordinator in year 2

⁴ Include allowances for faculty development, laboratory supplies, travel, memberships, office supplies, communications, data processing, equipment maintenance, rentals, etc.

⁵ Show anticipated expenditures for the acquisition of new or upgrades or replacement of existing equipment necessary for the implementation and/or operation of the program. Expense to upgrade/replace simulation/IT equipment to support IEN program.

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

	Year 1	3% increase Year 2	3% increase Year 3	3% increase Year 4	3% increase Year 5
FACULTY					
1.0 AY instructor	65,000	66,950	68,959	71,027	73,158
24.7% benefits	16,000	16,537	17,033	17,544	18,070
	81,000	83,487	85,991	88,571	91,228
STAFF					
1.0 SS Coordinator	50,000	51,500	53,045	54,636	56,275
30.6% benefits	15,300	15,759	16,232	16,719	17,220
	65,300	67,259	69,277	71,355	73,496
PROFESSIONAL					
1.0 Sim Specialist	65,000	66,950	68,959	71,027	73,158
30.6% benefits	19,890	20,487	21,101	21,734	22,386
	84,890	87,437	90,060	92,762	95,544

TABLE 2: REVENUE SOURCES FOR PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM
Undergraduate Certificate Program for Internationally Educated Nurses

	FY(16) Year 1	(FY17) Year 2	(FY18) Year 3	(FY19) Year 4	(FY20) Year 5	Total
Reallocation of Existing Funds						\$0
Required New Public Funds						\$0
1. State Funds						\$0
2. Local Tax Funds (community colleges)						\$0
Tuition and Fees ¹	\$148,960	\$253,056	\$316,320	\$379,584	\$379,584	\$1,477,504
Other Funding						\$0
1						\$0
2						\$0
3						\$0
Total Revenue	\$148,960	\$253,056	\$316,320	\$379,584	\$379,584	\$1,477,504

¹ Show additional tuition and fee revenues that will be generated by this program. Minimum 12 credit hours. \$849.50/credit hour non resident tuition. Resident/non-resident student split projected at 50% non-resident in year.

		Year 1	Year 2	Year 3	Year 4	Year 5
TOTAL Student #s		20	32	40	48	48
Non-resident Student #s		10	16	20	24	24
Non-resident Tuition	\$849.50/cr hr	101,940	163,104	203,880	244,656	244,656
Non-resident Fees*	\$1,170/yr	7,100	18,720	23,400	28,080	28,080
		109,040	181,824	227,280	272,736	272,736
Resident Student #s		10	16	20	24	24
Resident Tuition	\$273.50/cr hr	32,820	52,512	65,640	78,768	78,768
Resident Fees*	\$1,170/yr	7,100	18,720	23,400	28,080	28,080
		39,920	71,232	89,040	106,848	106,848
TOTAL TUITION & FEES		148,960	253,056	316,320	379,584	379,584

*Fees estimated for new IEN courses: NRSRG 481, 482 & 483 (min. of 12 credit hours offered over 2 semesters). Fees for these courses are NOT included 2015-16 request. CON would request fees for these courses starting AY2016-17. Therefore, course & lab fees for NRSRG 481, 482 & 483 are NOT included in Year 1 revenue estimates.

Course	Credit Hours	Course Fee (per course)	Lab Fee (per course)	Distributive Learning Fee (\$30/cr hr)	Technology Fee (\$100/semester)	ATI Fee (\$25/cr hr)	
NRSRG 481	2	20		60		50	
NRSRG 482	3	20		90		75	
NRSRG 483	7	20	400	210		175	
TOTAL EST. FEES	12	60	400	210	200	300	1,170

Appendix A

Certificate in Pre-Licensure Nursing

Purpose

The primary purpose of the IEN program is to facilitate preparation for NCLEX examination and RN licensure for nurses who were educated outside the United States. A secondary purpose is to facilitate readiness for entry into a BSN completion or graduate program for internationally educated nurses who seek that goal.

Program Outcomes

- Prioritize patient-centered care that incorporates patient values and preferences, and supports the bio-psycho-social-spiritual perspectives of the patient.
- Communicate effectively in providing safe, high quality, team-based care to individuals, families, and populations, and in interactions with members of the health care team.
- Demonstrate competency in performing nursing skills as a generalist according to the policies and procedures of the setting within the context of US healthcare systems.
- Demonstrate professional nursing practice within the ANA guidelines of professional nursing practice, legal and legislative regulations, and the ANA code of ethics for nurses.
- Apply appropriate delegation strategies in clinical decision making.
- Plan, implement, and evaluate patient-centered, team-based care using multiple data sources.

Admission Criteria

1. Documentation (in English) of completion of a basic nursing program leading to an RN designation.
2. Documented proof of RN achievement in good standing from the country of origin.
3. Registration with CGFNS, International in preparation for U. S. RN licensure
4. TOEFL scores which are compatible with CGFNS, Board of Nursing, and UNMC requirements.

Applications Initially, applications will be accepted during the Spring semester, with a planned start of May, 2015. Oman has indicated it would like to send 20+ students to begin in May, culminating with admission to the RN-BSN program. This certificate could be completed in one semester, but we suggest two, to allow for reflection of new content and clinical settings. International students must be enrolled full time, students would be advised to enroll in another institution (e.g. UNO) to complete pre-requisite courses required for their degree of choice to ensure full time standing. Immigrant students have no such requirement. The timing of subsequent certificate offerings will be influenced by demand from both international and immigrant students.

Awarding of Certificate Completion of 12 credits with a minimum of 78% (pass rate for CON undergraduate courses) is required. Students who desire additional practice may enroll for up to 6 additional credits.

Program Credits and Length

The minimum number of credits is 12. Five of these are didactic, and 7 are simulation/clinical practice. This equates to 75 hours of didactic contact time, and 315 hours of simulation and clinical practice. The program can be completed in 1 X 15 week semester, but for greater reflection and practice, we recommend it be spread out over two semesters, and be completed parallel the CGFNS International certification process. Students who are unsuccessful in any of the CGSFN or NCLEX processes have the opportunity to enroll for additional didactic or clinical credits pending availability of courses, to a maximum of 18.

Description of Courses

While the courses are technically new courses, much of the curriculum is drawn from the traditional BSN program. This would include the simulation scenarios, clinical expectations and writing expectations. The added curricular content will include content that is common to U.S. education e.g., understanding of the U.S. healthcare system, professional communication with other healthcare professionals, cultural safety, and cultural expectations within the U.S. healthcare system.

NRSG 481: Professional Nurse's Role in Health Care System in United States of America (2-3credits)

This course will focus on the role of the professional nurse in the health care system in the United States of America (USA). Students will develop understanding of the professional language used in health care in the USA and demonstrate appropriate use of the words and terms in spoken and written communication. Leadership and management concepts implemented in USA health care system will be examined. Students will apply their pathophysiology, pharmacology, and disease treatment understanding to prepare for successful completion of the Commission on Graduates of Foreign Nursing Schools Exam (CGFNS) and/or National Council Licensure Examination for Registered Nurses (NCLEX-RN).

Student will:

1. Compare and contrast how the USA health care system differs from the student's country of origin
2. Discuss the challenges the student can identify associated with the differences in USA health care delivery system and the professional nurse's role and the country of origin
3. Immerse self with the professional language used in the health care system in the USA
4. Develop an understanding of leadership and management concepts applied in the USA health care system
5. Prepare for successful completion of the CGFNS exam and/or NCLEX-RN exam by determining what content is new and different from practice in the country of origin

NRSG 482: Patient-Centered Care, Family-Centered Care, and Relationship with Professional Health Care Team (3 credits)

This course will focus on patient-centered and family-centered care and how these affect the relationships with health care delivery team members within the context of health care in United States of America (USA). Relationships between an individual and family members

regarding health care will be explored. Health care delivery system for acute and chronic illnesses will be discussed. Student will gain an understanding of basic family assessment, family theories that guide nursing interventions, and related factors associated with culture, environment (home and community), spiritual, economic, legal, and ethical effect on health care in USA. Student will examine the roles of health care professionals: nurse, provider, and other interdisciplinary health team members in the context of health care in USA.

1. Describe patient-centered and family centered care in the USA
2. Discuss how patient-centered and family centered care in the USA differs from their country of origin
3. Describe how the USA focus on delivery of care based on established guidelines affects the patient, family, and health care team responses for treatment of acute and chronic illnesses.
4. Discuss environment (home and community), spiritual, economic, legal, ethical, and cultural factors within the health system in USA that differ from the country of origin that effect the professional nurse's delivery of care.

NRSG 483: Clinical Practicum in Nursing in the U.S. Healthcare Context

This clinical course provides support in the development and application of nursing skills, effective theories of communication and delegation strategies. Emphasis is placed on providing care for patients and families with various diagnosis' and at many different stages in life. This clinical experience will provide opportunities for inter professional collaboration, skill implementation, patient education, professional role development and the use of various data sources. A variety of health care settings will be utilized.

Course Objectives

- a. Use clinical reasoning to develop and provide safe and appropriate nursing interventions for individuals, families with disease, injury or disability with predictable outcomes and/or having life transitions
- b. Communicate effectively with patients, families, and health care team members
- c. Perform nursing skills and interventions safely and with compassion with patients and families acknowledging diversity in lifestyle, culture, and values
- d. Apply beginning clinical reasoning skills to analyze assessment and screening data to make nursing decisions in health promotion, disease prevention, and care giving
- e. Demonstrate professional values with the ethical, moral, and legal aspects of nursing into nursing practice
- f. Respect patient preferences, values and diversity in providing patient centered care
- g. Utilize the principles of delegation in achieving positive patient outcomes
- h. Use informatics to support education, decision making, communication and safety in health care delivery

TO: The Board of Regents
Academic Affairs

MEETING DATE: April 10, 2015

SUBJECT: Creation of a Bachelor of Science (BS) degree in Biomechanics in the School of Health, Physical Education and Recreation (HPER) in the College of Education at the University of Nebraska at Omaha (UNO)

RECOMMENDED ACTION: Approval is requested to create a Bachelor of Science degree in Biomechanics in the School of Health, Physical Education and Recreation in the College of Education at UNO

PREVIOUS ACTION: November 20, 2014 – The Board approved the existing Center for Research in Biomechanics and the renaming of the existing center to the Center for Research in Human Movement Variability with the School of HPER at UNO

EXPLANATION: Biomechanics is the study of forces that act on a body and the effects that they produce. Biomechanics lies in the intersection of biology, physiology, and anatomy with physics, mathematics, and chemistry, which helps to solve difficult problems in medicine and health. It is a rapidly growing discipline with applications in robotics, forensics, ergonomics, clinical assessment of movement disorders, design of prosthetics, sports performance, sports equipment design, safety, etc.

The proposed BS in Biomechanics will prepare students for entry-level positions in biomechanics.

The proposed degree program will be the only bachelor's degree in Biomechanics offered in Nebraska. Only two other universities currently offer the degree in the U.S.

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

PROGRAM COST: \$13,700 (2015-2016)

SOURCE OF FUNDS: Reallocation of existing 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
Executive Vice President and Provost

DATE: March 18, 2015

Degree Proposal For a BS in Biomechanics

Descriptive Information

- Name of Institution: University of Nebraska at Omaha
- Major: Biomechanics
- Bachelors of Science (BS)
- Other program in this field offered by this institution: None
- CIP Code: 14.0501 (tentative)
- Administrative Units for the Program: Physical Education Program in the School of Health, Physical Education and Recreation in the College of Education
- Proposed Delivery Site: University of Nebraska at Omaha
- Date Approved by Governing Board: TBD
- Proposed Date the Program will be Initiated: Fall 2015

1. Description and Purpose of the Proposed Program:

The proposed BS in Biomechanics in the School of Health, Physical Education and Recreation at UNO is a degree program designed to enable students from Nebraska and the region to develop competencies necessary to function in entry level positions in biomechanics.

The proposed BS in Biomechanics is the only bachelor's degree in Biomechanics offered in the state of Nebraska. A search of the World Wide Web identified only two BS in Biomechanics degrees in the USA. The closest BS in Biomechanics is located at Marquette University in Milwaukee, Wisconsin, within their College of Engineering. The second program that we identified is at Marshall University in West Virginia and within their College of Kinesiology. Therefore, the present proposal also will attract students from other states to our University assisting in fulfilling the goal set by our Campus Strategic Plan in Sub-Goal F and Objective 5 to increase enrollment to reach 20,000 students by 2020.

Furthermore, the fact that UNO has the first research building dedicated to biomechanics and recently (September of 2013) hosted the annual meeting of the American Society of Biomechanics has generated tremendous momentum that we seek to capitalize on with this program. These events have cemented UNO as a primary destination for academic excellence in biomechanics and movement sciences around the globe resulting in many inquiries from the community, both locally but also globally, to generate a BS in Biomechanics degree. Such a unique program will allow us to fulfill additional goals from our Campus Strategic Plan in Sub-Goal F by leading UNO to grow its regional and national reputation as a first choice metropolitan university. This program will allow us to increase the enrollment of high school students who are in the top 10 percent of their graduating class (Objective 1) and increase the number of high school students who consider UNO their first choice for an undergraduate education (Objective 2).

The graduates from this program will fill positions in environments such as: Gait Analysis research laboratories; Research and design in sports companies; Motion and time analysis and testing in Occupational environments; Design of man-machine interfaces; and Research and testing of athletes and patients with movement disorders. Many of these environments in Nebraska and around the world are staffed by individuals who have no background in biomechanics. This program will help to address that void by providing a pool of graduates who have been professionally prepared. The degree in Biomechanics will provide students with the background and skills needed to create work and living environments that improve human health and enhance performance.

This program is also designed to be an excellent choice for students planning to continue their education beyond the bachelor's degree in a variety of graduate school programs. The coursework related to this degree program will provide the students with a strong and broad base from which to choose a more specific topical masters or doctoral program such as Biomechanics, Exercise Physiology, Motor Control, Biomedical Engineering, etc. From this perspective, an additional strength of the proposed coursework is its emphasis on quantitative sciences. This emphasis will allow our students to stand out among other candidates for fellowships, assistantships, and scholarships given to graduate students.

Furthermore, this program will be an excellent choice for students planning to continue their education beyond the bachelor's degree in professional schools for physical therapy, occupational therapy, medicine and other science based programs. With the high number of applicants to these types of programs, this degree would not only encompass all or nearly all of the necessary prerequisites for each program but would give the applicant additional training in movement and quantitative sciences to stand out among other applicants.

2. Program of Study:

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

The 120 credit hour curriculum is composed of two components. They include: A.) The University General Education Requirements, B.) The Professional Core consisting of the Natural Science Requirements, the Mathematics Requirements, the Behavioral Science Requirements, the Movement Science Requirements, and the Practica Requirements. The program of study includes 42 hours of general education requirements and 92 hours of Professional Core requirements. Fourteen credit hours of the Professional Core courses can be used to meet the General Education Requirements resulting in 120 credit hours required for the degree.

The biomechanics core requirements are larger than most undergraduate core requirements because Biomechanics is a broad area of study. With the interdisciplinary

core requirements, this major prepares students in a variety of specialty areas. With this type of professional core plan, our students will be well-prepared to further their education in graduate and professional school programs. We are providing our students with the basic courses needed to understand the breadth of the field of Biomechanics.

A. University General Education Requirements

Fundamental Academic Skills (12 hours)

English 1150 (3 credit hours)

English 1160 (3 credit hours)

Math 1310 (3 credit hours)

Public Speaking 1120 or 2120 (3 credit hours)

Advanced Writing in the Major (0 credit hours) This requirement is satisfied by writing required in PE 4630 and PE 4940

Distribution Requirements (26 credit hours)

Natural & Physical Sciences (minimum 8 credit hours from at least two different disciplines and with at least one laboratory course)

Humanities and Fine Arts (9 credit hours taken from at least two different disciplines/curriculum designations)

Social and Behavioral Sciences (9 credit hours taken from at least two different disciplines/curriculum designations)

Cultural Diversity (6 credit hours) Cultural Diversity coursework may satisfy distribution requirements in Humanities/Fine Arts or in Social/Behavioral Sciences.

Global (minimum 3 credit hours)

US (minimum 3 credit hours)

NOTE: 14 hours from the professional core fulfilling the University General Education requirements include: eight hours in natural/physical sciences, three hours in mathematics (MATH 1320 will supersede Math 1310), and three hours in the social/behavioral sciences (PSYC 1010). The 120 hour degree also assumes that students select coursework in humanities/fine arts area and the social/behavioral sciences area that satisfy requirements for U.S. diversity and global diversity.

B. Required Professional Core Courses

Natural Sciences (45 credit hours)

BIOL 1450 Biology I (5 credit hours-Lecture with Lab)*

BIOL 1750 Biology II (5 credit hours-Lecture with Lab)

CHEM 1180 General Chemistry I -Lecture (3 credit hours)*

CHEM 1184 General Chemistry I -Lab (1 credit hours)*

CHEM 1190 General Chemistry II-Lecture (3 credit hours)

CHEM 1194 General Chemistry II-Lab (1 credit hours)

CHEM 2250 Organic Chemistry I-Lecture (3 credit hours)

EMEC 2230 Engineering Statics (3 credit hours)

EMEC 3730 Engineering Dynamics (3 credit hours)

PE 2400 Human Physiology and Anatomy I (4 credit hours)*

PE 2500 Human Physiology and Anatomy II (4 credit hours)

PHYS 2110 General Physics I-Lecture (4 credit hours)

PHYS 1154 General Physics I-Lab (1 credit hour)*

PHYS 2120 General Physics II-Lecture (4 credit hours)

PHYS 1164 General Physics II-Lab (1 credit hours)

* Eight hours of courses marked with asterisks can be counted in fulfilling university general education requirements in the natural science distribution area.

Mathematics (20 credit hours)

MATH 1320 College Algebra (3 credit hours)**

MATH 1330 Trigonometry (3 credit hours)

MATH 1950 Calculus I (5 credit hours)

MATH 1960 Calculus II (5 credit hours)

MATH 1970 Calculus III (4 credit hours)

** Three hours for College Algebra exceeds the MATH 1310 course required in general education.

Behavioral Science (6 credit hours)

PSYC 1010 Introduction to Psychology (3 credit hours)***

PSYC 4440 Abnormal Psychology (3 credit hours)

*** Three hours for Introduction to Psychology can be counted in fulfilling university general education requirements in the social/behavioral science distribution area.

Movement Sciences Core (9 credit hours)

PE 4150 Adapted PE Theory/Practice (3 credit hours)

PE 4630 Biomechanics (3 credit hours)

PE 4940 Physiology of Exercise (3 credit hours)

Practica (12 credit hours)

PE 4010 Laboratory Methods in Exercise Science (6 credit hours)

PE4910 Internship in Exercise Science (6 credit hours)

3. Faculty Staff, and other Resources:

The College of Education and the School of Health, Physical Education, & Recreation have been supportive in providing faculty, staff, facilities, and equipment for Biomechanics and movement sciences in general. The staffing not only meets academic requirements for this proposed degree, but also addresses the needs for the current graduate degrees in Exercise Science and service courses provided to the general student population of UNO. Additionally, full time faculty from other programs in the School of HPER teach courses required for this degree. Graduate assistants from other graduate programs in Exercise Science and post-docs assist with courses and may teach a course. A list of faculty teaching courses in this proposed degree follows:

Full-Time Faculty in Biomechanics

Nick Stergiou, PhD

Sara Myers, PhD

Mukul Mukherjee, PhD

Anastasia Kyvelidou, PhD

Jenna Yentes, PhD

Full-Time HPER Faculty Teaching Courses in the Program

Kris Berg, PhD

Melanie McGrath, PhD

Mike Messerole, PhD

Adam Rosen, PhD

Dustin Slivka, PhD

Full-Time UNO Employees Teaching Courses in the Program

Diderik-Jan Eikema, PhD

Steven Harrison, PhD

Part-Time Faculty

Joseph Ka-Chun Siu, PhD, PT

Jeff Kaipust, MS

Shane Wurdeman, PhD

Graduate Assistants

Bryon Applequist, MS

Michael Hough, BS

Jenny Kent, BS

Xuan "Lexie" Liu, MS

Josh Pickhinke, BS

Eric Pisciotta, BS

Troy Rand, MS

Molly Schieber, BS

Physical Facilities/ Equipment

Classrooms for the BS in Biomechanics program are located in the Health, Physical Education and Recreation building on the UNO campus. The 215,000 square foot building serves as the major facility supporting the programs in the School of HPER. Classrooms in the HPER building are scheduled by the School of HPER. All classrooms contain state-of-the-art equipment and technology for effective didactic instruction.

Besides classrooms, the HPER building boasts a state-of-the-art exercise physiology lab with a unique environmental chamber and is directly connected to the Biomechanics Research Building (BRB). The BRB provides us with an excellent edge in terms of recruiting students both nationally and internationally. The two-story BRB boasts 23,000 square feet of laboratory, office and collaboration space. The new building features seven laboratories, a patient evaluation room, changing rooms, machine shop, four conference rooms, two data processing rooms, a library, numerous faculty offices and student workstations. The seven laboratories, all on the first floor, include: 1) a gait laboratory – slightly smaller than the size of a basketball court with 24' ceilings, this laboratory features eight force plates, an instrumented treadmill, safety harness system and 3D digital motion capture; 2) a virtual reality laboratory – A 43' x 29' laboratory housing an instrumented split-belt treadmill, body weight support system, 3D digital motion capture and custom virtual reality set-up; 3) a motor development laboratory – Set up as a traditional living room with couches, tables and lamps, this laboratory features a force plate embedded into a floor. This allows for a natural environment to perform postural development studies in children; 4) a balance and strength laboratory – A 22' x 29' laboratory that features a clinical + research module Balance Manager by Neurocom®, a portable digital force plate and an isokinetic dynamometer; 5) an upper extremity robotics laboratory – This laboratory is 13' x 22' space that is the home to our upper extremity rehabilitation robot, a 3D digital motion capture and brain imaging devices (fNIRS and EEG); 6) acoustics laboratory – This space is designed to conduct auditory or cognitive tasks in a 17' x 12' sound proof room with a computerized speech system; 7) a motor learning laboratory – This laboratory is specially designed to host

studies in motor learning and robotics, specifically as an external work site for local surgeons to receive training on the daVinci robot. This 16' x 26' space holds all custom equipment that has been built to facilitate these projects. Also included on the first floor is the machine shop (30' x 15'), a workroom for casting (8' x 15'), a patient evaluation room, men's and women's changing rooms and restrooms. BRB has strong ties with the University of Nebraska Medical Center, the Omaha Veterans' Affairs Medical Center, the Creighton University Medical Center, and the University of Nebraska Lincoln College of Engineering. These strong relationships and the close proximity of these facilities provide the laboratory with immediate access to patients with neuromuscular disorders, clinicians in various domains, and engineers.

Instructional Aids

All academic courses in the School of HPER utilize instructional aides and equipment. Numerous training aids and models are available for student and instructor use. Computer access is readily available for both students and faculty. All classrooms used in the HPER building are "high tech" classrooms, meaning they have computers and LCD projectors, VCR, televisions, internet access, and digital overhead projectors (ELMO). The College of Education and the School of HPER place a high priority on providing their programs with the latest equipment, training aids and supplies for educational purposes. Therefore, nearly all Biomechanics program equipment and supply requests have been approved and purchased.

All students in our courses have equal access to video, software, models, hardware, and demonstration aids through faculty and staff. Software programs used in our courses have been loaded on computers in the HPER computer laboratory and the undergraduate workstations at the Biomechanics Research Building. Annual equipment and supply requests are made to the director of the School of HPER in the fall semester. At the end of the budget year allocations are made to each program respectively through the School of HPER and College of Education's budget.

Budget

The School of HPER operating budget is adequate for the current and projected programs. The expenses for this proposed degree come from the faculty, graduate assistants and support staff who are required to teach the courses as well as the standard operating costs. We currently have three full time faculty in Biomechanics and four HPER full time faculty who will teach these courses. We also have six post-docs and two instructors, all with PhD teaching core-related courses. We have eight graduate assistants and one part-time faculty assisting with these courses. Current support staff for the School of HPER are adequate to support this degree.

4. Evidence of Need and Demand; Enrollment Projections.

- **Need for the Program**

Biomechanics is the study of forces that act on a body and the effects that they produce. It is a rapidly growing discipline which has many applications in robotics, forensics, ergonomics, clinical assessment of movement disorders, design of prosthetics, sports performance, sports equipment design, safety, etc. Biomechanists may work in collecting and analyzing biological and movement related data, examine the efficacy of

drugs that affect movement, generate biotechnologies that improve functionality and monitor mobility, or develop new shoe designs. Biomechanics lies in the intersection of biology, physiology, and anatomy with physics, mathematics, and chemistry, which helps to solve difficult problems in medicine and health. Thus, it is a career that gives back to society by helping to improve others' health and quality of life. It is also extremely flexible, with positions in many different environments such as universities, hospitals, laboratories, industry and regulatory agencies.

The proposed BS in Biomechanics is the only bachelor's degree in Biomechanics offered in the state of Nebraska. As mentioned earlier, we located only two BS in Biomechanics degrees in the USA at Marquette University and Marshall University. The proposed program also will attract students from other states to our University assisting in fulfilling the goal set by our Campus Strategic Plan in Sub-Goal F and Objective 5 to increase enrollment to reach 20,000 students by 2020. This program will allow us to increase the enrollment of high school students who are in the top 10 percent of their graduating class (Objective 1) and increase the number of high school students who consider UNO their first choice for an undergraduate education (Objective 2).

In his 2013 state of the university address, our Chancellor mentioned that UNO's equation for distinction includes the offering of unique undergraduate programs that are supported by state-of-the-art learning and teaching spaces. The proposed BS in Biomechanics epitomizes UNO's equation since we propose a unique program which is only the third of its kind in the USA.

Biomechanics is also a true STEM field as it combines knowledge and study in the categories of science, technology, engineering, and mathematics. This is evident from the coursework that is utilized for this proposed BS in Biomechanics. Thus Biomechanics overcomes a major STEM hurdle where the STEM categories are taught in isolation. Instead we have put forward curriculum under one degree program. Maintaining a citizenry that is well versed in the STEM fields is a key portion of the national public education agenda.

There are presently no specific data to identify the job growth or the availability of jobs that exist specifically in biomechanics. The Bureau of Labor Statistics for 2012-2022 estimated a growth rate in Biomedical engineering, a closely related area, to be 70%. This is based on people working in the broader "job family" (i.e. biomechanics, biomedical scientists, biotechnology, etc.). In 2012, this broader area, was ranked first as best jobs in America by CNN Money.

As a gateway degree, graduates may choose to pursue advance preparation as physical therapists or occupational therapists. The Bureau of Labor Statistics for 2012-2022 estimated growth rates of 36% and 29% with employment changes of 73,500 and 32,800 respectively in these fields. Clearly, there are opportunities available for graduates of the proposed program.

- **Employment and Educational Advancement Opportunities for Graduates:**

With an undergraduate degree in Biomechanics the students have a wide-range of advancement opportunities in an array of topics. After completing the BS in Biomechanics the students are well prepared to enter into a Master's program, followed by a doctoral

program if they choose, focusing on Biomechanics, Kinesiology, Biophysics, Motor Control, Biotechnology, Biomedical Engineering and Exercise Physiology. These students may find employment in laboratories at universities and hospitals, industry and regulatory agencies. With respect to industry such opportunities exist in the areas of biotechnology, biomedical sciences, ergonomics, forensics, etc.

The course work in this degree will also prepare students for entry into professional graduate programs in the fields of Physical Therapy and Occupational Therapy. With the large number of programs offered in these areas the requirements vary from one school to the other. Importantly, this Bachelor's degree in Biomechanics encompasses all prerequisite class requirements for both programs in the city of Omaha, NE as well as the majority of the programs around the United States. With the additional training in mathematics, physics, chemistry, and engineering the applicants from this program will stand out among the large number of students that apply to these types of programs each year. Based on analysis of career opportunities and current career trajectories of undergraduate and master's students in related areas such as the exercise science concentrations, we anticipate that roughly one-third of our graduates will go into industry, one-third will go to medical school or professional degree programs such as physical therapy and occupational therapy, and one-third will go to graduate school.

- **Number of Students Expected to Enroll in the Program and Basis for the Estimate**

The number of students expected to enroll in the program is 5-10 per year initially with greater numbers being interested after the program is initiated and information about the program is spread. The current director of the Biomechanics Research Building, Dr. Nicholas Stergiou, receives 30 to 40 inquiries each year from students interested in an undergraduate degree in Biomechanics, with this number increasing consistently. The School of Health, Physical Education, and Recreation is targeting an increase in admissions to at least 20 students per year. This will provide a direct opportunity for more students to access well recognized graduate and professional programs locally. This degree program is an exciting, innovative area within the scientific community that will help attract additional undergraduate students to the University as well as the School of Health, Physical Education, and Recreation.

- **Minimum Number of Students Required to Make this Program Viable**

Five to 10 students each year will provide a minimum number to make the program viable. Considerably more students are expected.

5. Partnerships with Business

The School of Health, Physical Education and Recreation has developed strong partnerships with local businesses and agencies that have movement-science focuses. We have provided interns and capstone students to a variety of local businesses. Faculty in the School of Health, Physical Education, and Recreation have a long history of providing students hands-on experience in real-world settings through internships and volunteer experiences. Some such examples are:

Creighton University
University of Nebraska Medical Center
Methodist Hospital
Alegent/Creighton Health
Immanuel Rehabilitation Center
Madonna Rehabilitation Hospital
Boys Town Research Institute

6. Collaboration within the University

Faculty and students will collaborate with other entities on campus in teaching, research, and service. The nature of the Biomechanics curriculum lends itself to interaction with faculty, staff, and students in many departments within the College of Arts and Sciences, UNL College of Engineering, other faculty in the College of Education, and faculty and resources within the Biomechanics Research Building. Currently, all three faculty in Biomechanics and five additional faculty from the School of Health, Physical Education and Recreation hold appointments in University of Nebraska Medical Center programs. One faculty also holds an appointment at Creighton University. All these faculty members teach courses in these programs, collaborate on research grants, or provide service in colleges such as the UNMC College of Public Health.

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

The faculty in the College of Education have a long history of collaboration with virtually all health related agencies in the Omaha area and the state of Nebraska. These collaborations will be magnified when the Biomechanics degree is implemented. The types of collaborations include grant writing, serving on joint task forces and coalitions, engaging in community-based participatory research, consulting, placing students for internships, and advocacy. The University and the Biomechanics Research Building have collaborations with both Creighton University and UNMC. These collaborations will provide numerous opportunities for the students, helping them to prosper and grow within their academic and professional accomplishments. The Biomechanics Research Building (BRB) also houses the Nebraska Biomechanics Core Facility (NBCF) that provides biomechanical support to the entire state of Nebraska. NBCF is unique in that it is dedicated to interdisciplinary research that engages in both theoretical and experimental neuromuscular control questions. NBCF scientists have been responsible for many important discoveries related to the motor control of movement patterns. BRB also is the home of the Center for Research in Biomechanics (CRB). Therefore the opportunities for the students in this program are endless.

8. Centrality to Role and Mission of the Institution

The UNO Mission: As Nebraska's metropolitan University, UNO is characterized by its strong academic foundations and creative community relationships that transform and improve the lives of constituents, the region, and the nation. The proposed BS in Biomechanics will promote the mission of the University by striving to attain several objectives identified in its mission statement.

“Curricula will provide a strong academic foundation”

The BS in Biomechanics will provide a strong foundation for students to be prepared for a health professional degree, a graduate degree or to transition into the job market.

“UNO students will measurably benefit from the opportunities in and interaction with the metropolitan environment”

Students will have opportunities for clinical and training opportunities in the many and varied companies and agencies located in metropolitan Omaha.

“Increase the percentage of UNO enrollments in comparison with all higher education enrollments in the metropolitan area.”

This will be the only BS degree in Biomechanics in the metropolitan area and the state. Students interested in biomechanics will be able to select this program rather than go out of the area and out of the state or choose a program that does not fit their needs.

“Create a learning environment incorporating outreach, cooperative, and community engagement activities into academic programs for all students.”

Many of the courses in the BS in Biomechanics will have a service learning or outreach component.

“Increase its capacity to meet the continuing educational, training, enrichment, and service needs of its varied constituencies”

As indicated earlier, graduates from this program will be well-prepared to enter a broad range of professional careers and degree programs.

9. Consistency with the University of Nebraska Strategic Framework

The proposed BS in Biomechanics will promote the University of Nebraska Strategic Framework by striving to attain several objectives identified in its mission statement.

- “Increase enrollment, consistent with quality imperatives, to serve Nebraska’s goals for increased educational attainment”.

Adding this bachelor’s degree will provide the high school graduates from Nebraska with a high quality degree program to attract them to UNO.

- “Increase enrollment of nonresident undergraduate students at UNL, UNO and UNK”

With a small number of BS degrees in Biomechanics his program should be attractive to students from outside the State of Nebraska.

- “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”

This curriculum will add a new dimension to the opportunity for students to get a degree and pursue job opportunities in Biomechanics and Movement Sciences in both urban and rural environments.

10. Avoidance of Unnecessary Duplication

There are no bachelor degree programs in Biomechanics in Nebraska. The proposed program will be the only undergraduate degree program in Biomechanics in the State of Nebraska. Therefore, there is no duplication.

11. Consistency with the Comprehensive Statewide Plan for Postsecondary Education:

The BS degree in Biomechanics matches the statewide goals for education in the following ways:

- Meeting the needs of students: This student-centered bachelor's degree program will emphasize matching specific career outcomes desired by each student. The program will have core classes but also will allow for considerable selection of elective classes to meet professional goals formally established early in the program.
- Meeting the needs of the state: This bachelor's degree in Biomechanics is aimed at meeting the state and regional need for those with basic training in this emerging field. Persons trained in this program will interface with health professionals in local, state, and regional health agencies. Their state of training will enhance their ability to influence the quality of health information provided by health agencies and the quality of health care provided in the work place.
- Meeting needs by building exemplary institutions: This proposed program enhances the mission of the University of Nebraska at Omaha in contributing to the health and biotechnology needs of the state. Increasing the ability to affect overall health of the population will elevate the reputation and relevance of the university.
- Meeting educational needs through partnerships and collaboration: Numerous collaborations were cited in a previous section. This bachelor's degree program will be highly integrated with various sectors of the community. The specializations offered in the program largely have as their primary focus the work place, hospitals, and universities. Consequently, the students will be exposed to a wide array of work sites and organizations. The topics they address for training in research, for example, will typically relate to a specific occupation and site. Students trained in this program, therefore, will be able to deliver the highest possible service to a broad segment of institutions and work places in the state.
- Facilities planning to meet educational needs: Existing facilities in the School of HPER and other sites on the UNO campus are more than adequate to meet the needs of the proposed program. Students also will have access to facilities on the UNMC campus and collaborating organizations identified elsewhere in this proposal.

School of Health, Physical Education, and Recreation Bachelor of Science in Biomechanics

Name:			
General Education			
Fundamental Academic Skills (12)	Cr	Gr	Date
ENGL 1150 English Composition I	3		
ENGL 1160 English Composition II	3		
MATH 1310 Intermediate Algebra	3		
SPCH 1110 or 2120 Public Speaking	3		
Advanced Writing (in Major)***	0		
Distribution Requirements (26)	Cr	Gr	Date
Natural Science (8 hrs minimum)*			
Humanities/Fine Arts (9 hrs, 2 disciplines)			
	3		
	3		
	3		
Social/Behavioral Sciences (9 hrs, 2 disciplines)			
	3		
	3		
	3		
Cultural Diversity (6 Hrs, 2 disciplines)****			
Global	3		
US	3		
Professional Electives	Cr	Gr	Date

Course Prerequisites:

- BIOL 1750: ¹BIOL 1450
 CHEM 1180: ²Placement above MATH 1310 and Placement into CHEM 1180
 CHEM 1190: ³CHEM 1180 and CHEM 1184
 CHEM 1194: ⁴CHEM 1180 and CHEM 1184
 CHEM 2250: ⁵CHEM 1190 and CHEM 1194
 EMEC2230: ⁷MATH 1960 and PHYS 2110
 EMEC 3730: ⁸EMEC 2230 and MATH 1970
 PHYS 2110: ⁹MATH 1950
 PHYS 2120: ¹⁰PHYS 2110 and MATH 1960
 PHYS 1154: ¹¹ Prior to or concurrent w PHYS 2110
 PHYS 1164: ¹² Prior to or concurrent w PHYS 2120
 MATH 1950: ¹³MATH 1320 and 1330, or MATH 1340
 MATH 1960: ¹⁴MATH 1950
 MATH 1970: ¹⁵MATH 1960
 PSYC 4440: ¹⁶PSYC 1010
 PE 4150: ¹⁸PE 2800
 PE 4630: ¹⁹BIOL 2740 and BIOL 2840 or equivalent, and PHYS 1110 or higher equivalent
 PE 4940: ²⁰PE 1800, PE 2400 or PE 2880 or BIOL 2740
 PE 4010: ²¹PE 2500 or PE 2880 or BIOL 2840, PE 4630, PE 4940, CPR certification and permission of instructor

NUID #				
Professional Core (92)				
Natural Science (45)	Cr	Gr	Date	Sem
BIOL 1450 Biology I*	5			
BIOL 1750 Biology II ¹	5			
CHEM 1180 General Chem I* ²	3			
CHEM 1184 General Chem I Lab*	1			
CHEM 1190 General Chem II ³	3			
CHEM 1194 General Chem II Lab ⁴	1			
CHEM 2250 Organic Chemistry I ⁵	3			
EMEC 2230 Engineering Statics ⁷	3			
EMEC 3730 Engineering Dynamics	3			
PE 2400 Hum Phys & Anat I*	4			
PE 2500 Hum Phys & Anat II	4			
PHYS 2110 General Physics II ⁹	4			
PHYS 2120 General Physics II ¹⁰	4			
PHYS 1154 General Physics I Lab* ¹¹	1			
PHYS 1164 General Physics II Lab ¹²	1			
Mathematics (20)	Cr	Gr	Date	Sem
MATH 1320 College Algebra	3			
MATH 1330 Trigonometry	3			
MATH 1950 Calculus I ¹³	5			
MATH 1960 Calculus II ¹⁴	5			
MATH 1970 Calculus III ¹⁵	4			
Behavioral Science (6)	Cr	Gr	Date	Sem
PSYC 1010 Intro to Psych**	3			
PSYC 4440 Abnormal Psychology ¹⁶	3			
Movement Science Core (9)	Cr	Gr	Date	Sem
PE 4150 Adapted PE Theory/Practice ¹⁸	3			
PE 4630 Biomechanics ¹⁹	3			
PE 4940 Physiology of Exercise ²⁰	3			
Practica (12)	Cr	Gr	Date	Sem
	6			
PE 4010 ²¹ Lab Methods in Exercise Sci.				
PE 4910 Internship in Exercise Science	6			

NOTES

If a higher PHYS course has been taken with a lab, then PHYS 1110 and 1154 are not required.
 If a higher CHEM course has been taken, then CHEM 1120 is not required.
 *May also count toward Natural Science General Education
 ** May also count toward Social/Behavioral Science General Education
 ***Advanced Writing requirement is satisfied by writing done in PE 4630 and PE 4940.
 ****Cultural Diversity coursework may satisfy distribution requirements in Humanities/Fine Arts or in Social/Behavioral Sciences.

ACKNOWLEDGEMENT

Academic advising is important for appropriate progress through the program of study. Your advisor is responsible for, and not limited to, informing you about the program requirements, specific due date e.g., applying for graduation, and approving the courses you take each semester. Students are responsible for meeting with their advisor prior to registering for classes. Students not meeting with an advisor may take unnecessary courses, courses out of sequence, or miss due dates; all of which may delay progress or incur added expense. Students not meeting with an advisor are accountable for their own progress.

TABLE 1: PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM
Bachelor of Science in Biomechanics

	(FY2016) Year 1		(FY2017) Year 2		(FY2018) Year 3		(FY2019) Year 4		(FY2020) Year 5		Total	
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
Personnel												
Faculty ¹	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
Professional ²	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
Support Staff-Advisor ³	0.25	\$12,700	0	\$13,081	0	\$13,473	0	\$13,877	0	\$14,293	0.25	\$67,424
Subtotal	0.25	\$12,700	0	\$13,081	0	\$13,473	0	\$13,877	0	\$14,293	0.25	\$67,424
Operating												
General Operating ⁴		\$1,000		\$1,050		\$1,102		\$1,157		\$1,215		\$5,524
Equipment ⁵		\$0		\$0		\$0		\$0		\$0		\$0
New or renovated space ⁶		\$0		\$0		\$0		\$0		\$0		\$0
Library/Information Resources ⁷		\$0		\$0		\$0		\$0		\$0		\$0
Other ⁸		\$0		\$0		\$0		\$0		\$0		\$0
Subtotal		\$1,000		\$1,050		\$1,102		\$1,157		\$1,215		\$5,524
Total Expenses	0.25	\$13,700	0	\$14,131	0	\$14,575	0	\$15,034	0	\$15,508	0.25	\$72,948

¹ No additional full time faculty are being requested for this degree proposal. We are not adding any courses for this degree proposal. We expect a small number of students (5-10) will select this degree each year. These students will be accommodated into existing courses.

² No additional professional staff are requested for this degree program.

³ We are expecting a .25 increase in workload for an academic advisor (FY salary of \$40,000 with .27% for benefits) to support the additional recruitment and advising activities related to this proposed degree. Salary increases are calculated at 3% per year.

⁴ We anticipate a small increase in operating cost due to additional recruitment materials, laboratory supplies and laboratory equipment maintenance. We expect a 5% increase in operating expenses for FY 2016 to FY 2019.

⁵ We do not anticipate expenditures for the acquisition of new equipment or replacement of existing equipment to be necessary for the implementation and/or operation of the proposed degree. The HPER labs have been recently upgraded with new equipment.

⁶ We do not anticipate any renovation or improvements of space as a result of this degree proposal. The existing classroom and laboratory space in the HPER building and Biomechanics Research Building are adequate to support the projected number of students.

⁷ We do not expect any expenditures for additional library materials directly attributed to this degree proposal. The current holdings and access to UNMC and web based sources are adequate for our needs.

**TABLE 2: REVENUE SOURCES FOR PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM
Bachelor of Science in Biomechanics**

	(FY2016) Year 1	(FY2017) Year 2	(FY2018) Year 3	(FY2019) Year 4	(FY2020) Year 5	Total
Reallocation of Existing Funds ¹	\$13,700	14,131	14,575	15,034	15,508	\$72,948
Required New Public Funds ²						\$0
1. State Funds	\$0	\$0	\$0	\$0	\$0	\$0
2. Local Tax Funds (community colleges)	\$0	0	0	0	0	\$0
Tuition and Fees ³	\$0	\$33,750	\$36,450	\$39,312	\$42,518	\$152,030
Other Funding ⁴	\$0	\$0	\$0	\$0	\$0	\$0
1						\$0
2						\$0
3						\$0
Total Revenue ⁵	\$13,700	\$47,881	\$51,025	\$54,346	\$58,026	\$224,978

¹ We will allocate funds to support the reassigned academic advisor and the general operating increase.

² No new state funds are requested.

³ Calculated as 5 new full time undergraduate students per AY, multiplied by 2014-15 UNO resident undergraduate tuition and fees(\$6750) and increased 4% per AY. Returning students tuition and fees calculated with 4% increase as well.

⁴ No other funding is expected as a revenue source.

TO: The Board of Regents
Academic Affairs

MEETING DATE: April 10, 2015

SUBJECT: Establishment of the Center for Real Estate and Asset Management in the Department of Finance, Banking, and Real Estate in the College of Business Administration (CBA) at the University of Nebraska at Omaha (UNO)

RECOMMENDED ACTION: Approval is requested to establish the Center for Real Estate and Asset Management in the Department of Finance, Banking, and Real Estate in the CBA at UNO

PREVIOUS ACTION: January 25, 2013 – The renaming of the Department of Finance, Banking and Law to the Department of Finance, Banking and Real Estate in the CBA at UNO was approved by President James B. Milliken and Chancellor John Christensen, and was reported to the Board

EXPLANATION: The proposed Center for Real Estate and Asset Management will provide public and private sectors access to timely, objective, and state-of-the-art research and market analyses of local real estate issues and trends. These analyses will be shared through education and outreach programs that are tied to the needs of the local real estate market.

The center will advance education and practice in all segments of the commercial real estate industry with special focus on asset management. Center programs will draw upon CBA faculty, faculty from other colleges at UNO, faculty from other universities, and appropriate professional groups to develop and deliver academic teaching, non-credit programs, applied research and outreach to the professional research community.

The Council of Academic Officers has reviewed this proposal.

PROGRAM COST: \$303,599 (2015-2016)

SOURCE OF FUNDS: Reallocation of existing funds, grant support and private gifts

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

John Christensen, Chancellor
University of Nebraska at Omaha

RECOMMENDED: Susan M. Fritz
Executive Vice President and Provost

DATE: March 18, 2015

Proposal to Establish the Center for Real Estate and Asset Management

Descriptive Information

- **Name of the Institution Proposing the Center:** University of Nebraska Omaha (UNO)
- **Name of the Unit Proposed:** Center for Real Estate and Asset Management
- **Other Programs in Field Offered:** Real Estate Program in College of Business Administration (transition to Center for Real Estate Asset Management)
- **Administrative Units for the New Unit:** Department of Finance, Banking, and Real Estate, College of Business; University of Nebraska at Omaha
- **Date Approved by Board of Regents:** TBD
- **Date Center will be Initiated:** Spring, 2015

1. Purpose and Context of the Center

The highly complex and rapidly changing nature of real estate markets (as demonstrated by the U.S. real estate crash of 2008), requires that both the public and private sectors have access to timely, objective, and state-of-the-art research and market analyses of local real estate issues and trends as well as high quality and innovative education and outreach programs that are tied to the needs of the local market. Most research and market analyses, and the educational training opportunities available nationally, are focused on larger cities and regions. Fortunately, the UNO Real Estate Program in the College of Business Administration (CBA) at the University of Nebraska at Omaha, has, since 1952, been able to offer Omaha and other Nebraska communities real estate research, education and outreach activities that meet their specific needs. The proposed Center for Real Estate and Asset Management would expand and intensify these activities.

The center's purpose is to advance education and practice in all segments of the commercial real estate industry with special focus on asset management. We will do this by linking CBA faculty, faculty from other colleges at UNO, faculty from other universities, and appropriate professional groups to create teaching, research and outreach agendas. Specifically, the Center for Real Estate and Asset Management will:

- Educate undergraduate students, graduate students, and professionals regarding real estate concepts and practices through courses, professional lecture series, and professional training;

- Reinforce and establish new partnerships among real estate companies based in the region, across the country, and worldwide which focus on asset management, finance, development, property management, brokerage, and appraisal;
- Establish and disseminate industry best practices to the real estate industry;
- Serve as a leader in educational efforts regarding real estate asset management, drawing regional and national attention to the center as a leader in asset management education;
- Attract talented faculty to conduct research and advance educational opportunities in real estate asset management;
- Attract college-bound and non-traditional students from Nebraska and out of state who are interested in learning about commercial real estate and commercial real estate asset management;
- Attract companies interested in hiring UNO graduates with experience and practical knowledge in commercial real estate; and
- Contribute to the University of Nebraska goal of meeting its enrollment target of 60,000 students and UNO by helping it reach a target enrollment of 20,000 students by 2020.

On the UNO campus, the Center will collaborate with the following entities:

- UNO College of Public Affairs and Community Service: Urban Studies, and School of Public Administration,
- Nebraska Business Development Center,
- The Center of Urban Sustainability, and
- UNO College of Arts and Sciences, Department of Geology and Geography.

Many CBA real estate program alumni are or have been influential real estate industry professionals, executives, and owners of real estate firms in the Omaha area and other major U.S. cities including but not limited to Seattle, Denver, San Francisco, Los Angeles, Phoenix, Charleston, Atlanta, Las Vegas, and Des Moines. The real estate program enjoys relationships with every major real estate firm in the Omaha area as well as a number of regional, national, and international firms. Real estate program faculty members bring practical experience and knowledge to the classroom and are highly regarded in the real estate industry. Beyond success in real estate-related academic research, our faculty members have professional expertise in areas of real estate including: finance and investments, appraisal, property management, and law.

Currently, real estate courses and a major are offered in CBA as part of the Department of Finance, Banking and Real Estate. This organizational structure has worked reasonably well over the 62 years that the program has been in place. However, going forward securing center status will foster the strengthening of existing partnerships, the formation of new ones, as well as the broadening of the research agenda through increased visibility and prominence for a program that already has

many strengths. Under the umbrella of the Center for Real Estate and Asset Management, faculty and collaborators will be more successful in attracting external research funds as well as private sector support.

2. Need and Demand for the Center

Contributions to Society and Economic Development

With more than 15 recognized possible career tracks related to real estate and hundreds of thousands of professionals (not including residential sales people) employed in the industry, there is a need for graduates who understand the high-level analytics and knowledge bases necessary for careers in asset management. The table below lists a few of the many potential career tracks based upon data compiled by the U.S. Bureau of Labor Statistics.

Real Estate Careers (From bls.gov Feb 2014)	2012 Employment	Increase 2012 to 2022
Property, Real Estate, and Community Association Managers	297,000	12%
Real Estate Brokers and Sales Agents	422,000	11%
Appraisers and Assessors of Real Estate	83,700	6%
Loan Officers*	296,900	8%
*Not exclusively real estate related lending		

Local real estate leaders have indicated that there will be increased demand for program graduates when the center is fully functional. Some of those professionals believe that the center will become a leader in the U.S. because of its focus on asset management.

Faculty from the CBA Real Estate Program have obtained financial support from local (Omaha area), state, and federal government agencies to conduct applied real estate valuation research in support of their programs. This research has been focused in both urban and rural (agricultural) parts of Nebraska. Project sponsors include: Douglas County, the Nebraska Investment Finance Agency, the Nebraska Game and Parks Commission, the USDA, the USGS, and the U.S. Army Corps of Engineers. The projects valuing properties focus on: water management issues (flood mitigation, irrigation retirement, and the supply of water-based amenities); single-family housing price trends and factors influencing neighborhood development and growth; and property taxation. Faculty also have been asked to present their research results to local and state groups including on several occasions the Nebraska Unicameral.

Overall, the center will provide an organizational structure that hosts academic teaching, non-credit programs, applied research and outreach to the professional research community. The dual focus of the center, academic and practice, will attract a broad range of collaborators who fit comfortably into one or both of these foci.

3. Adequacy of Resources:

A recent reorganization of the real estate program in CBA has given it better access to faculty and students in finance and business law, areas crucial to the success of the center. At the same time, the program has retained its collaborative relationship with faculty in its former home, the Department of Economics. The reorganization resulted in a strengthened program that is ready for a transition to center status. Faculty and staff levels are appropriate given current enrollment levels. However, as demand for center graduates grow, additional faculty will be hired. Currently, there are two full-time faculty, two part-time faculty and two additional affiliated faculty members.

In addition, private gifts are being utilized for program support and in program expansion. Other gifts are anticipated. Multi-year annual gifts have been most useful. Over the last three years, the program has awarded an average of 15 scholarships totaling approximately \$20,000. Annual gifts currently average \$30,000. Additional funding comes from endowment earnings and grant dollars. The real estate community has indicated that additional support will be forthcoming after achieving center status.

Physical Resources (including instructional equipment and information resources): The work of the center will be conducted utilizing existing facilities in CBA (Mammel Hall). The administrative functions of the center will be located in the office of the Directors Nate Bjorklund and Steven Shultz. Moreover, the real estate program currently has a research laboratory. Existing information and equipment resources are sufficient for the founding of the center. The college endowment along with annual gifts and student fees support technology updates, data purchases, and professional society memberships. As the center expands, enrollment increases, and research funding rises additional space resources will be allocated.

Budget Considerations

Expenses:

The center will operate with a relatively small operating budget given the other support available in the college. As funding expands from grants, contracts and gifts, the center will hire additional support staff.

Revenue:

CBA currently pays for the salaries of the co-directors, adjunct faculty, and support staff and will continue to do so. Professor Steve Shultz holds the Baright professorship, funded by the Baright Foundation. Grants and annual gifts support the research agenda and program expansion. Additional gifts will allow the center to host more outreach programs.

Avoidance of Unnecessary Duplication

There are no other centers with a focus on asset management in the state of Nebraska or within the United States. The center will seek opportunities to collaborate with institutions of higher across the country and worldwide. The directors of the proposed Center have already made contacts with academics in other countries including Australia, Dubai, Germany, Italy, Costa Rica, Japan, and the Netherlands with respect to possible collaboration.

Finally, the distinction of being an officially-recognized university center will facilitate the formation of new relationships with peer institutions throughout the nation and worldwide. The new center will be the central contact point for asset management education in the U.S.

4. Organizational Structure and Administration

There are two full-time faculty members who share the leadership of the program, under a co-director leadership model. The first co-director will be responsible for research including grant applications, report writing and the leadership of research teams. The second co-director is responsible for the academic program and outreach with an important focus on industry partnerships. Part-time faculty teach classes and serve as mentors to students while affiliated faculty are involved with program planning and, in some instances research. This structure will remain intact when the center is created, although there will be a significant increase program breadth and reach. Center leaders will report to the chair of the Department of Finance, Banking and Real Estate in CBA with ultimate reporting to the dean of the college. The center will be part of the network of centers already in existence in CBA. An advisory board made up of real estate industry leaders already is in existence for the real estate program. That board will serve in an advisory capacity for the center, although additions to that board will be made that reflect the new aspects and directions of the center.

5. Partnerships with Business

The Omaha Metropolitan Statistical Area (MSA) is home to many real estate and development organizations that engage in real estate asset management every day. A significant number of these organizations are led by alumni of the CBA real estate program, providing local and national connections to those organizations. Faculty in CBA's real estate program conduct industry research and are participating members of real estate professional organizations, while the real estate professionals teach part-time, serve as mentors to students, serve on the advisory board and provide financial resources to the real estate program. The creation of the center will assist CBA in strengthening existing relationships as well as establishing new partnerships. Establishing the center also will facilitate the creation of stronger partnerships beyond the Omaha MSA.

The College of Business Administration (CBA) has signed a Memorandum of Understanding (MOU) with the Institute of Real Estate Management (IREM). Under the terms of the MOU, IREM will:

- Recognize CBA as a provider of real estate education on IREM's website and in other promotional materials.
- Recognize CBA's Bachelor of Science in Business Administration with a specialization in Real Estate and Land Use Economics degree as one that fulfills the specified educational requirements for IREM's CERTIFIED PROPERTY MANAGER® (CPM®) designation.
- Provide CBA with resource material to use in developing its real estate curriculum and materials about careers in real estate management for distribution to its students.
- Connect CBA to IREM's Nebraska Chapter No. 12 for purposes of mutual collaboration.

For its part, CBA will, among other initiatives:

- Recognize IREM as a principal provider of real estate management education and credentials.
- Promote the fact that UNO's Bachelor of Science in Business Administration with a specialization in Real Estate and Land Use Economics degree fulfills the specified educational requirements for IREM's CPM® designation.
- Utilize IREM® textbooks and resource material, as appropriate, to develop and deliver its real estate management curriculum.
- Make information about IREM's Student Membership program available on the UNO website.

Other partnerships include:

Commercial Real Estate Summit - The Commercial Real Estate Summit is an annual event in the Omaha metro area now in its 25th year. The focus of the event is communicating current market trends and new information regarding commercial real estate. Normal attendance is 550 to 650 commercial real estate industry professionals (e.g., brokers, lenders, and attorneys). A CBA real estate faculty member is a member of the steering committee and has been a speaker, panelist or session presenter each of the last three years. Moreover, the president of the CBA chapter of Rho Epsilon, the national real estate honorary society, was made a member of the Summit's steering committee. Last year this young man also had the opportunity to sit on a panel and he was found to be a valuable contributor.

Building Owners and Managers Association - They provide two scholarships annually to real estate students.

Society of Office and Industrial Realtors - They provide two scholarships annually to real estate students.

Omaha Area Board of Realtors - They provide two scholarships annually to real estate students.

6. Collaboration with Higher Education Institutions Extend to the University

Currently, the collaborations between CBA real estate faculty and faculty at other universities are concentrated in joint research.

Research Collaborations (within the NU system and nationally).

CBA real estate faculty publish peer-reviewed articles with faculty from the University of Nebraska-Lincoln, North Dakota State University, and the University of Minnesota. Much of the UNO real estate research funding has been administered through the University of Nebraska Water Center.

CBA faculty are co-investigators on a recently submitted UNL-based National Science Foundation Grant Application dealing with sustainability and resiliency in urban systems (with CBA being responsible for real estate valuation aspects of the research). And most recently, CBA real estate faculty have been working with the directors of the University of Nebraska's Robert B. Daugherty Water for Food Institute to develop several real estate-related water management projects in Central America in close collaboration with The Center for Research and Training in Tropical Agriculture (CATIE) based in Costa Rica.

Other collaboration is in the early stages as real estate program leaders and universities beyond Nebraska learn more about our efforts. Going forward, the creation of the center will foster new joint research opportunities as well as promote collaborative efforts with respect to program development and perhaps delivery.

7. Constituencies to be Served

The center will serve several constituencies. First, and most obvious, is the constituency of students who seek a degree and/or a certificate in real estate asset management. Investment science students will benefit by learning the importance of real estate and asset management beyond equity and debt instrument. The students will include those majoring in real estate and those who elect to include real estate as a minor field of study. The second constituency is the network of professional real estate organizations who ask our faculty to deliver seminars, present research results, and serve on the advisory and governing boards. Achieving center status will provide a level of visibility that will result in a significant increase in the level of activity. The third constituency is those businesses and other organizations who hire alumni of the programs in the center. The fourth constituency are those persons and organizations for whom faculty conduct research. The last constituency is made up of research collaborators in Nebraska and beyond who will be attracted to the prospect of joint work because CBA's real estate efforts are conducted under the auspices of the Center for Real Estate and Asset Management.

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

Outcomes at this level of success will be determined by how well the center meets both short and long-term goals. One of those goals is to grow enrollment by ten percent over a five-year period. The directors will assess enrollment growth at year three and beyond, focusing on the composition of students, including co-major fields of study and job placement beyond graduation. In addition, over the next five years different elements will be added to the program (e.g., starting a student-based annual real estate conference hosted at UNO). First, we will be able to measure, yes or no, if the conference was initiated and then we can assess attendance and attendance composition. Private gift donors will be conducting their own assessments and if we wish to continue to have their support we will have to be successful. We will track grant activity and the number and depth of business partnerships, with the expectation that they will increase markedly.

On the research front, center faculty will be judged by their publications (quality first) as well as grant dollars garnered. We expect to experience a substantial increase in research output, which again can be measured in standard ways.

9. Centrality to the Mission of the Institution

UNO's mission focuses on being student centered, academic excellence, and being engaged in the community. The proposed Center for Real Estate Asset Management will have a first-rate academic program whose graduates are in high demand. Students will be supported by programs that have important linkages to the real estate community, connect students to high quality internships and professional associations, and provide scholarship support. Faculty will produce high quality research (academic excellence), work that is recognized by other academic and real estate professionals as important. Faculty as well as students will be engaged with the real estate community through industry-sponsored research, professional association affiliation, and project-based work for companies.

10. Alignment with University of Nebraska Strategic Framework

The *University of Nebraska Strategic Planning Framework 2010-2013* lays out six major planning goals. These goals are intended to shape, guide and align efforts University-wide to serve the State and citizens of Nebraska and benefit all students who attend the university. The proposed center supports these goals as noted below.

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

UNO's real estate program is at the top of commercial real estate education in the Midwest. The support of the new center will allow us to grow this regionally renowned program into one of national prominence. Our full time and adjunct faculty

consistently receive high marks on student evaluations. In the last 12 months commercial real estate firms from cities across the United States (including, but not limited to, San Diego and Dallas) contacted UNO with a desire to engage our current students and recent graduates regarding employment opportunities.

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

The center will contribute to Goal 3 by bringing together students, the local and statewide real estate industry, and local and state government. Our students will have an opportunity to participate in relevant and cutting-edge case studies and consulting projects. The real estate program has been asked for input on actual projects including but not limited to the Crossroads redevelopment and the Omaha Civic Auditorium redevelopment. Giving students the opportunity to be involved in valuable projects helps them to become more competitive as applicants in the job market.

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

The center will serve the citizens of the State of Nebraska by providing educational opportunities to real estate professionals in the Omaha area and across the state. The real estate program has engaged Phil Phillips, CEcD/PhD, to help educate our students regarding economic development. Dr. Phillips is an expert in economic development having led the creation of the Nebraska Advantage economic development program.

11. Potential for the Program to Contribute to Society and Economic Development

As noted previously, one of the main goals of the center is to educate students who are better prepared to address the complex world of real estate. In addition to helping the state and nation avoid at least some of the errors in judgment made before and during the most recent financial crisis, the center will be one that focuses on best practices, ones with ethical underpinnings. The center will be in a position to positively influence students at other universities in Nebraska and beyond through collaboration and by the hosting a student conference. Graduates of center programs will be employed immediately in the real estate industry and in subsequent years will assume leadership roles (CBA already has a history here). Some will form their own companies, thus hiring others. Together, employment and company formation contribute significantly to economic development. In educating students with regard to ethical practices, the center will contribute to the betterment of society.

The center's research agenda also contributes to society and economic development. Important issues are addressed (e.g. the use and price of water in the Republican River valley) and research results help shape practice and policy. Moreover, real estate researchers in CBA have been called upon to supply expert knowledge and analysis in a host of areas related to both best practices and public policy. It is anticipated that the level of this work will rise in part due to the elevation of the real estate program to center status.

12. Consistency with the Comprehensive Statewide Plan for Postsecondary Education: How This Program Would Enhance Relevant Statewide Goals for Education

The Coordinating Commission for Postsecondary Education (CCPE) in Nebraska identifies several goals for postsecondary education. First, it should be noted that the formation of the Center for Real Estate Asset Management is consistent with the role and mission of UNO. The center will meet the employment and professional needs in the Omaha MSA, and beyond. The research mission is very important, but does not overshadow the importance of instruction. The center will promote collaboration among the businesses, academics, and policymaking communities.

Specifically, the center will help meet the educational needs of students. There has been a student demand for real estate courses and a program for 62 years, and this demand will rise as noted in Section 2 of this report. The center will meet the needs of employers who hire the graduates of the program. State needs also are met as center alumni form businesses and as important policy-related research is generated. Moreover, the center will be an exemplary institution, one known and admired beyond Nebraska, and one that develops best practices. Success will be achieved through the collaborations noted above, but it is well understood that unanticipated partnerships are likely to occur as the center develops. CBA is steeped in collaborative orientation (e.g. CBA hosts the UNO Center for Collaboration Science) and will use that orientation to forge new partnerships.

Finally, establishing the center involves taking advantage of CBA's relatively new home, Mammel Hall. Mammel Hall has carefully designed classrooms, laboratories (e.g., a real estate research laboratory), and auditorium, all elements that support center activity needs. In addition, it is easy to host programs and conferences at Mammel Hall. Its mid-city location with hotel rooms in close proximity as well as ease-of-parking, a first at UNO, serves the center and its collaborators well.

**TABLE 1: PROJECTED EXPENSES
CENTER FOR REAL ESTATE AND ASSET MANAGEMENT**

	(FY15-16) Year 1		(FY16-17) Year 2		(FY17-18) Year 3		(FY18-19) Year 4		(FY19-20) Year 5		Total	
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
Personnel												
Faculty	2.5	\$256,349	2.5	\$266,602	2.5	\$277,265	3.5	\$364,555	3.5	\$379,147	3.5	\$1,543,918
Non-teaching staff: Professional											0	\$0
Graduate assistants			0.33	\$18,000	0.33	\$18,720	0.33	\$19,468	0.33	\$20,246	0.33	\$76,434
Non-teaching staff: support	0.25	\$7,250		\$7,540	0.25	\$7,842	0.25	\$8,155	0.25	\$8,481	0.25	\$39,268
Subtotal	2.75	\$263,599	2.83	\$292,142	3.08	\$303,827	4.08	\$392,178	4.08	\$407,874	4.08	\$1,659,620
Operating												
General Operating		\$10,000		\$10,400		\$10,815		\$14,247		\$14,817		\$60,279
Equipment							\$2,000					\$2,000
New or renovated space												\$0
Library/Information Resources												\$0
Other 1		\$30,000		\$30,000		\$30,000		\$50,000		\$50,000		\$190,000
Subtotal		\$40,000		\$40,400		\$40,815		\$66,247		\$64,817		\$252,279
Total Expenses	2.75	\$303,599	2.83	\$332,542	3.08	\$344,642	4.08	\$458,425	4.08	\$472,691	4.08	\$1,911,899

¹ Program delivery support (funded by private dollars).

**TABLE 2: REVENUE SOURCES FOR PROJECTED EXPENSES
Center for Real Estate and Asset Management**

	FY(15-16) Year 1	FY(16-17) Year 2	FY(17-18) Year 3	FY(18-19) Year 4	FY(19-20) Year 5	Total
Reallocation of Existing Funds ¹	\$283,599	292,142	313,827	392,178	417,874	\$1,699,620
Required New Public Funds	\$0	0	0	0	0	\$0
1. State Funds						\$0
2. Local Funds						\$0
Tuition and Fees ²	\$153,734	\$161,420	\$169,491	\$177,966	\$186,864	\$849,475
Other Funding						\$0
1 Grant Support	\$60,000	\$60,000	\$60,000	\$80,000	\$100,000	\$360,000
2 Private Gifts	\$30,000	\$30,000	\$30,000	\$50,000	\$50,000	\$190,000
3						\$0
Total Revenue	\$527,333	\$543,562	\$573,318	\$700,144	\$754,738	\$3,099,095

¹ Internal budget redistribution and includes faculty and staff salaries and benefits.

² In Fall 2013, there were 39 BSBA students with primary concentrations in real estate and BSBA students in areas such as investment science generated 783 student credit hours. Assumes ten percent growth in enrollment over five years and annual three percent increase in tuition.

TO: The Board of Regents
Academic Affairs

MEETING DATE: April 10, 2015

SUBJECT: Creation of the Executive Master of Science in Information Technology (EMIT) in the College of Information Science and Technology (IS&T) at the University of Nebraska at Omaha (UNO)

RECOMMENDED ACTION: Approval is requested to create the Executive Master of Science in Information Technology in the College of Information Science and Technology at UNO

PREVIOUS ACTION: March 15, 2013 – The Board approved the creation of an undergraduate certificate in Information Technology Administration in the College of IS&T at UNO

EXPLANATION: The proposed Executive Master of Science in Information Technology (EMIT) will educate Information Technology professionals who want to prepare for corporate leadership positions. The EMIT curriculum includes course modules on: globalization; data analytics and visualization; information assurance; information technology leadership; distributed project management; and information technology infrastructure and emerging technologies.

The EMIT program will draw upon thought leaders in information technology with faculty from the College of IS&T and other units at UNO, international university partners, and local businesses to deliver the program. This accelerated graduate program is designed to be completed in 12 months with student cohorts using instructional modules delivered in a variety of flexible and hybrid formats (e.g., on the UNO campus, online, and in partner locations).

The proposal has been reviewed by the Council of Academic Officers and has been approved by the NU Executive Graduate Council.

PROJECT COST: \$441,601 (2015-2016)

SOURCE OF FUNDS: Tuition and Fees

SPONSORS: B.J. Reed
Senior Vice Chancellor for Academic and Student Affairs
University of Nebraska at Omaha

John Christensen, Chancellor
University of Nebraska at Omaha

RECOMMENDED: Susan M. Fritz
Executive Vice President and Provost

DATE: March 18, 2015

A Proposal for a New Program

Executive Master of Science in Information Technology (EMIT)

Descriptive Information

Name of the institution proposing the program: University of Nebraska at Omaha

Name of the program (major) proposed: EXECUTIVE MASTER OF SCIENCE in INFORMATION TECHNOLOGY

Degrees/credentials to be awarded graduates of the program: EXECUTIVE MASTER OF SCIENCE in INFORMATION TECHNOLOGY (EMIT)

Other programs offered in this field by this institution (to be rolled into this program): None

CIP code: 11.0104 – Informatics

Administrative units for the program
UNO: College of Information Science & Technology

Site: UNO campus and Online

Type: Lecture, Laboratory, Seminar, Online

Date approved by governing board - TBD

Proposed date (term/year) the program will be initiated - TBD

1. Description and Purpose of the Proposed Program:

The University of Nebraska at Omaha proposes to establish an **Executive Master of Science in Information Technology (EMIT)**. The vision of this program is to provide flexible, innovative and technologically current education to *rising IT professionals* who want to prepare for corporate leadership positions through their functional expertise. The EMIT program brings together thought leaders in the IT field and world class instruction from the College of IS&T, other units at UNO, international university partners and local businesses. This accelerated graduate program is designed to be completed in 12-months in a cohort fashion using instructional modules delivered on every alternative Saturday.

The EMIT curriculum includes course modules on topics that address the following major themes: Globalization; Data Analytics & Visualization; Information Assurance; IT Leadership; Distributed Project Management; and IT Infrastructure and Emerging Technologies. Students will take the coursework in the same sequence and as a cohort. Classes will be offered in a variety of flexible and hybrid formats, including on the UNO campus, online via the Internet, and in partner locations (when applicable).

2. Program of Study

Incoming Student Credentials: Undergraduate degree, at least four years of full-time relevant IT experience and a 250 word description of the candidates “future career goals”. Exceptions may be made for less experience through recommendations from employers.

Time period to degree completion: 12 months. Face-to-face sessions will be held every alternate Saturday.

Cost: \$40,000¹ (includes all UNO graduate tuition and fees, cost of e-books, e-papers or case studies, and a mobile computing device with UNO blackboard and other relevant applications licensed for it). Travel and all personal and incidental costs are not included in the cost. One graduate assistantship to support the EMIT faculty and program logistics will be allocated from the revenue. In addition, some of the revenue will be allocated to provide one competitive tuition scholarship to a high qualified economically disadvantaged candidate; this scholarship will cover the differential cost paid by a Nebraska resident and the EMIT flat tuition rate. Additional differential tuition scholarships will be added as enrollment increases. Budget Tables 1 and 2 detail the expected expenses and revenues.

Faculty Expertise: IS&T faculty and potentially other UNO faculty and staff expertise will be tapped to participate in the teaching of the EMIT program. At the discretion of interested faculty and their unit chair, teaching in the executive program may be negotiated to be either considered as a part of in-load teaching or as overload teaching with supplemental remuneration.

All faculty coordinators and teachers listed in Appendix A: EMIT Program with Lead Faculty Assignments have a substantive mix of industrial, academic, collaborative R&D and specific executive teaching experience in delivering similar topics. Many of the faculty participating in the EMIT program have taught for the college of IS&T in an ongoing IT Professional Development Academy offered quarterly for local IT professionals: (<https://itacademy.unomaha.edu/>). Faculty portfolios and vitas can be found at: <http://www.unomaha.edu/college-of-information-science-and-technology/about/faculty-staff/index.php>. This experience and their own regular teaching expertise will form the basis for the courses listed in the EMIT program. Many of the components of each EMIT course module are built upon the “IT Academy” foundation and also on the material developed for regular courses taught in a variety of graduate and undergraduate programs in the college. Because of the inherent nature of the IT academic discipline and profession, many of these courses have applied components that can be easily adapted to the EMIT curriculum. The participating faculty have extensive experience designing and delivering distance and hybrid courses. The college has a large IT support team and a Distance Education Support Group to help faculty with the development of the new and repurposed course modules. Course development costs are included in Budget Table 1: Expenses.

Pedagogical Model and Mode of Delivery: The program will be taught with substantive hands-on orientation using realistic case studies, projects, group discussion and an

1. This proposed cost is for the first year and is subject to change depending on annual increases in NU tuition rates. The executive master is modeled after the Executive MBA. Students’ costs will pay all resident and applicable nonresident tuition and fees with the remaining dollars used to fund the supplemental materials provided to the students and other specialized programmatic costs.

integrated project experience as the fundamental pedagogical approach. The degree is made of short modules on a variety of topical areas of interest to next generation IT leaders. As the master syllabi for each module/course is developed, these pedagogical principles will be reflected in the course content and assignment. These courses will be delivered in a hybrid mode (combination of face-to-face and online) while keeping the following two guiding principles in mind:

- Each course in the executive degree will appropriately reflect the content and/or learning expectations that are consistent with similar graduate level face-to-face courses
- Each credit hour offered in a hybrid mode of delivery will be equivalent to 15 hours of face-to-face contact time with the instructor and 30 hours of out of class time for study, preparation, assessment, projects, group interaction, etc.

EMIT Curriculum Development: The curriculum model is detailed in Appendix A. The information below illustrates how curriculum development will progress for delivery in AY 2015-16.

- a. The first two course modules for the program, **EMIT 8000** and **EMIT 8050** have already been developed and have received all levels of approval included the Graduate College. They are already available for offering at this time. The responsible faculty coordinator for EMIT 9000 is Dr. Deepak Khazanchi and for EMIT 9050 is Dr. George Royce. Both of these faculty have substantive experience in industry and also with teaching IT professionals.
- b. Faculty participating in developing the course modules or their components will be incentivized through financial incentives during Spring and Summer 2015. The incentive will be made available for course development and operationalization and actual delivery will be treated as an overload payment in most instances. The amount of this incentive will depend on whether the faculty is leading a component of the EMIT course module or developing and implementing the whole course. The college has already budgeted funds for this activity.
- c. Appendix B: Curriculum Development Plan outlines a plan of action for delivering the course syllabus and getting them approved through UNO's internal processes.

Management and Advising for the EMIT Degree: Program revenue will be utilized to hire a professional Director for the EMIT program; in addition as additional funds become available a full-time graduate advisor for the program will be hired. The Director will work closely with a *EMIT Graduate Program Committee* consisting of faculty who will be actively involved in teaching within the EMIT program. The Director will work closely with the EMIT GPC and its elected chairperson to develop a detailed operationalization of the various curricular modules to be offered in the program. The Director will also be responsible for building relationships with the community businesses and marketing the program to prospective students.

Dr. Deepak Khazanchi, Associate Dean for the College of IS&T has been identified to serve as the Founding Executive Director of the EMIT program for its inaugural cohort (AY 2015-16). Dr. Khazanchi has been closely involved in developing the EMIT program proposal and has extensive experience working with the business and IT community in Nebraska. He has also already worked with many of the EMIT faculty in developing syllabi

for modules in the EMIT program and for the College's IT Professional Development Academy program offered each quarter. During the first year of the EMIT program, the college will identify interested faculty and viable external candidates to serve in this role starting Year Two. This role will coordinate all the logistics for developing and implementing the EMIT courses each year in close collaboration with lead faculty sponsors for each course module and/or its major component. The college is prepared to take several responsibilities of the associate dean position from Dr. Khazanchi during that first year to give him the needed time to support the new program.

Admission Criterion: Since the program is geared towards rising IT professionals, following are the basic requirements for any applicant to the program that will be considered for each cohort:

- Application - A complete EMIT program electronic application with a \$45 application processing fee
- Educational and Testing Requirements - A bachelor's degree from an accredited college or university. International students will be required to satisfy minimum TOEFL requirements established by UNO.
- Professional Experience - At least four years of full-time relevant IT experience and a 250 word description of the candidates "future career goals". Exceptions may be made for less experience through recommendations from employers.
- Resume - Current resume with details about all relevant IT experience and skills
- Letters of Recommendation - A recommendation letter from an employer that includes a pledge of financial support for the required tuition and time to attend the program. Self-supported students may also be considered for admission to the program.
- Interview – A personal or telephone or Skype interview is required.

Program Structure:

The detailed EMIT program structure, including lead faculty, is provided in Appendix A.

3. Evidence of Need and Demand & Enrollment Projections

3a. Need for the Program

"The CIO for Toyota Motor Sales USA thinks tomorrow's CIOs will be even more strategic and influential. But Cooper also worries about the future business and technology changes they face. "The next 10 to 20 years are going to be challenging," she says. As she talks about the challenges that lie ahead, the question arises: Where will the IT leaders come from to tackle them? ... The first full-career CIO generation is beginning to retire. Others are increasingly taking on broader responsibilities or moving out of IT and into other business leadership roles as the position evolves beyond its technology roots." (Fitzgerald, 2008)².

There is a large untapped potential for educational programs that train the next generation of CIO leaders. According to Fitzgerald (2008), "Retirement, outsourcing and a tight talent supply are thinning IT's leadership ranks..." Adding to this challenge is the looming shortage of qualified IT leaders. According to a report written for the Society for Information Management Advanced Practices Council, the "growing demand for CIOs is

2. Fitzgerald, M. (2008, November). "How to Develop the Next Generation of IT Leaders", *CIO*, Retrieved: http://www.cio.com/article/341067/How_to_Develop_the_Next_Generation_of_IT_Leaders?contentId=341067&slug=&, Last accessed: 1/13/15.

not being offset by an increasing supply of talented, well-prepared executives” (“Grooming the 2010 CIO”). This sentiment is echoed in a recent article in the Financial Times of London, where Pritchard (2012) citing a Gartner study, concludes that skilled IT leaders are in demand. “IT spending might have softened, but skilled IT leaders are still in demand. According to Gartner, the research company, global spending is below its peak but still finished last year higher than in 2010³.” “Job prospects for potential CTOs should be excellent, according to the BLS. Professionals with the right set of knowledge, skills and educational credentials are expected to reap the greatest benefits of the coming employment swell⁴.” In fact, the United States Bureau of Labor Statistics (BLS) reports that job opportunities for CTOs (Chief Technology Officers) are expected to be on the rise between 2008 and 2018. Computer and information systems managers in general are projected to see a 17 percent increase in employment for the 2008-to-2018 period, resulting in nearly 50,000 newly available jobs in the sector⁵.

Most executive programs around the world are associated with an MBA degree and thus are not able to provide the combination of breadth and depth related to emerging information technology developments and the unique perspective of the IT function within organizations. A summary of some recent programs around the world are listed in the table below:

University	Program	Primary Focus	Cohort Enrollment	Tuition Cost
The George Washington University	Executive Master of Science in Information Systems Technology (http://business.gwu.edu/msist/)	The Executive MSIST program hand selects talented IT leaders and technical experts from both public and private organizations to establish a cohort of peers who complete the program in 15-months without career interruption.	24	\$48,623
Virginia Commonwealth University	Fast Track Executive MS in Information Systems (FTEMS) (http://business.vcu.edu/ftems/overview.html)	FTEMS was designed by and for IT leaders in the Richmond and surrounding areas. The entire program, from concept to content development and delivery has been done in direct collaboration with high level area IT executives.	24	\$35,000 plus fees (no technology)
Georgia State University	Executive Master of Science in Managing Information Technology (12-month program is offered on alternate Saturdays)	For experienced IT professionals wishing to acquire the strategic, organizational, financial and technical expertise required to advance to significant management-level positions within their firms.	18-20	\$39,500

3. Pritchard, Stephen (2012, March). “Skilled IT Leaders are Still in Demand.” *Financial Times* of London, URL: <http://www.ft.com/cms/s/0/74231410-1cd1-11e1-8daf-00144feabdc0.html>, Last Retrieved: 2/13/13.

4. “Chief Technology Officer (CTO) Training.” URL: <http://www.computertrainingschools.com/career-training/chief-technology-officer/>. Last Retrieved: 2/19/2013.

5. “Top Executives: Job Outlook.” US Bureau of Labor Statistics, URL: <http://www.bls.gov/ooh/management/top-executives.htm#tab-6>. Last Retrieved: 2/19/2013.

Columbia University	Executive Masters in Technology Management (http://ce.columbia.edu/technology-management/)	The Executive M.S. in Technology Management is a 16 month executive format program framed by three residencies in New York City. The curriculum includes core courses, elective courses, executive seminars, and the Master's Project. Activities during the three 4 to 5 day residencies connect directly to the other program components. Throughout the program, coursework is supported by a cutting edge online learning platform designed to enhance and extend the face to face classroom experience. Therefore, full participation is critical for degree completion.	N/A	\$66,528 plus semester fees
University of Pennsylvania	Executive Master's in Technology Management (EMTM) program http://www.emtm.upenn.edu/about/index.html	A unique master's degree, designed for professionals who are passionate about creating value at the intersection of technology and business	90-200 students	\$60,000

3b. Employment and Educational Advancement Opportunities for Graduates

There is no doubt that obtaining a graduate degree will enhance growth opportunities for the students in the program. Particularly since the students will be to a large extent financially sponsored by their employers, there will be a clear motivation for the employers to leverage this education to help their employees grow into higher level roles.

3c. Number of Students Expected to Enroll in the Program in Each of the First Five Years of Operation and Basis for the Estimate

The total graduate student population in all master's level degree programs in the College of IS&T was 259 as of Fall 2012. Of those, approximately 60% are enrolled part time. The proposed program will probably potentially shift a very small number from the college's traditional graduate degree program while increasing revenue for UNO and surely add new students who are mid-career IT and other business professionals who may be too busy to participate in a degree that requires them to attend school two to three evenings a week. We believe that there will be a consistent demand for the executive degree program in ITL in region. In addition, it is our expectation that as the program builds its reputation additional students can be recruited from around the nation who could fly in to Omaha to attend the program on Saturdays. The large and increasing ongoing demand for talented IT leaders just in the Nebraska and Iowa alone gives us great confidence that the numbers needed to sustain the viability of this program are easily achievable for the mid-term horizon.

3d. Minimum number of students required to make the program viable

A minimum of 10 students per cohort will be sufficient to initiate and sustain the EMIT program.

4. Partnership with Business

The City of Omaha and the State of Nebraska are home to many organizations that have tremendous need for information technology professionals. With the retirement of a large number of baby boomers looming in the not so distant future, a new generation of trained IT executives is desperately needed to take on IT management roles. In addition, in recent years, there has been a tremendous impetus for new areas of growth in IT consulting, IT training, Medical informatics, and information security (assurance) domains. With fourteen firms on the College's IS&T Community Advisory Board and a number of collaborative initiatives with local firms, the college has strong ties with local corporations and nonprofits of all shapes and sizes. Examples of such firms include Mitre Corporation, Lockheed Martin, Union Pacific, UNMC, Interpublic Group of Companies (IPG), First National Bank of Omaha, TD Ameritrade, Mutual of Omaha, Union Pacific, Valmont, West, Sojern, and Televent DTN. In fact, the local business community has provided the impetus for the vision and implementation of the proposed executive Master's degree in Information Technology. Clearly, the ability to achieve the ambition of the local business community to make the College of IS&T a nationally renowned institution of higher learning in the IT practice arena will continue to require close interaction with private and public sector organizations in the region. We need to show initiative and enhanced programs for this important group of stakeholders, and this executive program is exactly the kind of growth they need. This program is also strongly supported by IS&T alums through the IS&T Alumni Advisory Board. Copies of a letter of support signed on behalf of the IS&T Advisory Board and a second letter from the IS&T Alumni Advisory Board are available upon request.

5. Collaborations within the University

The Executive Masters in Information Technology program is a collaboration among all three units in the College of IS&T. The content of the core program entails coursework from faculty in all IS&T units.

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

UNO's collaboration with other higher educational institutions includes a number of partnerships with local corporations and nonprofits that will participate by sending students and assist in the success of our program. In addition partnerships with our international university partners in Germany, Austria, Norway, China and India will help us obtain faculty expertise to supplement the academic content of the program.

7. Centrality to Role and Mission of the Institution

The University of Nebraska at Omaha exists to provide appropriate educational opportunities to citizens of the State and particularly the residents of the Omaha metropolitan area. An Executive Master's in IT Leadership & Management degree is a natural progression in the development of mid-career IT professionals seeking to become senior managers and CIOs. Furthermore, an executive graduate degree program in IT will provide growth opportunities for local IT professionals and an alternative to going full time to graduate school. Thus, the proposed degree is central to both the mission of the University and the mission of NUCIA.

The spirit of the following passages from the University's Strategic Planning Framework is evident throughout this proposal:

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.

- Maintain a relatively affordable cost of high quality executive IT education compared with institutions around the country that offer similar executive programs.
- Promote adequate student preparation for and success in higher education.

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

- Pursue excellence in programs aligned with the long-term interests of the state.
- Determine key areas of future workforce demand and strengthen or develop curricula and programs in alignment with those areas. Developing the next generation of IT leaders is a crucial need for Omaha and Nebraska and has been recently identified as a critical area of focus by the Greater Omaha Chamber of Commerce and NE department of economic development.

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.

- Increase enrollment of experienced, qualified, out-of-state graduate students at UNO; This will result in potentially filling the increasing gap in the need for IT executives in the greater Omaha area.

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.

- Support economic growth, health and quality of life through policy initiatives consistent with university mission.
- Connect Nebraska cities, institutions, regions and communities through university programs.
- Support Nebraska's economic development.

8. Consistency with the University of Nebraska Strategic Framework

The proposed EMIT degree program builds upon the University's strategic focus on excellence in graduate education by implementing a niche graduate program that addresses an important local, national and international need. This program will further highlight Nebraska as a regional, national, and international leader in Information Technology related education. This is well aligned with the long-term interests of the University of Nebraska's goal to build a talented, competitive workforce while pursuing excellence through targeted programs (strategic Goals 2b and 36). Additionally, the degree will afford many opportunities to local professionals to develop lifelong educational opportunities through on-line graduate coursework in IA and related certificate programs

6. <http://nebraska.edu/docs/StrategicFramework.pdf>

(Goal 1d). The program also aligns with Goal 5 in that the faculty, staff and students in the program are already directly engaged with the IA community in Nebraska and the world.

9. Avoidance of Unnecessary Duplication

9a. Similar programs offered in the state by public or private institutions:

There is no similar program in the state of Nebraska either at a public or private institution.

9b. Similar programs offered outside the state by public or private institutions:

At the current time, there is no equivalent executive level IT leadership program that focuses on the issues included in the proposed program structure. There are many e-MBA programs such as the Duke Global Executive MBA or the Kellogg e-MBA or UNO's e-MBA that include an IT specialization, but there are none that actually prepare and train the next generation of IT executives in this in-depth and interdisciplinary format. In recent years, Georgia State University, University of Chicago and Polytechnic Institute of New York have started executive graduate programs in Information Technology Management but still provide coursework that is primarily focused on management of IT and do not have the emphasis on emerging areas highlighted in the proposed program structure.

10. Consistency with the Comprehensive Statewide Plan for Postsecondary Education:

The proposed program reflects the role and mission of UNO's College of Information Science & Technology and the University of Nebraska at Omaha in a number of ways. It is a direct response to the opportunities and challenges presented by information technology as it relates to the aging IT executive population in local/regional firms and economic potential for the state and region in applied IT areas such as medical informatics and information assurance. The proposed program's vision is consistent with expectations of the business community, the strategic plan of the College of IS&T and The Peter Kiewit Institute, and its statewide mandate for undergraduate and graduate education in Information Science and Technology as assigned by the Public Postsecondary Education (Public Postsecondary Education report, November 2000, Chapter 7, pp. 88-89).

TABLE 1: PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM
Executive Master of Science in Information Technology

	(FY2016) Year 1		(FY2017) Year 2		(FY2018) Year 3		(FY2019) Year 4		(FY2020) Year 5		Total	
Personnel	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
Faculty ¹	1	\$95,250	1	\$98,108	1	\$101,051	1	\$104,082	1	\$107,205	1	\$505,695
Professional ²	0.5	\$31,750	0.5	\$32,703	0.5	\$33,684	0.5	\$34,694	0.5	\$35,735	0.5	\$168,565
Graduate assistants	1	\$26,000	1	\$26,000	1	\$26,000	1	\$26,000	1	\$26,000	1	\$130,000
Support staff												
Subtotal	2.5	\$153,000	2.5	\$156,810	2.5	\$160,734	2.5	\$164,776	2.5	\$168,940	2.5	\$804,260
Operating												
General Operating ³		\$47,000		\$48,410		\$49,862		\$51,358		\$52,899		\$249,529
Equipment ⁴		\$5,000		\$5,150		\$5,305		\$5,464		\$5,628		\$26,546
UNO Tuition and Fees ⁵		\$131,099		\$190,352		\$190,352		\$190,352		\$190,352		\$892,507
Library/Information Resources												\$0
Other ⁶ (Overload stipends to EMIT instructors/faculty; One scholarship)		\$105,502		\$108,667		\$111,927		\$115,285		\$118,743		\$560,124
Subtotal		\$288,601		\$352,579		\$357,446		\$362,459		\$367,622		\$1,728,706
Total Expenses	2.5	\$441,601	2.5	\$509,389	2.5	\$518,180	2.5	\$527,235	2.5	\$536,561	2.5	\$2,532,967

¹ 1.0 FTE additional faculty (Director of EMIT program and Instructor) to manage, teach, market, engage with community stakeholders, and coordinate the EMIT program working closely with EMIT faculty curriculum/curriculum advisory committee. Salary includes benefits @ 27% and an increase in this expense is budgeted at 3% each year.

² 0.5 FTE (including benefits @ 27%) additional staff/advisor to assist the EMIT Director to manage course scheduling, EMIT student logistics including enrollment, transportation logistics, and in-class activities and assist the EMIT curriculum/curriculum advisory committee and faculty as needed. Salary includes benefits and increase in this expense is budgeted at 3% each year.

³ Includes expenses associated with the EMIT program for promotion and marketing, books, case studies, and supplies, meals, and general operating expenses (refer to tab on expense assumptions for breakdown).

⁴ Expenses relating to providing a mobile device to each EMIT student with an assumption of a 3% increase for years 2-5.

⁵ This line includes reallocation of revenue relating to regular UNO tuition and fees (refer Expense/Revenue assumptions tab for details). UNO tuition/fees in years 2 through 5 is assumed at the FY 2014 rates.

⁶ Overload stipends for EMIT faculty for design, development, deployment, maintenance, and continuous improvement of part or all of a course including making components available online. Payment will be prorated based on actual contact hours. Also includes differential tuition scholarship for one EMIT student based on current in-state rates. Increase in stipend and scholarship expenses are assumed in 2nd through 5th years at the rate of 3% to adjust for inflation. Additional differential tuition scholarships may be offered if funds are available.

	1st Year Calculated		Notes	
	#	Cost		
Faculty Director (1.0 FTE)		\$75,000	95,250	Includes fringe benefits @ 27%
Advisor/Staff (0.5 FTE)		\$25,000	31,750	Includes fringe benefits @ 27%
Faculty Overload Stipends (estimated per 3 credit hours)*	6	\$10,500	72,860	Overload stipend includes 15.65% for Retirement & FICA For design, development, deployment and continuous improvement of part or all of a course including making components available online
Books, case studies and supplies	10	\$1,000	10,000	
Mobile computing device	10	\$500	5,000	
Meals etc. for 22 Saturdays (breakfast, lunch and dinner)	22	100	\$2,200	10 22,000
Promotion/Marketing	1	\$6,000	6,000	per FY
General Operating expenses	1	\$9,000	9,000	per FY
Graduate Assistantships	1	\$26,000	26,000	per FY
Scholarship to cover difference between in-state and EMIT Rate; Scholarship = \$40,000 - (\$245.25*30)	1		32,642	
Cost of tuition & Fees @ 2013-14 Rates			131,099	Year 1
			190,352	Year 2 through 5
		\$155,200	<u>441,601</u>	See Revenue Assumptions

* Director teaches a 2-1-1 load and this reduces the total by 12 credit hours.

**TABLE 2: REVENUE SOURCES FOR PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM
Executive Master of Science in Information Technology**

	FY(2016) Year 1	(FY2017) Year 2	(FY2018) Year 3	(FY2019) Year 4	(FY2020) Year 5	Total
Reallocation of Existing Funds ¹						
Required New Public Funds ²						
1. State Funds						
2. Local Tax Funds (community colleges)						
Tuition and Fees ³	\$400,000	\$600,000	\$600,000	\$600,000	\$ 600,000	\$2,800,000
Other Funding ⁴						
1						
2						
3						
Total Revenue	\$400,000	\$600,000	\$600,000	\$600,000	\$600,000	\$2,800,000

¹ Show the total amount of dollars the institution will reallocate from its budget to support this program. Identify the source of funding and provide an explanation of the impact that the redistribution of funds will have on existing programs.

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

³ Shows the revenue based on a student cost of \$40,000 per year for the EMIT Program. Calculation is based on a cohort enrollment of 7 students in-state and 3 out-of-state students in the first year. We expect to grow the program but limit the growth to around 15 students in each cohort starting year 2 through 5. Refer revenue assumptions tab for details for year 1 revenue details. (Show additional tuition and fee revenues that will be generated by this program.)

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

Fees	2013-14 Rates	2013-2014 Calculated Fees @ 30 SCH/3 sem	
Updated for 2013-14 Approved Mandatory Fees			
One-time Fees ⁽³⁾			
Graduate Application Fee	\$ 45.00		
New Student Fee	151.50		
Total One-Time Fees			196.50
Mandatory Fees			
UPFF (\$194.96 flat; plus \$17.30 times max 24 SCH)	1,103.88		1,103.88
Library Fee \$ 4.00 SCH	120.00		120.00
Technology Fee \$ 10.00 SCH	300.00		300.00
Photo ID \$ 7.00 Semester	7.00		21.00
Enrollment Services Fee \$ 57.75 Semester	57.75		173.25
Cultural Enrichment Fee \$ 5.00 Semester	5.00		15.00
Student Research Fee \$ 1.50 SCH	45.00		45.00
International Student Fee \$ 25.00 Semester	-		-
Total Mandatory Fees			
Total UNO Fees		\$ 1,974.63	\$ 1,974.63

EMIT Program Assumptions

UNO Tuition Rates (2013-2014)	Tuition Costs		Year 1		Year 2 - 5	
In-state \$245.25	Resident	7,357.50				
Out-of-state \$665.00	NonResident		19,950.00			
	Cost per Student	9,332.13	21,924.63			
EMIT Program Tuition for 30 credit hours \$40,000	# of Students	7	3	11	4	15
EMIT Program (In-state students)	Total Estimated Tuition & Fees	65,325.00	65,774.00	131,099.00	102,653.43	87,698.52
Year 1 7	Program Costs for Students			268,901.00		409,648.05
Year 2 to Year 5 11	Total Revenue			400,000.00		600,000.00
EMIT Program (Out-of-state students)						
Year 1 3						
Year 2 to Year 5 4						
EMIT Degree Total SCH						
30						
EMIT Number of semesters						
3						



Introduction

The following is a detailed response to the primary concerns expressed by the external review committee about the proposed EMIT degree program. We have divided the response into three sections – executive director role; curriculum development and implementation strategy including incentives; and faculty expertise. It is also important to reiterate that the proposed executive degree program will provide a unique mix of technical, managerial and leadership education for IT and other executives interested in taking on the challenges of C-level positions in organizations.

- 1 Executive Director for EMIT Program:** Dr. Deepak Khazanchi, Associate Dean for the College of IS&T has been identified to serve as the Founding Executive Director of the EMIT program for its inaugural cohort (AY 2015-16). Dr. Khazanchi has been closely involved in developing the EMIT program proposal and has extensive experience working with the business and IT community in Nebraska. He has also already worked with many of the EMIT faculty in developing syllabi for modules in the EMIT program and for the College's IT Professional Development Academy program offered each quarter. During the first year of the EMIT program, the college will identify interested faculty and viable external candidates to serve in this role starting Year Two. This role will coordinate all the logistics for developing and implementing the EMIT courses each year in close collaboration with lead faculty sponsors for each course module and/or its major component. The college is prepared to take several responsibilities of the associate dean position from Dr. Khazanchi during that first year to give him the needed time to support the new program.
- 2. Faculty Expertise:** All faculty coordinators and teachers listed in the EMIT Program table on the next page as lead contributors have a substantive mix of industrial, academic, collaborative R&D and specific executive teaching experience in delivering similar topics. Many of the faculty participating in the EMIT program have taught for the college of IS&T in an ongoing IT Professional Development Academy offered quarterly for local IT professionals: (<https://itacademy.unomaha.edu/>). Faculty portfolios and vitas can be found at: <http://www.unomaha.edu/college-of-information-science-and-technology/about/faculty-staff/index.php>. This experience and their own regular teaching expertise will form the basis for the courses listed in the EMIT program. Many of the components of each EMIT course module are built upon the "IT Academy" foundation and also on the material developed for *regular courses* taught in a variety of graduate and undergraduate programs in the college. Because of the inherent nature of the IT academic discipline and profession, many of these courses have applied components that can be easily adapted to the EMIT curriculum. The participating faculty have extensive experience designing and delivering distance and hybrid courses. The college has a large IT support team and a Distance Education Support Group to help faculty with the development of the new and repurposed course modules.



Appendix A: EMIT program with Lead Faculty Assignments

Proposed Course Number	Proposed Course Title	IS&T Faculty Leads	Key topics/modules in course (*)	No. of Credit Hours	Number of Saturdays (F2F)	Contact Hours		Total Credit Hours		
						F2F	Online			
EMIT 8000	Managing and Leading in a Digital World	Dr. Deepak Khazanchi	Overview/Orientation; Challenges of Managing in a Digital World Information Technology (IT) Leadership in a Global Context Building a Global Mindset; IT-enabled Change Management	3	3	30	15		Summer	Integrated Project Experience
EMIT 8050	Managing and Leveraging Emerging Technologies	Dr. George Royce	Managing Emerging Technologies including BYOD, Cloud and Mobile Lean IT: Learning how your IT processes can save money, reduce time to deliver services Process Reengineering with IT	3	3	30	15			
EMIT 8150	Data Analytics, Data Quality and Visualization	Dr. Zhengxin Chen Dr. Kate Cooper Dr. Parvathi Chundi	Data Analytics, Data Mining and Visualization Information/Data Quality Management	2	2	30	15	8.0		
EMIT 8100	IT Strategy & Leadership	Dr. Deepak Khazanchi (Community Partner) Dr. Gina Ligon (TBA)	IT Strategy & Governance; IT Project Management Authentic Leadership for IT Leaders Personal Leadership Development	3	3	30	15		Fall	
EMIT 8200	IT Innovation and Knowledge Management	Dr. Doug Derrick	Increasing Individual Creative Capacity: Techniques to Improve Innovative Thinking Knowledge Management; Innovation Management	3	2	15	15			
EMIT 8300	Information Assurance	Dr. Robin Gandhi Dr. William Mahoney Dr. Abhishek Parakh Dr. Matt Hale	Organizational, Managerial and Technical Challenges in Information Assurance Cloud and Mobile Security IT Governance and Policy Information Assurance Planning and Deployment	3	3	30	15	9.0		
EMIT 8400	Systems Development and Maintenance	Dr. Ann Fruhling Dr. Harvey Siy Dr. Peter Mirski Dr. Reinhard Bernsteiner	Systems Development Methodoliges (Agile and Beyond) Living with Legacy Systems: Techniques for Maintaining and Understanding Old Software Big Data; Design Thinking and Digital Behavior; Enterprise Systems	2	2	20	10		SPRING	
EMIT 8500	Leading Teams and Managing Virtual Work	Dr. Gert-jan de Vreede	Group dynamics; Responsibilities of team membership & leadership, particularly in virtual teams Challenges of and best practices for managing teleworkers and virtual teams Facilitation of Collaboration with IT	2	2	15	15			
EMIT 8900	Emerging Challenges for IT Executives	(Community Partner) Dr. Matt Germonprez	Evaluation of IT - Creating Value for the Organization (including Accounting/Finance/Budgeting for the IT function) Global IP and Licensing Issues with IT Managing Sourcing Relationships Open Source Communities and the IT Function	3	3	20	10	7		
EMIT 8990	Intergated eMIT Project	Coordinated by the Excutive Director of eMIT	Integrated Project Experience Final Presentations	6				6.0		
				TOTAL	23			30		

Appendix B: EMIT Curriculum Development

3. **EMIT Curriculum Development:** The curriculum model as specified in the above table was included in our proposal. Following are notes about how this curriculum development will progress for delivery in AY 2015-16.
- The first two course modules for the program, **EMIT 8000** and **EMIT 8050** have already been developed and have received all levels of approval included the Graduate College. They are already available for offering at this time. The responsible faculty coordinator for EMIT 9000 is Dr. Deepak Khazanchi and for EMIT 9050 is Dr. George Royce. Both these faculty have substantive experience in industry and also with teaching IT professionals.
 - Faculty participating in developing the course modules or their components will be incentivized through financial incentives during Spring and Summer 2015. The incentive will be made available for course development and operationalization and actual delivery will be treated as an overload payment in most instances. The amount of this incentive will depend on whether the faculty is leading a component of the EMIT course module or developing and implementing the whole course. The college has already budgeted funds for this activity.
 - The following table outlines a plan of action for delivering the course syllabus and getting them approved through UNO's internal processes.

Curriculum Development Plan

Proposed Course Number	Proposed Course Title	Delivery Schedule						Comments
		11/1/2014	12/20/2015	2/1/2015	3/1/2015	4/1/2015	5/1/2015	
EMIT 8000	Managing and Leading in a Digital World	█						DONE!
EMIT 8050	Managing and Leveraging Emerging Technologies	█						DONE!
EMIT 8150	Data Analytics, Data Quality and Global IP			█	█			
EMIT 8100	IT Strategy & Leadership		█	█				
EMIT 8200	IT Innovation and Knowledge Management		█	█				
EMIT 8300	Information Assurance		█	█				
EMIT 8400	Systems Development and Maintenance		█	█				
EMIT 8500	Leading Teams and Managing Virtual Work				█	█	█	
EMIT 8900	Emerging Challenges for IT Executives			█	█			
EMIT 8990	Intergated eMIT Project		█	█	█	█		

TO: The Board of Regents
Academic Affairs

MEETING DATE: April 10, 2015

SUBJECT: Creation of the Master of Arts in Critical and Creative Thinking (MA CCT) in the College of Arts and Sciences at the University of Nebraska at Omaha (UNO)

RECOMMENDED ACTION: Approval is requested to create the Master of Arts in Critical and Creative Thinking in the College of Arts and Sciences at UNO

PREVIOUS ACTION: None

EXPLANATION: The proposed Master of Arts in Critical and Creative Thinking (MA CCT) will provide students with a broad array of analytical skills and evidence-based knowledge. The goal of the program is to enhance the potential of graduates for innovation and leadership within diverse domains of society and/or professional environments.

The ability to analyze complex information and to solve challenging problems—while pursuing an approach that is innovative and collaborative, theoretically informed and practical—has become crucial to professional success. The MA CCT will draw upon courses in liberal arts and sciences to respond to this need. Market research establishing the need and demand for the proposed program was conducted by Online Worldwide.

The proposal has been reviewed by the Council of Academic Officers and has been approved by the NU Executive Graduate Council.

PROJECT COST: \$159,000 (2015-2016)

SOURCE OF FUNDS: Reallocation of existing funds and tuition and fees

SPONSORS: B.J. Reed
Senior Vice Chancellor for Academic and Student Affairs
University of Nebraska at Omaha

John Christensen, Chancellor
University of Nebraska at Omaha

RECOMMENDED: Susan M. Fritz
Executive Vice President and Provost

DATE: March 18, 2015

**PROPOSAL FOR THE CREATION OF
A MASTER OF ARTS IN CRITICAL AND CREATIVE THINKING (MA CCT)**

Proposed by: The University of Nebraska at Omaha (UNO)
Omaha, Nebraska

Proposed program: Critical and Creative Thinking

Proposed degree: Master of Arts

Other programs in this field at UNO: None

CIP code: 30.9999

Administrative units: Office of Graduate Studies,
College of Arts & Sciences

Proposed delivery site: University of Nebraska at Omaha, Omaha, NE

Proposed delivery method: Online

Date approved by governing board:

Proposed Start Date: Fall 2015

1. Description and Purpose of the Proposed Program:

Overview

The University of Nebraska at Omaha (UNO) proposes to establish a Master of Arts degree in the increasingly important interdisciplinary area of Critical and Creative Thinking. Critical and Creative Thinking develops and applies a broad array of analytical skills and evidence-based knowledge with the goal of enhancing the potential for innovation and leadership within diverse domains of society and/or professional environments. UNO's College of Arts & Sciences currently serves as the cognizant college for fourteen master's programs housed within the University of Nebraska Graduate College. During the 2011-2012 academic year, 389 students total were enrolled in these fourteen master's programs, and 96 master's degrees were conferred. None of these programs are, however, interdisciplinary in nature. The Master of Arts in Critical and Creative Thinking (MA CCT) program would therefore satisfy a significant need not only within the College but across the University and NU System.

UNO already has discipline-specific programs in place that facilitate Critical and Creative Thinking. However, there is a growing demand for a graduate program that enables students to approach Critical and Creative Thinking in a broadly interdisciplinary manner and in an applied rather than purely academic way. In recent decades, the United States has, along with many other societies, been engaged in an ongoing transition from an industrial economy to a knowledge economy. With this transition, the ability to analyze complex information and to solve challenging problems—while pursuing an approach that is both innovative and collaborative, theoretically informed and yet practical in outcome—has become crucial to professional success. Drawing from across the rich and diverse landscape of the liberal arts and sciences, the MA CCT would powerfully respond to this demand.

As business leaders regularly explain when considering the challenges and opportunities that today's knowledge economy presents, education in the liberal arts and sciences provides an ideal foundation for professional success. According to a survey conducted by Hart Research Associates on behalf of The Association of American Colleges and Universities, "Eighty percent of employers agree that, regardless of their major, every college student should acquire broad knowledge in the liberal arts and sciences. When you read a description of a 21st-century liberal education, a large majority of employers recognize its importance; 74% would recommend this kind of education to a young person they know as the best way to prepare for success in today's global economy."¹ As this survey suggests, employers regularly recognize that a broad education in the liberal arts and sciences can facilitate deep understanding and inspiring vision. The MA CCT's investment in such an education, combined with its commitment to practical application as well as its status as an advanced online degree, would enable the program and students within it to realize this potential fully.

There is significant demand for a Master of Arts degree in Critical and Creative Thinking. The Bureau of Labor Statistics has stated that "the most important skill employers seek in job candidates is the ability to communicate effectively. Employers also look for a strong work ethic,

¹ Hart Research Associates, "It Takes More Than A Major: Employer Priorities for College Learning and Student Success," *Liberal Education* 99, no. 2 (2013): 2, https://www.aacu.org/leap/documents/2013_EmployerSurvey.pdf.

teamwork, initiative, interpersonal skills, and problem-solving and analytical abilities.”² A key reason that these abilities and aptitudes possess such substantial value in professional environments is because they provide the necessary foundation for creative thinking and, thus, the capacity for effective leadership—both of which are regularly cited as necessary for high levels of success in our knowledge economy. A recent survey conducted by IBM revealed that “more than 1,500 Chief Executive Officers from 60 countries and 33 industries worldwide, chief executives believe that—more than rigor, management discipline, integrity or even vision—successfully navigating an increasing [*sic*] complex world will require creativity.”³

The MA CCT would allow students to cultivate such creativity and the leadership capacity it implies by offering them the opportunity to develop the following core competencies:

1. Critical Analysis
2. Problem Solving
3. Applied Creativity
4. Applied Research Methods
5. Writing and Documentation

Each of these competencies is integral to creativity and leadership. Consequently, in achieving them, students will establish a strong foundation for success in “navigating” the increasingly “complex world” in which they live and work.

According to the Hart Research Associates survey, “Employers say the most emphasis should be placed on the following areas: Critical thinking and analytical reasoning (82% more emphasis, 7% less) Complex problem solving and analysis (81% more emphasis, 6% less) Written and oral communication (80% more emphasis, 8% less) The application of knowledge and skills in real-world settings (78% more emphasis, 6% less) The location, organization, and evaluation of information from multiple sources (72% more emphasis, 9% less) Innovation and creativity (71% more emphasis, 9% less).”⁴ As the preceding description illustrates, the priorities of the MA CCT program mirror these priorities.

Disciplines from across the UNO College of Arts & Sciences would help shape and inform the structure, goals, content areas, and methods of the MA CCT. The 30-hour degree has been constructed to ensure that heterogeneity and interdisciplinarity will be prominent features of each and every student’s experience within the program. Students will organize their program of study around one primary 12-hour concentration. Students may choose a second concentration or complete an additional 12 credit hours by drawing on courses of interest from various concentrations. The proposed program will include the following six concentrations:

² Diana Gehlhaus, “What can I do with my Liberal Arts Degree?” *Occupational Outlook Quarterly* 51, no. 4 (2007-8): 4, <http://www.bls.gov/opub/ooq/2007/winter/art01.pdf> (accessed 12 July 2013).

³ Steve Tomasco, “IBM 2010 Global CEO Study: Creativity Selected as Factor Most Crucial for Success,” *IBM News Release*, May 2010, <http://www-03.ibm.com/press/us/en/pressrelease/31670.wss> (accessed 9 July 2013).

⁴ Hart Research Associates, “It Takes More Than A Major: Employer Priorities for College Learning and Student Success,” *Liberal Education* 99, no. 2 (2013): 8, https://www.aacu.org/leap/documents/2013_EmployerSurvey.pdf (accessed 12 July 2013).

1. Cultural and Global Analysis
2. Ethics and Values
3. Health and the Environment
4. International Migration, Development and Citizenship
5. Organizational Science and Leadership
6. Writing and Critical Reflection

Additionally, students will enroll in an introductory course, and the program of study will culminate for each student in the completion of a graduate project that draws from their unique combination of primary concentration courses and elective courses.

The introductory course will prepare students for success throughout the program by introducing students to a variety of graduate research practices and the concept of interdisciplinarity. This course in particular is one that will break down disciplinary silos to teach students research practices that cut across many disciplines such as critically analyzing a piece of scholarship, creating an evidence-driven argument, and utilizing common research tools like databases. While students can enroll in the foundational course within the first nine hours of study, which, for most students, would be in the first or second semester, students will be advised to enroll in the foundational course in their first semesters. The program's leadership is aware that more than one foundational course may be pedagogically ideal for a program with such breadth of discipline; however, an additional foundation or bridge course also would require additional budgetary and instructional resources that are not yet available to the program. As enrollment grows and begins to generate tuition revenue, and after the first official periodic Program Assessment and Review, the program's leadership plans to seriously explore the possibility of a second foundational course or a bridge course in the coming years.

The interdisciplinary graduate project will provide students with the opportunity to creatively solve a problem, meet a goal in their community, or otherwise demonstrate a synthesis of knowledge and coursework gained in the program. What the graduate project will look like for each student is highly variable because each experience will be individually designed (by the student and in collaboration with a MA CCT faculty advisor) to offer each student a unique opportunity to synthesize knowledge gained in the program and align the exit requirement with her or his own learning interests and career goals. Examples of a graduate project might include an independent study, portfolio, service learning project, field study, internship, or other comparable integrative experience. All graduate projects will be three credit hours and will be evaluated by a project supervisory committee chaired by the student's advisor. Students who are unable to successfully satisfy the graduate project exit requirement on their first attempt may attempt another graduate project of a different design in a subsequent semester.

Upon completion of the program, graduates will be able to successfully demonstrate the following overall program objectives:

- critically analyze and understand complex issues and systems whose questions and answers rest within and across multiple disciplinary perspectives;
- collaborate effectively;
- choose appropriate research tools;
- assume various roles in the solving of complex problems; and,

- develop a creative conception of leadership, advocacy, and engagement.

Online structures for students to network and convene outside of online classrooms also will be developed with the assistance of UNO's Academic Partnership for Instruction. In addition to providing professional networking opportunities to students, such structures also will help foster institutional loyalty among distance students by functioning as a digital-social student organization. As the program grows and generates alumni, these "studios" or online spaces could greatly facilitate the professional development of program graduates by allowing not only student-student communication and collaboration but also student-alumni contact or communication.

Market Research

The UNO College of Arts & Sciences, in partnership with University of Nebraska Online Worldwide, contracted with UMarketing, a leading market research company, to conduct a substantial market survey with the goal of better understanding the target population for the MA CCT. The research documents and thereby affirms the market for and value of the MA CCT. The majority of the market survey's respondents rated an advanced degree in Critical and Creative Thinking very high in appeal and value, even ranking it above more common professional degrees including the Master of Business Administration and the Master of Public Administration. Of particular appeal to our respondents were the MA CCT's breadth of subjects, its practical focus, and its capacity to cultivate leadership skills while facilitating new ways of thinking.

The depth *and* breadth of study, along with practical applications of the degree, was noted by respondents in the market research as a definite strength and appeal of the MA CCT program. Interdisciplinary principles inform the design of each individual concentration; consequently, students will encounter heterogeneous content and methods even within single concentrations. Courses for each concentration have been carefully selected to ensure that each course adds significantly to the theme of the concentration, equipping students with a unique perspective, methodology, or practical application with which to approach the broad topic of the concentration. According to Virginia Jill Dix Ghnassia and Marcia Bundy Seabury in their 2002 article, "Interdisciplinarity and the Public Sphere," published in *The Journal of General Education*, "Interdisciplin[arity]...[can offer] students the opportunity to enter the public dialogues and debates of their society... [T]he world's problems, as so often stated, do not fit neatly into our constructed disciplinary boxes. In such courses, students can learn to put multiple disciplinary discourses into conversation with each other on issues of concern to them as citizens."⁵ The interdisciplinary courses contained within each multidisciplinary concentration will enable the program's graduates to join society as productive citizens capable of affecting change in the world.

Respondents to the market research (individuals and organizations) were also asked to consider the interest and value of eight potential concentrations. Of all eight concentrations included in

⁵ Virginia Jill Dix Ghnassia and Marcia Bundy Seabury, "Interdisciplinarity and the Public Sphere," *The Journal of General Education* 51, no. 3 (2002): 154, http://muse.jhu.edu/journals/journal_of_general_education/v051/51.3ghnassia.pdf (accessed 6 Feb. 2014).

the market research survey conducted by UMarketing (partnered with University of Nebraska Online Worldwide), the Writing and Critical Reflection concentration was of the highest interest to individual respondents while the Organizational Science and Leadership concentration appealed strongly to organizations. The market research also demonstrated that the following concentrations were favorably perceived by respondents: Cultural and Global Analysis; Health and the Environment; Ethics and Values; and International Migration, Development, and Citizenship. The results indicated the six concentrations listed above were both of high interest to individual respondents, considered valuable to organizations, and would appeal to a diverse graduate student population. Consequently, these six concentrations will be the concentrations offered through the proposed MA CCT.

The rationale behind constructing the program curriculum with a careful eye to interdisciplinarity is to support the generation of knowledge and new understandings and to cultivate critical and creative thinking faculties among future leaders and citizens. Although multidisciplinary in nature, the concentrations are themed around larger societal topics. The cognitive structure of the MA CCT curriculum is designed to allow students to envision the program as achievable, smaller components that can fit together cohesively. Such a schema allows students to at once achieve a greater depth *and* breadth of scholarship while choosing a largely customizable yet focused program of study.

The market research also demonstrated that the MA CCT would be likely to appeal to new graduate student populations and, thus, would allow the College of Arts & Sciences and the University as a whole to expand its reach. As the market research indicates, while the MA CCT program has a broad appeal, the ideal target population for the program are students who have previously earned a bachelor's degree in the Liberal Arts, who seek broad interdisciplinarity, and who are motivated to enroll in a graduate program primarily by their desire to advance their careers. UNO does not currently offer a graduate program that serves this particular population even though, in recent years, the University has begun to acknowledge and pursue the value of interdisciplinary endeavors and also of the practical application of skill sets and knowledge. With its history of supporting interdisciplinarity, community service, experiential learning, and professional development of its students, the UNO College of Arts & Sciences has played a key role in this pursuit. Consequently, the University in general and the College in particular are very well positioned to serve this particular population. The MA CCT has been designed to do so in an effective manner that maintains a high level of academic integrity while allowing students to fulfill their practical goals.

All of the content areas and skill sets that the program features within its concentrations and courses are devised to be relevant to and valuable in the diverse social and/or professional configurations that distinguish the current global environment. The MA CCT would inspire students to engage directly and actively with our global society, both interrogating its history and productively contributing to its future. As interdisciplinary scholars Ghnassia and Seabury remark, "clearly, students need to do more than just experience interdisciplinary process; they need to become active participants."⁶ Upon graduation, distinguished by great versatility and

⁶ Virginia Jill Dix Ghnassia and Marcia Bundy Seabury, "Interdisciplinarity and the Public Sphere," *The Journal of General Education* 51, no. 3 (2002): 154, http://muse.jhu.edu/journals/journal_of_general_education/v051/51.3ghnassia.pdf (accessed 6 Feb. 2014).

depth of understanding, students would be capable of serving as highly successful leaders in diverse and numerous areas of our global society.

2. Program of Study

2a. Overview

The proposed Master of Arts in Critical and Creative Thinking degree consists of 30 hours of course content. Each student will choose one primary concentration consisting of 12 credit hours. A student may choose to complete an additional 12 credit hours through a secondary concentration or, alternatively, through a various array of electives chosen from other concentration courses outside of the student’s primary concentration. With permission of the program, up to nine credit hours from outside the program may count as electives towards degree completion. Every student will complete a graduate project exit requirement.

The degree has six concentrations, as shown in the following tables:

Master of Arts in Critical and Creative Thinking	
Introductory Course 3 Credit Hours	
CACT 8000 – SEM: Introduction to Critical and Creative Thinking	
Concentrations Choose 1 (12 Credit Hours Total)	
Cultural and Global Analysis 12 Credit Hours Required	Health and the Environment 12 Credit Hours Required
CACT 8100 – SEM: Global Cinema	CACT 8306 – International Development and Sustainability
CACT 8106 – Cultural Psychology	CACT 8310 – SEM: Ecological Writing and Analysis (cross-listed)
CACT 8110 – SEM: Global-Local: Opportunities, Barriers, Engagement	CACT 8316 – Our Energy Future: Society, the Environment and Sustainability
CACT 8116 – Geography of Economic Globalization	CACT 8326 – Ecological Sustainability and Human Health
CACT 8420 – SEM: Mexico and the U.S. Borderlands (cross-listed)	
International Migration, Development and Citizenship 12 Credit Hours Required	Organizational Science and Leadership 12 Credit Hours Required
CACT 8400 – SEM: History of American Immigration Policies	CACT 8500 – SEM: Complex Organizations
CACT 8406 – International Migration, Development and Citizenship	CACT 8506 – Creativity and Innovation in Organizations

CACT 8410 – SEM: Immigration, Migration, and Diaspora: Critical Approaches and Theories of Movement in Literature	CACT 8510 – SEM: Leadership Theory and Application
CACT 8416 – Literature/Culture: Central America and the Caribbean 1898-1990	CACT 8520 – SEM: Organizational Psychology and Leadership
CACT 8420 – SEM: Mexico and the U.S. Borderlands: Two Histories, One Future (cross-listed)	CACT 8530 – SEM: Personnel Psychology and Leadership
Writing and Critical Reflection 12 Credit Hours Required	Ethics and Values 12 Credit Hours Required
CACT 8610 – SEM: Professional and Technical Writing	CACT 8200 – SEM: Seminar in Political Theory
CACT 8630 – SEM: Digital Rhetoric	CACT 8206 – Comparative Religious Ethics
CACT 8640 – SEM: Creative Nonfiction in Digital Environments	CACT 8226 – Violent Conflicts, Peacebuilding, and the Ethics of Intervention
CACT 8650 – SEM: Writing Across Differences: Rhetorical Theory for Persuasion and Public Advocacy (cross-listed)	CACT 8216 – Values and Virtues
CACT 8326 – SEM: Ecological Writing and Analysis (cross-listed)	CACT 8650 – SEM: Writing Across Differences: Rhetorical Theory for Persuasion and Public Advocacy (cross-listed)
CACT 8090 – Graduate Project 3 credit hours	

This program of study is subject to change over time as the program develops.

2b. Admission Requirements

1. Complete and submit the graduate application form for admission.
2. All applicants must have the equivalent of a 4-year undergraduate degree.
3. All applicants must send official transcripts of all college coursework. A minimum GPA of at least 3.0 in undergraduate courses related to major.
4. If English is not the language of nurture, official test scores from the TOEFL, IELTS, or PTE exam are required. These scores are higher than current baseline scores for graduate study at UNO but are consistent with other writing intensive graduate programs at UNO.
 - a. 600 on the written TOEFL
 - b. 250 on the computer-based TOEFL
 - c. 100 on the internet-based TOEFL
 - d. 7.0 on the IELTS
 - e. 65 on the PTE

2c. Admission Criteria

All applicants are considered for admittance to the MA CCT on an individual basis. All applicants must have earned a bachelor's degree from a regionally-accredited four-year institution of higher learning or the equivalent foreign institution and earned a GPA of 3.00 (on a

4.00 scale) in undergraduate courses related to the major area of study. In addition, if English is not the language of nurture, official test scores from the TOEFL, IELTS, or PTE exam are required. Due to the interdisciplinary nature of the proposed MA CCT, there are no prerequisite courses necessary for admission to the program. Admission decisions will be made based on the factors outlined above.

The Graduate College’s Quality of Work standards shall be applied to courses taken as part of a degree program.

TRANSFER CREDIT/CREDIT OUTSIDE OF PROGRAM: Nine credit hours of graduate coursework may be taken outside of the MA CCT program curriculum and applied towards degree requirements.

NON-DEGREE STUDENTS: Students interested in taking courses without admission to the MA CCT degree program may do so with permission of the graduate program faculty.

2d. Typical Program of Study

The following plans of study are constructed on a two year cycle to accommodate students wishing to finish the program in an aggressive manner and allows students more frequent opportunity for course selection.

This program is designed so that each student will select and complete a highly customizable program of study. Each student may have significant variation in their program of study given the range of options in concentrations and electives available. For illustrative purposes, an example program of study for each concentration is provided below:

Example A: Typical Program of Study	
Master of Arts in Critical and Creative Thinking, Cultural and Global Analysis Concentration	
Fall Semester, Year 1	CACT 8010 SEM: Introduction to Critical and Creative Thinking
	CACT 8110 SEM: Global-Local: Opportunities, Barriers, Engagement
Spring Semester, Year 1	CACT 8106 Geography of Economic Globalization
	CACT 8--- Elective
Summer Semester, Year1	CACT 8100 SEM: Global Cinema
Fall Semester, Year 2	CACT 8106 Cultural Psychology
	CACT 8--- SEM: Elective
Spring Semester, Year 2	CACT 8420 SEM: Mexico and the US Borderlands: Two Histories, One Future
	CACT 8--- Elective
Summer Semester Year 2	CACT 8090 Graduate Project

**Note: All students must choose a primary concentration. A student may choose to complete two concentrations in which case “electives” will be selected from the chosen secondary concentration.*

Example B: Typical Program of Study	
Master of Arts in Critical and Creative Thinking, Ethics and Values Concentration	
Fall Semester, Year 1	CACT 8010 SEM: Introduction to Critical and Creative Thinking
	CACT 8206 Comparative Religious Ethics
Spring Semester, Year 1	CACT 8226 Violent Conflicts, Peacebuilding, and the Ethics of Intervention
	CACT 8---SEM: Elective
Summer Semester, Year1	CACT 8200 SEM: Seminar in Political Theory
Fall Semester, Year 2	CACT 8---SEM: Elective
	CACT 8---Elective
Spring Semester, Year 2	CACT 8216 Values and Virtues
	CACT 8---SEM: Elective
Summer Semester Year 2	CACT 8090 Graduate Project

**Note: All students must choose a primary concentration. A student may choose to complete two concentrations in which case “electives” will be selected from the chosen secondary concentration.*

Example C: Typical Program of Study	
Master of Arts in Critical and Creative Thinking, Health and the Environment Concentration	
Fall Semester, Year 1	CACT 8010 SEM: Introduction to Critical and Creative Thinking
	CACT 8306 International Development and Sustainability
Spring Semester, Year 1	CACT 8---SEM: Elective
	CACT 8---Elective
Summer Semester, Year1	CACT 8316 Our Energy Future: Society, the Environment and Sustainability
Fall Semester, Year 2	CACT 8326 Ecological Sustainability and Human Health
	CACT 8---SEM: Elective
Spring Semester, Year 2	CACT 8326 SEM: Ecological Writing and Analysis
	CACT 8---SEM: Elective
Summer Semester Year 2	CACT 8090 Graduate Project

**Note: All students must choose a primary concentration. A student may choose to complete two concentrations in which case “electives” will be selected from the chosen secondary concentration.*

Example D: Typical Program of Study	
Master of Arts in Critical and Creative Thinking, International Migration, Development, and Citizenship Concentration	
Fall Semester, Year 1	CACT 8010 SEM: Introduction to Critical and Creative Thinking
	CACT 8406 International Migration, Development and Citizenship
Spring Semester, Year 1	CACT 8410 SEM: Immigration, Migration, and Diaspora: Critical Approaches and Theories of Movement in Literature
	CACT 8---Elective
Summer Semester, Year1	CACT 8416 Literature/Culture: Central America and the Caribbean 1898-1990
Fall Semester, Year 2	CACT 8400 SEM: History of American Immigration Policies
	CACT 8---SEM: Elective
Spring Semester, Year 2	CACT 8420 SEM: Mexico and the US Borderlands: Two Histories, One Future
	CACT 8---Elective
Summer Semester Year 2	CACT 8090 Graduate Project

**Note: All students must choose a primary concentration. A student may choose to complete two concentrations in which case “electives” will be selected from the chosen secondary concentration.*

Example E: Typical Program of Study	
Master of Arts in Critical and Creative Thinking, Organizational Science and Leadership Concentration	
Fall Semester, Year 1	CACT 8010 SEM: Introduction to Critical and Creative Thinking
	CACT 8520 SEM: Organizational Psychology and Leadership
Spring Semester, Year 1	CACT 8510 Leadership Theory and Application
	CACT 8---Elective
Summer Semester, Year1	CACT 8506 Creativity and Innovation in Organizations
Fall Semester, Year 2	CACT 8530 SEM: Personnel Psychology and Leadership
	CACT 8---Elective
Spring Semester, Year 2	CACT 8500 SEM: Complex Organizations
	CACT 8---SEM: Elective
Summer Semester Year 2	CACT 8090 Graduate Project

**Note: All students must choose a primary concentration. A student may choose to complete two concentrations in which case “electives” will be selected from the chosen secondary concentration.*

Example F: Typical Program of Study	
Master of Arts in Critical and Creative Thinking, Writing and Critical Reflection Concentration	
Fall Semester, Year 1	CACT 8010 SEM: Introduction to Critical and Creative Thinking
	CACT 8610 SEM: Exploring Professional Writing Styles and Strategies
Spring Semester, Year 1	CACT 8630 SEM: Digital Rhetoric
	CACT 8---Elective
Summer Semester, Year 1	CACT 8640 SEM: Creative Nonfiction in Digital Environments
Fall Semester, Year 2	CACT 8650 SEM: Writing Across Differences: Rhetorical Theory for Persuasion and Public Advocacy
	CACT 8---Elective
Spring Semester, Year 2	CACT 8310 SEM: Ecological Writing and Analysis
	CACT 8---Elective
Summer Semester Year 2	CACT 8090 Graduate Project

**Note: All students must choose a primary concentration. A student may choose to complete two concentrations in which case “electives” will be selected from the chosen secondary concentration*

3. Faculty, Staff, and Other Resources

3a. Number of faculty and staff required to implement the proposed program

Shown below is a list of the faculty who have submitted proposals for courses to be included in the Master of Arts in Critical and Creative Thinking. These faculty come from a large representation of the departments and units within the College of Arts & Sciences, including the following: Black Studies, Biology, Chemistry, English, Foreign Languages, Geography/Geology, History, Latino/Latin American Studies, Philosophy, Political Science, Psychology, Religious Studies, and Sociology/Anthropology. All faculty members developing approved courses for the MA CCT have the documented support of their respective “home” department and unit chairs for involvement in the program. Moreover, this list is sufficient for teaching the coursework within the proposed master’s degree. The intention is to draw on existing faculty within the College of Arts & Sciences, relying on the UNO College of Arts & Sciences Dean’s Distance Education Fund for economic support. Because teaching for the program will impact a faculty member’s teaching load and course offerings within the home department, many, if not most, full-time faculty will require adjunct replacement in their home departments. This cost initially will be funded through the UNO College of Arts & Sciences Dean’s Distance Education fund, and as the program begins to bring in tuition revenue, the cost of hiring adjunct replacements will be funded out of the UNO College of Arts & Sciences Dean’s Distance Education Fund.

Because the MA CCT emphasizes interdisciplinarity and collaboration, graduate program faculty leadership during the development and launch of the program is made up of not just one faculty director but one member from each of the six concentrations. The entire graduate program faculty consists of all faculty who have put forth courses approved by the graduate leadership or

those individuals highly involved in the program while the graduate program committee leadership, referred to as the GPCL, is coordinated by the efforts of its administrative coordinator, who acts as the leadership group's emissary, and is assisted by a half-time program coordinator staff person.

Faculty

Faculty	Rank	Home Department	Proposed Course / Role
Joe Allen	Assistant Professor	Psychology	SEM: Personnel Psychology and Leadership
Maria Arbelaez	Associate Professor	History	SEM: Mexico and the US Borderlands: Two Histories, One Future
Danielle Battisti	Assistant Professor	History	SEM: History of American Immigration Policies
Tracy Bridgeford	Associate Professor	English	SEM: Professional and Technical Writing
Juan Casas	Associate Professor	Psychology	Cultural Psychology
Maggie Christensen	Graduate Lecturer	English	SEM: Digital Rhetoric: Writing and Culture
Rory Conces	Associate Professor	Philosophy & Religious Studies	Violent Conflicts, Peacebuilding, and the Ethics of Intervention
Claudia Garcia	Assistant Professor	Foreign Languages	Literature/Culture: Central America and the Caribbean 1898-1990
Kristin Girten	Associate Professor	English	SEM: Ecological Writing and Analysis
Lourdes Gouveia	Professor	Sociology-OLLAS	International Migration, Development and Citizenship
Laura Grams	Associate Professor	Philosophy	Values and Virtues
Ramon Guerra	Associate Professor	English	SEM: Immigration, Migration, and Diaspora: Critical Approaches and Theories of Movement in Literature
Carson Holloway	Associate Professor	Political Science	SEM: Seminar in Political Theory
Curtis Hutt	Assistant Professor	Religious Studies	Comparative Religious Ethics

Nikitah Imani	Professor	Black Studies	SEM: Global-Local: Opportunities, Barriers, Engagement
Jody Keisner	Graduate Lecturer	English	SEM: Creative Nonfiction in Digital Environments
Tammie Kennedy	Assistant Professor	English	SEM: Writing Across differences: Rhetorical Theory for Persuasion and Public Advocacy
Paul Landow	Assistant Professor	Political Science	SEM: Leadership Theory and Application
Patrick McNamara	Instructor (adjunct)	Political Science	International Development and Sustainability
Olu Oyinlade	Professor	Sociology	SEM: Complex Organizations
Juliette Parnell	Associate Professor	Foreign Languages	SEM: Global Cinema
Petr Pavlinek	Professor	Geography-Geology	Geography of Economic Globalization
Roni Reiter-Palmon	Professor	Psychology	Creativity and Innovation in Organizations
Dana Richter-Egger	Assistant Professor	Chemistry	Our Energy Future: Society, the Environment and Sustainability
Brigette Ryalls	Associate Professor	Psychology	Cultural Psychology
Jonathan Santo	Assistant Professor	Psychology	Cultural Psychology
Lisa Scherer	Associate Professor	Psychology	SEM: Organizational Psychology and Leadership
Paul Williams	Associate Professor	Religious Studies	Comparative Religious Ethics
LaReesa Wolfenbarger	Associate Professor	Biology	Ecological Sustainability and Human Health

Staff

- Joe Price—Administrative Coordinator for Master of Arts in Critical and Creative Thinking
- Angelika Walker—Program Coordinator for Master of Arts in Critical and Creative Thinking
- Academic Advisor—TBA (Needed in Year 1 and beyond)
- Clerical Support—TBA (Needed in Year 1 and beyond)

Dr. Joseph Price, the program's administrative coordinator, who is employed by the College of Arts & Sciences Dean's Office, serves as the de facto director for the program and presides as an ex-officio member over the GPCL. Dr. Price has been granted roles and responsibilities that resemble those of a program chair. For example, Dr. Price represents the MA CCT program on the College's Board of Chairs and Directors and will represent the program on the Graduate College's Board of Graduate Chairs. Ms. Angelika Walker, the coordinator of the program, is also a member of the College of Arts & Sciences Dean's Office staff.

3b. Additional Physical Facilities Needed

The completely online delivery system and the interdisciplinary nature of the Master of Arts in Critical and Creative Thinking will minimize the need for additional physical facilities. Dean David Boocker of UNO's College of Arts & Sciences has established permanent office spaces for the MA CCT Program, currently located in Arts & Sciences Hall building, suite 206. Most other physical resources for the office, such as furniture and decor, were secured at no cost to the University through UNO surplus. Additionally, budgetary allocations have been made to fill the program's need for basic office equipment and supplies necessary to run the administration of the program from its brick-and-mortar location.

3c. Instructional Equipment and Informational Resources

Faculty teaching for the program will need appropriate licensing for software to help ensure quality online delivery. Such licenses might include Adobe Connect or Adobe Presenter as well as other software applications as determined by individual faculty members' instructional needs. UNO's office of Academic Partnership for Instruction has agreed to fund 50% (up to \$4,500) of any necessary Adobe licensing fees. Eventually, faculty may also need technological equipment upgrades in order to minimize compatibility and delivery issues for students.

For informational and technological resources, the program faculty have the support of UNO's Academic Partnership for Instruction (API), an academically focused branch of Information Services led by Lanyce Keel, Director of Academic Computing. API and their instructional designers offer regular training and development opportunities throughout the year, but they have also accommodated several MA CCT-only development events and workshops. For example, in the summer of 2014, the Health and Environment concentration faculty took the initiative to pilot a private, intensive, one-week workshop with the API instructional designers with the goal of creating a more cohesive vision for their individual courses and their concentration as a whole as well as leaving the workshop with some concrete course materials developed. API and Information Services (IS) also provided a \$450 stipend for the faculty members participating in

the pilot workshop. Other faculty development opportunities include the NU Distance Learning Campus Conversations Series of seminars and webinars offered throughout the academic year; UNO's API team works with NU Online Worldwide to identify and bring in experts in online education.

The Dean of UNO's College of Arts & Sciences also has been financially supportive of the online course development process, granting each faculty member who proposed a course for the program an initial stipend of \$1250 for course development and an additional stipend of \$1250 once the course is delivered and has also made budgetary allocations for an annual faculty retreat, two of which have already occurred and have been paid for from the Dean's Distance Education Fund. These types of expenses plan to be transferred to the program as it begins generating revenue.

Starting in AY one, \$5,000 per year has been allocated in the budget for promotional materials and marketing endeavors for the program. With the aid of University of Nebraska Online Worldwide, UNO University Communications, the NU Graduate College, and UNO's College of Arts & Sciences, a comprehensive marketing strategy is currently in development for the overall program as well as individual concentrations. This includes the development of a recommended tagline or subtitle for the program, which will be developed in January and February of 2015. The program subtitle or tagline will appear on all marketing materials for the program to help ensure message consistency. It is felt that this investment will help illuminate the program mission and values for prospective students and employers of future graduates.

3d. Budget Projections

The College of Arts & Sciences serves as the current cognizant college and sponsor of the MA CCT program.

Because teaching for the MA CCT program will affect faculty's home departments and workloads, we have budgeted for adjunct replacement in the amount of \$5,000 for each faculty with proposed fall/spring offerings. We have also budgeted for summer course offerings at a cost of approximately \$4,500 per course taught. This estimation was based on 9% of the average salary of all faculty teaching for the program. Additional program expenses include \$4,500 per year for Instructional Design/Technology (including software licensing), \$1,500 per year for office supplies, furniture, and conference travel, \$57,000 in year one (and \$62,000 in subsequent years) for administrative expenses including salaries of the Program Director and Program Coordinator, and \$2,500 for program assessment in year four. When the program begins generating revenue, the College can investigate ways to secure full-time, tenure track interdisciplinary scholars (including a full-time director who might teach the introductory course regularly), thus reducing the dependence on adjunct faculty.

Tuition revenue was based on a moderate enrollment goal of 12 students for year one (with the conservative assumption of zero non-resident students), taking fifteen credit hours per year, multiplied by the resident distance education tuition rate and fees. This model anticipates enrollment growth of approximately two-three students a year. Distance education tuition rates for year one are estimated as follows: resident--\$333.90/SCH; nonresident--\$561.75/SCH. The budget reflects a projected 5% increase in the distance education tuition rates starting in year one

(2015-16). The budget also includes a \$10,000 mini-grant from Distance Education to support development of online courses for the program, \$4,500 mini-grant from the Academic Partnership for Instruction to pay 50% of Adobe licensing for Connect or Presenter, and an anticipated \$35,000 from University of Nebraska Online Worldwide Program Development Grant.

In three budgetary scenarios (conservative enrollment, moderate enrollment, and aggressive enrollment), there is a rise and fall in the program's revenue between year 3 and year 4. This dip is due to planned course rotation in the program. Based on the moderate enrollment goal of 12 resident students in year one, the program balance will gradually depend less on the College of Arts & Science's Dean's Distance Education Fund and begin generating revenue.

4. Evidence of Need and Demand: Enrollment Projections

4a. Need for the Program

In recent years, the United States has moved towards a knowledge-based economy and is part of the transition into an increasingly global community. These shifts in our economy and communities require graduates who are equipped with the proper tools to conquer the unique challenges that will face future generations. The proposed Master of Arts in Critical and Creative Thinking is designed to specifically foster the kind of competencies that will allow our graduates to become effective leaders of future generations. Dan Berret, a senior reporter at the *Chronicle of Higher Education*, reports, "Today's students will need such tools to tackle the problems they stand to inherit. Climate change, income inequality, and escalating health-care costs cannot be remedied by technocratic solutions alone, say advocates of teaching creativity. Knowledge will need to be combined across disciplines, and juxtaposed in unorthodox ways."⁷ Leaders are needed who can re-envision traditional problems in innovative ways and imagine inventive solutions that integrate and fuse knowledge from various fields and disciplines in new and unexpected ways. This illustrates the immediate and future need for a program that will prepare our future leaders to meet such diverse challenges.

In a recent report published by the Association of American Colleges and Universities, "The LEAP National Leadership Council recommends, in sum, an education that intentionally fosters, across multiple fields of study, wide-ranging knowledge of science, cultures, and society; high-level intellectual and practical skills; an active commitment to personal and social responsibility; and the demonstrated ability to apply learning to complex problems and challenges."⁸ The council asserts that this kind of education will best prepare college graduates for the challenges of the workplace in the increasingly global twenty-first century. Furthermore, the same report identifies four essential learning outcomes that "reflect an emerging consensus—among educators and employers—about the kinds of learning needed for a complex and volatile world": "Knowledge of Human Cultures and the Physical and Natural World," "Intellectual and Practical Skills" (specifically including "critical and creative thinking"), "Personal and Social Responsibility," and "Integrative Learning."⁹ The interdisciplinary nature of the proposed Master

⁷Dan Berret, "Creativity: A Cure for the Common Curriculum," *The Chronicle of Higher Education*, 1 Apr. 2013, <https://chronicle.com/article/The-Creativity-Cure/138203/> (accessed 5 July 2013).

⁸ National Leadership Council for Liberal Education and America's Promise, *College Learning for the New Global Century*, 1 Jan. 2007, 4.

⁹ *Ibid.*, 12.

of Arts in Critical and Creative Thinking emphasizes the value of combining knowledge bodies across disciplines including the hard sciences, social sciences, and humanities, and, in doing so, the proposed curriculum aims to achieve these four essential learning outcomes. The proposed program also stresses the importance of balancing intellectual rigor with practical application.

4b. Employment and Educational Advancement Opportunities for Graduates

Employers nationwide are recognizing the value of an interdisciplinary liberal arts degree that nurtures critical and creative thinking. According to a survey conducted by Hart Research Associates on behalf of The Association of American Colleges and Universities, “When presented with a description of liberal education, fully 94% of employers say it is important for today’s colleges to provide this type of education, including half (51%) who say it is very important to do so.”¹⁰ Additionally, as higher education researcher and reporter Jeffrey Selingo notes in *The New York Times*, “Employers say that future workplaces need degree holders who can come up with novel solutions to problems and better sort through information to filter out the most critical pieces.”¹¹ As further evidenced in the report, *College Learning for the New Global Century*, “employers are calling with new urgency for graduates who are broadly prepared and who also possess the analytical and practical skills that are essential both for innovation and for organizational effectiveness: ‘Employers do not want, and have not advocated for, students prepared for narrow workforce specialties. . . . Virtually all occupational endeavors require a working appreciation of the historical, cultural, ethical, and global environments that surround the application of skilled work.’ (Robert T. Jones, president, Education Workforce Policy, LLC).”¹² Students graduating with the proposed Master of Arts in Critical and Creative Thinking will be perfectly positioned to meet these dynamic expectations of employers upon (re)entering the workforce.

Contrary to popular perception, the liberal arts is not in crisis. Salaries of liberal arts graduates have, in fact, been rising consistently. In *Forbes* magazine, Susan Adams writes, “The highest starting salary for liberal arts majors, \$43,100, comes in the broad-ranging category of liberal arts and sciences/general studies. That salary is up 3.9% over 2011”¹³ Additionally, a recent report from the Association of American Colleges and Universities documents how liberal arts majors are closing earning gaps with professional and preprofessional majors and, actually, out-earning those with “professional majors” at their peak earning years. Furthermore, those who go

¹⁰ Hart Research Associates, “It Takes More Than A Major: Employer Priorities for College Learning and Student Success,” *Liberal Education* 99, no. 2 (Apr. 2013): 2, https://www.aacu.org/leap/documents/2013_EmployerSurvey.pdf (accessed 12 July 2013).

¹¹ Jeffrey J. Selingo, “Does the College Major Matter? Not Really,” *The New York Times*, 29 Apr. 2013, http://thechoice.blogs.nytimes.com/2013/04/29/does-the-college-major-matter-not-really/?_php=true&_type=blogs&_r=0 (accessed on 5 July 2013).

¹² National Leadership Council for Liberal Education and America’s Promise, *College Learning for the New Global Century*, 1 Jan. 2007, 16.

¹³ Susan Adams, “The Top-Paying Liberal Arts Degrees,” *Forbes, Inc.*, 6 Feb. 2013, <http://www.forbes.com/sites/susanadams/2013/02/06/the-top-paying-liberal-arts-degrees/> (accessed on 12 July 2013).

on to earn a graduate degree in liberal arts out-earn their professional graduate degree-holding counterparts by a surprising \$5,000+. ¹⁴

Graduates with degrees in the humanities and social sciences are finding abundant employment opportunities related to their liberal arts education after college. According to the report, “How Liberal Arts and Sciences Majors Fare in Employment,” the top six professions for humanities and social sciences graduates include elementary and middle school teachers; lawyers, judges, magistrates, and other judicial workers; miscellaneous managers; postsecondary teachers, chief executives and legislators; and education administrators. As stated in the report, graduates with a background in the liberal arts “are employed across a relatively broad range of fields, running the gamut from highly paid positions in senior management, marketing, finance, and law to lower-paid but socially vital positions in education and social services professions”¹⁵. The versatility of this interdisciplinary proposed degree ensures that graduates from the Master of Arts in Critical and Creative Thinking program will possess a wide set of competencies and skills that can be adapted to countless fields and disciplines; these graduates will not feel constrained by their program of study in terms of potential future career paths.

4c. Number of Students Expected to Enroll in the Program in Each of the First Five Years of Operation and Basis for the Estimate

Year one: 12
Year two: 25
Year three: 27
Year four: 29
Year five: 31

The basis for enrollment projections for the first five years of the program is based on a moderate enrollment goal of 12 students in year one and a 5% growth rate. This growth rate is based on consultations with Lanyce Keel, UNO Director of Academic Computing, and the historical growth rate of other graduate programs at UNO.

4d. Minimum number of students required to make the program viable

A minimum of 9 students in year one will be sufficient to initiate the degree program. Each year, we hope to enroll a minimum of 9 students with an anticipated growth rate of approximately 1-3 students/year. Based on the time necessary to complete the degree, approximately 20-35 students will be enrolled at any given time after year two, with approximately 10 students graduating per year.

5. Partnership with Business

In recent decades, the United States has, along with many other societies, been engaged in an ongoing transition from an industrial economy to a knowledge economy. As business leaders

¹⁴ Debra Humphreys and Patrick Kelly, “How Liberal Arts and Sciences Majors Fare in Employment: A report on Earnings and Long-Term Career Paths,” Association of American Colleges and Universities (Washington DC: Association of American Colleges and Universities, 2014), 12.

¹⁵ Ibid., 14.

regularly explain when considering the challenges and opportunities that today's knowledge economy presents, education in the liberal arts and sciences can provide an ideal foundation for professional success. In this new age of the knowledge economy then, the students of the MA CCT will be perfectly poised to work with businesses in the capacity of interns and consultants as part of this proposed program's emphasis on practical learning. This emphasis on practical learning will be largely defined through the program's graduate project and will allow our students to strengthen the existing working relationships between our University and our local and global community. The MA CCT program will allow our University to enhance the steady stream of qualified individuals and our relationships with both public and private entities.

Additionally, our program will feature an Advisory Board. The Board will consist of community members from local for-profits and not-for-profits, organizations, and entities who will help the program to maintain strong partnerships with businesses, inform the goals of the MA CCT Program, and advise the program on how to strengthen community ties and produce qualified graduates that will meet the needs and demands of the workplace in our knowledge economy.

6. Collaborations within the University

The interdisciplinary nature of the Master of Arts in Critical and Creative Thinking program makes it a wholly collaborative program. The program is structured in a way that any student will necessarily receive an interdisciplinary education by choosing a primary concentration consisting of 12 hours of interdisciplinary, thematically related coursework and, then, either choosing a secondary concentration or a rich array of diverse electives selected from other program offerings. The concentrations themselves are wholly interdisciplinary and, therefore, collaborative as well; for example, one concentration might entail a chemistry course and a religion course while another concentration might entail a course from English and a course from psychology. This interdisciplinarity requires earnest collaboration and coordinated efforts amongst faculty across many different departments in the College of Arts & Sciences. The proposed Master of Arts in Critical and Creative Thinking program will operate independent of any home department; instead, it will rely on an ongoing collaboration between the concentration leaders and faculty.

Initial collaborative efforts have been largely focused on opportunities within the UNO campus, establishing mentor-mentee relationships with other online programs such as the online Master of Science in Political Science and the online Master of Arts in Social Gerontology. For example, the program's administrative staff are currently initiating discussions with Political Science to investigate the possibility of collaboratively developing an online graduate orientation for both programs. The MA CCT program has specifically been pursuing cross-college collaboration on the UNO campus as well. The MA CCT administrative staff have already begun discussions with Dean John Bartle of the College of Public Affairs and Community Service to explore possibilities for a 4+1 program that would incorporate the Bachelor of General Studies curriculum into the MA CCT curriculum, opening up the possibility for the development of new concentrations or the sharing of curriculum and faculty.

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

At this time, the proposed Master of Arts in Critical and Creative Thinking does not have any established collaborative relationships with higher education institutions or agencies external to the University. However, the administrative staff of the MA CCT program have been investigating possible collaborative opportunities with the University of Nebraska at Kearney (UNK); the coordinators for the program made a trip to UNK in the summer of 2014 to meet with Associate Dean Doug Biggs, who was instrumental in transitioning the UNK traditional MA in History into a robust online graduate program. Also, because US STRATCOM is located in such close proximity to the University on the Offut Air Force Base, the MA CCT program also is considering collaborative efforts with the Department of Defense as a preferred education provider; these particular considerations are in their infancy, but hold great promise for the expansion of the program. As the program develops, it is hoped that relationships will be pursued and fostered with such institutions and agencies. The program also intends to seek out collaborative opportunities with other NU System campuses, the Nebraska State College system and other independent and private colleges and universities.

8. Centrality to Role and Mission of the Institution

The newly proposed Master of Arts in Critical and Creative Thinking is central to the University of Nebraska at Omaha's role and mission, and the proposed program will help support and accomplish UNO's mission and vision as outlined in its Strategic Plan. The proposed program will be delivered completely online, enabling UNO to expand its educational reach and attract students not only locally, but regionally, nationally, and even globally, thereby enriching the diversity of the UNO community. While the proposed program is not the first of its kind on a national level, it is most certainly on the cutting edge both locally and regionally and would bring UNO strong recognition as a center for innovation, research, and creative scholarship. The emphasis on applied learning in the proposed program will help UNO forge new and maintain existing connections and partnerships within the broader external community. The interdisciplinarity of the proposed program is inclusionary, open, and diverse in nature and will be representative of the broader community's needs and interests.

The Master of Arts in Critical and Creative Thinking:

- coincides with the University's mission to "Expand the educational achievement, intellectual aspirations and horizons of our students with local, state, national and global communities."¹⁶
- provides a program of graduate study that will help UNO "Serve as a recognized center for research, scholarship, creative expression and artistic performance designed to meet the broader community's needs."¹⁷
- will help UNO "Provide outreach partnerships that address the concerns and interests of the broader external community and, in doing so, become an integral part of the community."¹⁸

¹⁶ University of Nebraska at Omaha, "Campus Strategic Plan," *UNO Strategic Planning* (Fall 2012): 1, http://www.unomaha.edu/plan/documents/plan_10012012.pdf (accessed 11 Oct. 2013).

¹⁷ Ibid.

- supports the University’s vision, and “Encourages, celebrates, and adopts the principles of inclusion, representation, openness and diversity.”¹⁹

9. Consistency with the University of Nebraska Strategic Framework

The proposed Master of Arts in Critical and Creative Thinking is consistent with the University of Nebraska Strategic Framework and directly supports and helps accomplish the specific goals outlined in UNO’s Strategic Plan. Below are just a few examples of the many ways in which the proposed program aligns with these plans.

Because it is a totally online program, the proposed Master of Arts in Critical and Creative Thinking supports Goal 1, Sub-Goal A, Objective 4 of UNO’s Strategic Plan by “Offer[ing] alternate delivery methods, such as online education, study abroad, and flexible course format, to increase accessibility and adaptability of academic programs consistent with student demand and resource availability.”²⁰

From market research and other research outlined in this document, it is hoped that the proposed program will directly help the University accomplish Goal 1, Sub-Goal B, Objective 3: “Ensure that UNO graduates will meet or exceed employers’ expectations and that graduates will be satisfied with their preparation and the opportunities for employment.”²¹

Because of its curricular focus outlined in this document, the proposed program will directly help the University accomplish Sub-Goal C, Objective 1 by “Offer[ing] programs to enhance student awareness of community and global issues.”²²

It is hoped that the proposed Master of Arts in Critical and Creative Thinking will support Goal 2, Sub-Goal A, Objective 5 and Sub-Goal B, Objective 1 of UNO’s Strategic Plan by promoting the University’s aim to “[i]ncrease opportunities for on-going lifelong educational experiences.”²³ It is also hoped that the proposed program develops one of the system’s “...nationally or internationally recognized programs of excellence.”²⁴

Because its unique exit requirement, the graduate project and other curricular offerings allow students the opportunity to participate in service learning activities, the proposed Master of Arts in Critical and Creative Thinking supports of Goal 3, Sub-Goal A, Objective 1 of UNO’s Strategic Plan, the proposed Master of Arts in Critical and Creative Thinking will directly help the University accomplish to grow the number of “graduate courses with service learning

¹⁸ Ibid.

¹⁹ Ibid., 2.

²⁰ Ibid., 3.

²¹ Ibid.

²² Ibid.

²³ Ibid.

²⁴ Ibid.

components by 25%.²⁵ This, in turn, directly and indirectly helps the University accomplish Sub-Goal C to “engage with our communities through service, involvement and support.”²⁶

Finally, because of its interdisciplinary focus, the proposed program will directly help the University accomplish Sub-Goal A, Objective 5 to “increase the number of joint courses and joint continuing learning/professional development.”²⁷

10. Avoidance of Unnecessary Duplication

10a. Similar programs offered in the state by public or private institutions:

While there are no directly comparable programs offered within the state by private institutions, the following degrees target student populations similar to that which would be targeted by the MA CCT:

1. Agricultural Leadership, Education, and Communication Master of Science in Leadership Education (University of Nebraska—Lincoln)
2. Liberal Studies Master of Arts (Creighton University; Omaha, NE)
3. Leadership Studies Master of Arts (Bellevue University; Omaha, NE)

The MA CCT incorporates aspects of leadership, particularly in the Organizational Science and Leadership concentration; however, it is not meant to compete with UNL’s MS in Leadership Education offered through the ALEC Program, as that program delves more deeply into specific leadership topics, most notably agricultural leadership. In fact, the MA CCT may be able to offer ALEC students in that MS program complementary elective offerings, particularly from those courses in the MA CCT’s Health and the Environment concentration.

With the Liberal Studies Master of Arts from Creighton University, it would share a commitment to liberal arts education and interdisciplinarity. However, whereas the proposed MA CCT would be practical in focus and value, Creighton’s Liberal Studies Master of Arts is primarily academic in orientation. Moreover, the Creighton Liberal Studies MA is not offered online, whereas the MA CCT is designed to be a fully online program. Thus, the MA CCT will be accessible to a much broader population than that of the Creighton Liberal Studies MA.

With the Leadership Studies Master of Arts program from Bellevue University, the MA CCT would share a commitment to the development of leadership potential. However, whereas the MA CCT would combine academic rigor, interdisciplinary breadth, and practical application, Bellevue’s Leadership Studies MA is more narrowly defined. It covers only theories of leadership with little additional content area coverage. Moreover, it is almost solely practical in nature and is not designed to have a significant academic component. Finally, it is designed as a brick-and-mortar degree with no option for online delivery.

²⁵ Ibid.

²⁶ Ibid.

²⁷ Ibid., 7.

There is no public institution in the state of Nebraska that offers a program comparable to the proposed MA in Critical and Creative Thinking, meaning that the program would fill a significant deficiency in Nebraska public higher education offerings.

10b. Similar programs offered outside the state by public or private institutions:

UMarketing with University of Nebraska Online Worldwide conducted an environmental scan for similar programs nationwide. The closest universities outside of the state of Nebraska that offer similar master's programs are Baker University which offers an online version of their Master of Liberal Arts, Fort Hays State University which offers an online Master of Liberal Studies, University of Illinois—Springfield which offers an online Master of Arts in Liberal and Integrative Studies, and ASU Online which offers an online Master of Liberal Studies.

The environmental scan also identified additional online programs at schools located a greater distance from Nebraska than those above: Kent State University offers an online Master of Liberal Studies, the University of Toledo offers an online Master of Liberal Studies, Thomas Edison State College offers an online Master of Arts in Liberal Studies, and Gonzaga University offers an online Master of Arts in Organizational Leadership.

UMass Online offers an online version of their Master of Arts in Critical and Creative Thinking degree. Though this program bears the same name and also draws on interdisciplinary models, it does not offer a similar program of study. The degree program from UMass draws heavily from the fields of education, psychology, and philosophy, and the program is not similarly structured.

In Appendix D, descriptions of these programs are provided. While some of these programs are similar in the aim of offering a broad, interdisciplinary degree program, none of these programs share the same specific content focus as the proposed MA CCT. Although the majority of these programs draw from the liberal arts, many of these programs do not aim to specifically foster and develop competencies and skills in critical and creative thinking as a pedagogical goal. The proposed Master of Arts in Critical and Creative thinking offers six unique concentrations not provided at these other institutions. The way the concentrations are structured is also unique; the courses and concentrations themselves are interdisciplinary, and students will choose at least one concentration area to complete their degree. Moreover, the MA CCT is designed to balance a rigorous academic program of study with its practical component, thereby ensuring that skills and competencies gained in study will be readily transferable in the workplace and community.

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

The proposed degree will enhance relevant statewide goals for education by providing “access to educational opportunities that meet the diverse needs of students and citizens while exercising careful and creative stewardship of available resources.”²⁸ As stated in Nebraska’s Coordinating Commission for Postsecondary Education *Comprehensive Statewide Plan*, “Employers are demanding a workforce that can keep pace with an explosion of knowledge and rapid

²⁸ Nebraska’s Coordinating Commission for Postsecondary Education, *Comprehensive Statewide Plan for Postsecondary Education*, (Apr. 2006): 1-1, <http://www.ccpe.state.ne.us/PublicDoc/Ccpe/CompPlan/default.asp> (accessed 24 Oct. 2013).

technological change,”²⁹ and the proposed program will directly help to satisfy this need by producing graduates who can quickly adapt to unexpected situations and solve problems by employing critical and creative thinking skills developed through the interdisciplinary nature of our curriculum.

The completely online delivery system for the proposed Master of Arts in Critical and Creative Thinking will enable UNO to help meet growing expectations of both consumers and businesses “for ‘anytime, any place’ delivery of postsecondary courses to meet specific and personal or business needs through multiple information technologies.”³⁰ This method of online delivery will also help UNO and Nebraska to meet the increasing demand of rural residents to gain greater access to higher education services.³¹

One major statewide goal outlined in the *Comprehensive Statewide Plan* is that “Higher education will serve the state by preparing individuals for productive, fulfilling lives and by developing and nurturing the citizens and future leaders of Nebraska.”³² The proposed program is directly supportive of this goal because it aims to produce such leaders. As stated in the *Comprehensive Plan*, “The heart of any great higher education system is the student, the learner. Education that is vital, vigorous and visionary begins by identifying and addressing the current and future needs and aspirations of its students.”³³ This belief lies at the core of the proposed MA CCT. This program would be committed to creating a flexible, experiential, and quality program of study that is responsive to the needs and aspirations of our students.

In order to ensure that “Employers have a role in identifying competencies needed for graduates to succeed in the workforce in their fields of study”³⁴ the proposed program will include an Advisory Board of area professionals and community members to provide regular input and advice on what competencies are most desired among the workforce and how those competencies can be incorporated into the program curriculum. The proposed Master of Arts in Critical and Creative Thinking program of study will also entail a graduate project component unique to each concentration, where each student works with faculty to develop a cumulative project. This project could take the shape of an independent study, portfolio, service learning project, internship, or other comparable integrative experience.

The *Comprehensive Statewide Plan* outlines the following need of the state: “Perhaps the greatest contribution any educational program can make is to enable individuals throughout their lives to be successful and contributing members of society who are able to think critically, gather and evaluate information, communicate effectively, understand and respect the physical environment, and participate actively in political decision-making. The future of our state continues to depend on higher education institutions that shape thoughtful and adaptive citizens who thrive in a period of rapid change and multiple careers.”³⁵ The proposed curriculum of

²⁹ Ibid., 1.3.

³⁰ Ibid., 1.4.

³¹ Ibid., 1.5.

³² Ibid., 1.8.

³³ Ibid., 2.1.

³⁴ Ibid., 2.15.

³⁵ Ibid., 3.1.

multiple concentrations will allow graduates of this program to directly support this need of the state of Nebraska as they attain a level of multidisciplinary that will enhance critical thinking and develop creative problem solving skills.

As stated in the *Comprehensive Statewide Plan*, “Workers in Nebraska need not only the knowledge, expertise, and technical skills to do their jobs, but also the ability to think critically and creatively in order to advance and succeed in their careers. The abilities to communicate effectively, understand other cultures, speak another language, and think critically will be valued in an increasingly global and complex society.”³⁶ The proposed program of study in the Master of Arts in Critical and Creative Thinking directly aligns with this major statewide goal to achieve an educated citizenry. Graduates of this proposed program will be perfectly poised to act as the adaptive leaders Nebraska will need in the new knowledge-based, information culture of the 21st Century and beyond.

³⁶ Ibid.

TABLE 1: PROJECTED EXPENSES
Master of Arts in Critical and Creative Thinking

	(2015-16) Year 1		(2016-17) Year 2		(2017-18) Year 3		(2018-19) Year 4		(2019-20) Year 5		Total	
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
Personnel												
Faculty ¹	3	\$60,000	4	\$70,500	3.25	\$64,500	4	\$70,500	3.25	\$64,500	3.25	\$330,000
Professional ²	1.25	\$55,500	1.5	\$60,500	1.5	\$60,500	1.5	\$60,500	1.5	\$60,500	1.5	\$297,500
Graduate assistants	1	\$12,000									0	\$12,000
Support staff											0	\$0
Subtotal	5.25	\$127,500	5.5	\$131,000	4.75	\$125,000	5.5	\$131,000	4.75	\$125,000	4.75	\$639,500
Operating												
General Operating ³		\$27,000		\$15,000		\$7,000		\$9,500		\$7,000		\$65,500
Equipment ⁴		\$4,500		\$4,500		\$4,500		\$4,500		\$4,500		\$22,500
New or renovated space												\$0
Library/Information Resources												\$0
Other												\$0
Subtotal		\$31,500		\$19,500		\$11,500		\$14,000		\$11,500		\$88,000
Total Expenses	5.25	\$159,000.00	5.5	\$150,500.00	4.75	\$136,500.00	5.5	\$145,000.00	4.75	\$136,500.00	4.75	\$727,500.00

¹ This cost includes adjunct replacement in home departments for MA CCT faculty teaching during fall/spring at cost of \$5000/adjunct; summer teaching at estimated cost of \$4500/course; and adjunct teaching of MA CCT courses.

² Beginning in year one, 1 full-time program coordinator at cost of \$40,500, and one part-time administrative coordinator (moving from .25 FTE to .5 FTE in year 2 and beyond).

³ Includes allowances for course development, faculty retreat/training, general supplies, marketing, and assessment.

⁴ Anticipated expenditures for instructional design and/or technology upgrades.

**TABLE 2: REVENUE SOURCES FOR PROJECTED EXPENSES
Master of Arts in Critical and Creative Thinking**

	FY (2015-16) Year 1	(FY 2016-17) Year 2	(FY 2017-18) Year 3	(FY 2018-19) Year 4	(2019-20) Year 5	Total
Reallocation of Existing Funds ¹	\$116,262	\$ 94,840	\$ 72,220	\$ 71,423	\$ 52,902	\$407,647
Required New Public Funds						\$0
1. State Funds						\$0
2. Local Tax Funds (community colleges)						\$0
Tuition and Fees ²	\$25,238	\$55,660	\$64,280	\$73,577	\$83,598	\$302,353
Other Funding ³	\$17,500					\$17,500
1						\$0
2						\$0
3						\$0
Total Revenue ⁴	\$159,000	\$150,500	\$136,500	\$145,000	\$136,500	\$727,500

¹ Deficits will be funded by resources from the College of Arts and Sciences (Dean's Distance Education fund).

² 50% of Distance Education Tuition plus portion of DE Fee; Tuition & Fees=(total SCH)(projected DE resident tuition rate)(.5)+((25-5)(total SCH))

³ Portion of Online Worldwide Program Development Grant.

⁴ **Revenues are not expected to match expenses.**

Appendix A

Concentration Descriptions

1) Cultural and Global Analysis

CONCENTRATION DESCRIPTION: This concentration is designed to prepare students for global citizenship and engagement across economic, social, political and cultural contexts in the 21st century. This concentration uses the analytical and methodological tools of the social sciences and humanities to understand the complex forces that influence local and global interactions.

CONCENTRATION OBJECTIVE: The Cultural and Global analysis concentration focuses on providing students with four major skills sets in their professional development:

- A) The capacity to effectively use various methodological tools in political, cultural, and economic analysis of forces influencing global society and local interactions
- B) The cultivation of an understanding of the processes by which we construct our perceptions of societies and social environments
- C) The capability to evaluate the impact and relevance of social and cultural diversities
- D) Collaborative work in diverse social environments

2) Ethics and Values

CONCENTRATION DESCRIPTION: This concentration explores the manner in which our ethics and values impinge on the rest of our lives. Analyzing the cross-cultural significance of human values, ethical practices, and social movements in the geo-politics of globalization and sustainability, this concentration allows students to explore the relationship between ethics and other facets of human experience such as the cultural, political, religious, and economic. It will also allow students to investigate the nature of conflict and different strategies for conflict resolution. The application of a wide variety of theories and methodologies from philosophy, religious studies, and political science will be emphasized in this exploration of the human condition. The result will be a deeper theoretical understanding of the multifaceted relationships between ethics and values, as well as a fuller tool box of ways to respond to the tensions that often erupt from the collision of different ethics and values.

CONCENTRATION OBJECTIVE: The core objective of this concentration is to prepare students to develop a coherent view of the plurality of ethics and values, and to envision and pursue ways of dealing with tensions within this plurality. To meet this objective, this concentration is designed to deliver an interdisciplinary, graduate-level curriculum that is framed by various theoretical frameworks that are empirically informed. In this concentration, students will acquire master's level knowledge, rooted in both the humanities and social sciences, to better understand the dynamics within the "menagerie" of ethics and values as expressed in society. All courses in this concentration will focus on some particular expression (philosophical, religious, or political) within society, while being mindful of conflicts and their resolution.

3) Health and the Environment

CONCENTRATION DESCRIPTION: Analyzing the diversity of interactions between humans and the natural world across cultures, this concentration allows students to explore the ecological, social, physical, mental, and spiritual consequences of humans' encounters with the natural world. The application of theories of environmental justice and health justice in real and/or realistic scenarios will be emphasized. This concentration will combine analytical tools of the Humanities and the Sciences to understand the deep and multifaceted relationships between health and the environment as well as to examine and develop practical ways of responding strategically to the consequences of such relationships.

CONCENTRATION OBJECTIVE: The core objective of this concentration is to prepare students to envision and pursue new practical possibilities for ensuring ecological sustainability as well for promoting health and wellness. To meet this objective, this concentration is designed to deliver an interdisciplinary, graduate-level curriculum that is evidence-based and informed by diverse theoretical frameworks. In this concentration, students will acquire master's level knowledge, rooted in both the Humanities and the Sciences, to better understand a wide array of complex dynamics between humans and the natural world. All courses in this concentration will consider the consequences of such dynamics on both health and the environment.

4) International Migration, Development and Citizenship

CONCENTRATION DESCRIPTION: This concentration examines the interconnection among local and global forces that shape the emergence of migration and refugee movements across national borders. It considers the systemic impacts that such movements have on the economic and human development of nations and communities of origin as well as destination. It examines multiple depictions, in non-fiction and fiction, of the construction of borderlands and of the causes and consequences of migration and displacement-- particularly with regard to the United States. The concentration promotes critical analysis of migrants' unequal access to political and other societal institutions. It examines the socio-economic, spatial, linguistic, and cultural citizenship hierarchies that often result from these inequities. The courses under this concentration explore the cultural creations, religious practices, political responses and different types of capitals (human, cultural and social) associated with past and present immigrant waves. Special attention is paid to the historical, intellectual, and social roots and consequences of immigration policies at the global, national and local levels. Most generally, the concentration considers the factors shaping cultures and practices of "inclusion" and "exclusion" and the impact of both on second and subsequent generations.

CONCENTRATION OBJECTIVE: The fundamental objective of this concentration is to provide students with the conceptual, analytical, and critical thinking skills necessary to understand the root causes and consequences of human movements across borders. The interdisciplinary curriculum of the concentration prepares the students to identify, categorize, and analyze distinct migration and refugee waves by places of origin, socio-

economic composition, and time frame. Students will gain an understanding of the settlement patterns of migrant populations over time as well as their impact on existent cultural structures. Students will be equipped with conceptual tools from both the Social Sciences and the Humanities. This combination will best prepare them to grasp the changing meanings and implications of concepts such as borders, legality, citizenship, development, culture and identity in today's globalizing world. Students will be able to assess the impacts of these changing meanings on various ethnic, racial, and national groups and their communities. New policy frameworks built around issues such as national security and environmental concerns will be addressed using a combination of academic, media, and interactive resources. The course will consider responses to these and other policies from displaced and migrant populations and will allow students to better understand the challenges that current policymakers face as they debate changes to the nation's immigration policies.

5) Organizational Science and Leadership

CONCENTRATION DESCRIPTION: This concentration is designed to prepare students for leadership success in various organizational contexts across industries in the 21st century. This concentration uses the tools of social science and cutting edge scholarship in the fields of organizational behavior and leadership to understand both organizational-level and individual-level causes of employee behavior, performance and well-being. Applications to organizational contexts with a specific focus on leadership challenges and opportunities will be emphasized.

CONCENTRATION OBJECTIVE: The core objective of this concentration is to prepare students for leadership in a variety of organizational contexts across the complex organizations and industries of the twenty-first century. To meet this objective, this concentration is designed to deliver an interdisciplinary, graduate-level social science curriculum in organizational behavior and leadership that is both evidence-based and applied. In this concentration, students will acquire master's level knowledge, rooted mainly in the sociology and psychology of organizations, to better understand the influence of organizational structures and socio-cultural work conditions, job characteristics, and employee characteristics. All courses in this concentration will emphasize leadership and encourage student development of leadership, creative and innovative problem-solving strategies in contexts where leaders find themselves required to lead and succeed.

6) Writing and Critical Reflection

CONCENTRATION DESCRIPTION: This concentration presents students with the theoretical and practical knowledge they need to write effectively for professional success, social action and advocacy, and personal fulfillment. Acknowledging the wide variety of activities and products we refer to as "writing" and considering the ever-changing means to create and deliver that writing, this concentration helps students identify and understand the complex interactions between layers of purpose and audience in every writing situation and prompts critical reflection for effective rhetorical and

technical decision-making. Students in this concentration will research, study, and produce writing in a variety of genres and contexts, resulting in deeper theoretical understanding of both the influence that natural, digital, social, and cultural environments have on their writing and the significant potential of their writing to impact these environments.

CONCENTRATION OBJECTIVE: The core objective of this concentration is to prepare students to write effectively in a variety of professional, academic, and creative spaces. Students will demonstrate understanding of the rhetorical, critical, and technical foundations on which effective writing decisions are based. To meet this objective, this concentration is designed to deliver a multidisciplinary, graduate-level curriculum informed by diverse theoretical and practical frameworks. In this concentration, students will acquire master's level knowledge and experiences, rooted in the humanities, natural sciences, and social sciences, to better understand the dynamics of writing in diverse genres, for a variety of different audiences and purposes. All courses in this concentration will focus on the critical reflection needed for effective writing in any given rhetorical context.

Appendix B – Letter of Support from Dr. David Boocker, Dean, UNO College of Arts and Sciences (available upon request)

Appendix C– Duplication of Academic Content

Descriptions of similar programs outside of the state of Nebraska:

Institution	Program Title	Description	Total Credit Hours	Resident Tuition/ Credit Hour
Baker University	Master of Liberal Arts	“This program takes an interdisciplinary approach to the study of humanities, science and the arts within an academic setting. Even if you read widely and explore new ideas on your own, the more formalized structure of the program and your instructors will push you to think critically, write clearly and to explore cultures and perspectives you might not find on your own and to see the connections between the various disciplines.” ³⁷	36	\$360.00
Fort Hays State University	Master of Liberal Studies	“Earning a degree in liberal studies provides you the opportunity to systematically explore a wide realm of knowledge and wisdom to help you better understand yourself, others and the world around you. Liberal studies focus on intellectual, social, and moral growth and helps foster your love of learning. Students choose from concentrations in arts, humanities, social sciences, sciences, business, education, and health studies areas taught by FHSU disciplinary graduate faculty.” ³⁸	31	\$241.35

³⁷ Baker University, “Master of Liberal Arts FAQ,” *Baker University*, <http://www.bakeru.edu/spgs-prospective2/degrees-and-programs/mla/mla-mla-faq> (accessed 19 Sept. 2013).

³⁸ Fort Hays State University, “Master of Liberal Studies,” *Fort Hays State University*, <http://www.fhsu.edu/mls/> (accessed 19 Sept. 2013).

University of Illinois - Springfield	Master of Arts in Liberal and Integrative Studies	<p>“Liberal and Integrative Studies is a graduate-level program designed for students who have clear but unique goals that cannot be met in traditional programs. Students earn their Master’s degrees by selecting courses that fit their needs. The program is designed for the self-directed student to facilitate the creation of an individualized master’s degree. In designing an individualized curriculum, students develop skills that promote critical thinking and facilitate significant learning. Students assume responsibility for integrating their own learning activities and for evaluating and revising their own curricular design. Program faculty seek to facilitate this learning process and to promote the growth in personal autonomy that necessarily ensues.”³⁹</p>	42	\$337.50
Arizona State University	Master of Liberal Studies	<p>“The Master of Liberal Studies offers students interested in a multidisciplinary approach to human ideas and values an opportunity to expand their liberal arts background. The program is intended for students seeking a graduate degree that explores the integration of the humanities with political, religious, social and scientific questions within their cultural contexts. The program connects students to the entire College of Liberal Arts & Sciences and integrates the disciplines. The program includes two core seminars that explore transdisciplinary approaches to problems and issues articulated by the study of individuals in society. Areas of emphasis within the program include gender, religion, and culture; science, nature, and creative nonfiction writing; and borders, migration, health, and cultural identity.”⁴⁰</p>	Not Available	\$682.00

³⁹ University of Illinois—Springfield, “Master of Integrative Studies-About,” *University of Illinois—Springfield*, <http://www.uis.edu/lnt/about/> (accessed 19 Sept. 2013).

⁴⁰ Arizona State University Online, “Master of Liberal Studies,” *ASU Online*, <http://asuonline.asu.edu/online-degree-programs/graduate/master-liberal-studies> (accessed 19 Sept. 2013).

Kent State University	Master of Liberal Studies	<p>“Design your own Interdisciplinary Masters degree, using courses online or in the classroom, with the Masters of Liberal Studies at Kent State University, your chance to create a masters program tailored to your specific interests and needs. Kent State University is one of 6 institutions in Ohio to offer the Master of Liberal Studies (MLS) degree, but the only one that allows you to take courses from any college or school in the university. It also has the fewest required courses: only ONE required course, AS 61000 Introduction to Liberal Studies, about which more below. The KSU Master's Degree in Liberal Studies therefore provides you with a unique opportunity to study at the graduate level in fields that are of interest and use to you. KSU Master of Liberal Studies students, under the guidance of the Program Director, select courses from across the university to form their own individualized and integrated course of study.”⁴¹</p>	30	\$468.00
-----------------------	---------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----	----------

⁴¹ Kent State University, “Master of Liberal Studies,” *Kent State University*, <http://www.kent.edu/CAS/LiberalStudies/> (accessed on 19 Sept. 2013).

The University of Toledo	Master of Liberal Studies	“The Master of Liberal Studies Program is a multi/interdisciplinary graduate program offered by the University of Toledo. It consists of 33 hours of credit including a 12-hour breadth requirement and a master’s thesis or project. Faculty serve students in the Master of Liberal Studies Program either as course instructors or as thesis/program advisors, or both. Often students enter the program with uncertain objectives and are enthused to pursue a particular line of inquiry through an exciting experience in an early course. Students come into the program with all sorts of backgrounds, although they must meet the usual graduate requirements for admission (2.7 or higher undergraduate GPA or adequate score on the GRE, three letters of recommendation). The program director is responsible for admission approval via the Graduate College procedure.” ⁴²	33	\$633.59
Thomas Edison State College	Master of Arts in Liberal Studies	“The Master of Arts in Liberal Studies (MALS) degree program is designed for working professionals interested in applying the rigorous study of the liberal arts to their chosen professions. Students may tailor their Master's program to profession or their interests by selecting a Learner-Designed Area of Study. The program focuses on the links between the liberal arts and a student's career, which enables them to gain specific competencies and perspectives that can make a difference in their career. The Master of Arts in Liberal Studies is a 36-credit program.” ⁴³	36	\$576.00

⁴² The University of Toledo, “Online Programs—Master of Liberal Studies,” *The University of Toledo*, <https://www.utoledo.edu/dl/programs/masters/mls.html> (accessed 19 Sept. 2013).

⁴³ Thomas Edison State College, “Master of Arts in Liberal Studies,” *Thomas Edison State College*, <http://www.tesc.edu/heavin/mals/> (accessed 19 Sept. 2013).

Gonzaga University	Master of Arts in Organizational Leadership	“The M.A. degree in Organizational Leadership is an interdisciplinary program that integrates knowledge and research from the social sciences, communication arts, and the humanities. The program is intended to provide students with an advanced degree useful to leaders in all types of organizations. The program is designed for the student whose professional goal is a generalist leadership position in a corporate, government, non-profit, or community organization.” ⁴⁴	36	\$840.00
UMass Online	Master of Arts in Critical and Creative Thinking	“The CCT Program appeals to students looking for professional and personal development who are interested in learning from and with others of diverse backgrounds and interests. Many are mid-career educators: teachers and college professors, curriculum specialists, museum educators, or educational administrators. Others are policy makers or personnel trainers in government, corporate, scientific, or non-profit settings. Some are artists, musicians, writers, journalists, and community activists. Through course projects, independent studies, pre-capstone research courses, and the capstone synthesis projects, CCT students explore issues they have not had much chance to address before and translate what they learn into strategies, materials, and interventions for use in diverse educational, professional, and social settings. Graduates leave CCT well equipped for ongoing learning, addressing the needs of their schools, workplaces, and communities, adapting and contributing to social changes, and collaborating with others to these ends.” ⁴⁵	33	\$475.00

⁴⁴ Gonzaga University, “M.A. Organizational Leadership,” *Gonzaga University Online*, <http://online.gonzaga.edu/masters-in-organizational-leadership> (accessed 19 Sept. 2013).

⁴⁵ UMASS Boston, “Critical and Creative Thinking, M.A.,” *University of Massachusetts Boston*, <http://www.umb.edu/academics/caps/degree/creative-thinking> (accessed 19 Sept. 2013).

TO: The Board of Regents
Academic Affairs

MEETING DATE: April 10, 2015

SUBJECT: Discontinuance of the Horticulture major at the Nebraska College of Technical Agriculture (NCTA)

RECOMMENDED ACTION: Approval is requested to discontinue the Horticulture major at NCTA

PREVIOUS ACTION: June 10, 2005 – The Board approved the offering of an Associate of Science Degree

EXPLANATION: The Horticulture program has not met the thresholds set by the Nebraska's Coordinating Commission for Postsecondary Education of 10 degrees awarded per academic year. Industry advisory groups and Department of Labor statistics indicate there is a potential for eventual significant enrollment in horticulture. However, extraordinary effort has been expended to recruit students into the program with minimal results.

Horticulture coursework will continue to be offered on a more limited basis as an option in the agronomy department.

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

PROGRAM SAVINGS: Part of one faculty position (3/5 FTE) will be redirected from horticulture to general education. Operating savings of approximately \$7,000 per year will be redirected to the Urban Agriculture program in Omaha.

SPONSORS: Ronald Rosati
Dean, Nebraska College of Technical Agriculture

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

RECOMMENDED: Susan M. Fritz
Executive Vice President and Provost

DATE: March 18, 2015

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

Business Affairs

MEETING DATE: April 10, 2015

SUBJECT: Audit Committee Charter

RECOMMENDED ACTION: Approve amendments to the Audit Committee Charter

PREVIOUS ACTION: July 18, 2013 – The Board of Regents approved an amendment to the Audit Committee Charter.

EXPLANATION: In 2003, the Board of Regents reinstated its Audit Committee. This action demonstrated the clear commitment of the Board to support constantly improving business practices, policies and reporting structures, bolster accountability, foster intra-University coordination and cooperation, and provide appropriate oversight for an institution with the scope and reach of the University of Nebraska. One of the first acts of the Audit Committee was to develop a charter.

This action, if approved, amends the charter, a copy of which is attached to clarify the Committee's responsibility for oversight of internal control, risk, compliance and standards of conduct. Accordingly, the Committee is being renamed the Audit, Risk and Compliance Committee. The modifications below bring Board of Regents policy into alignment with the proposed changes:

RP-1.6.9 Audit, Risk and Compliance Committee

The Audit, Risk and Compliance (Audit) Committee shall address matters and policies affecting operations review, accountability, risk, compliance and audit.

Through incorporating these changes, which are in alignment with *Standards for the Professional Practice of Internal Auditing* by the Institute of Internal Auditors, the Audit Committee will gain additional assurances in discharging its oversight role and in making the University more efficient and effective through a strengthened, independent internal audit function.

This change in the charter comes to the Board with the approval of the Audit Committee.

PROJECT COST: None

SOURCE OF FUNDS: None

RECOMMENDED: Hal Daub, Chair
Audit Committee

DATE: March 18, 2015

CHARTER OF THE AUDIT, RISK AND COMPLIANCE COMMITTEE OF THE UNIVERSITY OF NEBRASKA

Purposes of the Audit Committee

The purposes of the Audit, Risk and Compliance Committee (the "Committee") are to assist the Board of Regents with the oversight of (i) the integrity of the University of Nebraska's (the "University") financial statements, (ii) the University's compliance with laws and regulations (iii) the independent auditors' qualifications and independence, (iv) the performance of the University's internal audit function, (v) the accounting and financial reporting processes of the University and audits of the University's financial statements ~~and~~, (vi) the University's Risk Management process, (vii) the code of conduct and (viii) the internal control process. The function of the Committee is oversight.

The management of the University is responsible for the preparation, presentation, and integrity of the University's financial statements. Management is responsible for maintaining appropriate accounting and financial reporting principles and policies, a code of conduct and internal controls and procedures that provide compliance with accounting standards and applicable laws and regulations.

The independent auditors for the University are accountable to the Board of Regents and shall provide the Committee all communications required by generally accepted auditing standards; however, the Committee has the sole authority and responsibility to retain and terminate the University's independent auditors.

Duties and Responsibilities of the Audit Committee

The following are the duties and responsibilities of the Committee:

Independent Auditors

1. The sole authority to appoint, compensate, retain, oversee and terminate all independent auditors.
2. The sole authority to pre-approve all terms of and fees for audit services, audit-related services, tax services, and other services to be performed for the University by any independent auditors.
3. Ensure that the independent auditors prepare and deliver with each engagement letter a written statement (an "Auditors' Statement") describing: the independent auditors' internal quality-control procedures; any material

issues raised by the most recent internal quality-control review or peer review of the independent auditors, or by any inquiry or investigation by governmental or professional authorities, within the preceding five years, respecting one or more independent audits carried out by the independent auditors, and any steps taken to deal with any such issues; and (to assess the independent auditors' independence) all relationships between the independent auditors and the University, including each non-audit service provided to the University. The Committee shall discuss with the independent auditors any relationships or services disclosed in the independent Auditors' Statement that may impact the quality of independent audit services or the objectivity and independence of the University's independent auditors.

4. Ensure that the independent auditors of the University-wide financial statements shall submit to the University annually a formal written statement of the fees billed for each of the following categories of services rendered by the independent auditors: (i) audit services, including the annual financial statement audit (including required quarterly reviews), subsidiary audits, and other procedures required to be performed by the independent auditors to be able to form an opinion on the University's consolidated financial statements; (ii) audit related services, which include assurance and related services that are reasonably related to the performance of the audit or review of the University's financial statements or that are traditionally performed by the independent auditors, but are not necessarily required by statutory or regulatory audit mandates; (iii) tax services for the University; and (iv) all other services rendered by the independent auditors for the most recent fiscal year, in the aggregate and by each category of service.
5. Review the independent auditors' of the University-wide financial statements audit plan prior to the commencement of the audit and discuss audit scope, staffing, locations, reliance upon management, and internal audit and general audit approach.
6. Review and evaluate the qualifications, performance, and independence of the independent auditors, including an evaluation of the lead partner of the independent auditors and an evaluation of whether the independent auditors' quality controls are adequate and whether the provision of permitted non-audit services is compatible with maintaining the auditors' independence. The Committee's evaluation of the independence of the independent auditors

shall be made with respect to applicable standards of independence set forth in any applicable laws, regulations, or financing standards. The Committee shall consider the opinions of management and Internal Audit and Advisory Services in its evaluation.

7. Ensure the appropriate rotation of the lead (or coordinating) audit partner having primary responsibility for the audit and the audit partner responsible for reviewing the audit. Consider, whether, in order to assure continuing auditor independence, there should be a change of the audit firm itself.
8. Receive and act upon any report from the independent auditors regarding internal control deficiencies and any response from management thereto.
9. Approve any non-audit services by any independent auditors.

Dispute Resolution

Any dispute or claim arising out of or relating to audit services provided hereunder, or any other audit or attest services provided by or on behalf of the Auditor or any of its subcontractors or agents to the University or at their request, shall be submitted first to non-binding mediation (unless either party elects to forego mediation by initiating a written request for arbitration) and if mediation is not successful within 90 days after the issuance by one of the parties of a request for mediation then to binding arbitration in accordance with the Rules for Non-Administered Arbitration of the International Institute for Conflict Prevention and Resolution then in effect ("CPR Arbitration Rules"). Any issue concerning the extent to which any dispute is subject to arbitration, or any dispute concerning the applicability, interpretation, or enforcement of these dispute resolution procedures) including any contention that all or part of these procedures is invalid or unenforceable, shall be governed by the Federal Arbitration Act and resolved by the arbitrators. By operation of this provision, the parties agree to forego litigation over such disputes in any court of competent jurisdiction.

Mediation, if selected, may take place at a location to be designated by the parties using Mediation Procedures of the International Institute for Conflict Prevention and Resolution, with the exception of paragraph 2 (Selecting the Mediator). All mediation and arbitration shall take place in Lincoln, Nebraska. The arbitration panel shall have no power to award non-monetary or equitable relief of any sort except as provided in CPR Rule 13 (Interim Measures of Protection). Damages that are inconsistent with any

applicable agreement between the parties, that are punitive in nature, or that are not measured by the prevailing party's actual damages shall be unavailable in arbitration or any other forum. In no event, even if any other portion of these provisions is held to be invalid or unenforceable, shall the arbitration panel have power to make an award or impose a remedy that could not be made or imposed by a court deciding the matter in the same jurisdiction.

Either party may seek to enforce any written agreement reached by the parties during mediation, or to confirm and enforce any final award entered in arbitration, in any court of competent jurisdiction. Notwithstanding the agreement to such procedures, either party may seek equitable relief to enforce its rights in any court of competent jurisdiction.

Internal Audit and Advisory Services and the campus internal audit functions (University internal audit)

The Director of Internal Audit and Advisory Services (CAE) shall report administratively to the President and functionally to the Audit Committee of the Board of Regents. Each campus director shall be accountable to their campus Chancellor and provide information on request for the CAE to be presented to the Audit Committee. All campus work products shall be provided to the CAE and be reported to the Committee for acceptance by the CAE. Each Chancellor is responsible for hiring, evaluating, promoting and determining the salary of campus internal audit staff. The Chancellor should consult with the CAE in hiring a new campus director. The Chancellor shall notify the Chairperson of the Committee when a member of the internal audit function other than the campus director is dismissed, demoted or has a change of duties. The Chancellor shall obtain the prior approval of the Chairperson of the Committee before the campus director is dismissed, demoted or has a change of duties. The President of the University shall appoint, evaluate, promote, change the pay or duties or dismiss the CAE with the approval of the Committee Chairperson.

10. Review and approve the University internal audit function, including the campus internal audit charter and proposed audit plans. The CAE shall review the charter, audit plans and operating procedures of campus internal audit functions and provide any suggestions to the campus and to the Committee.

11. Annually the Audit Committee Chairperson shall review the performance and compensation of the CAE with the President.

12. Review the budget, any changes in plan, activities performance relative to the audit plan, or organizational structure, and qualifications of the University internal audit functions, as needed. The Committee should also consider internal audit's conformance to professional standards.
13. ~~Review~~ Understand the review of internal controls and significant reports prepared by Internal Audit ~~and Advisory Services~~ together with management's response and follow-up to these reports.
14. Review the summaries and inquire about the information provided by the CAE from the campus internal audit functions reports and responsibilities and follow-up on this information.

Financial Reporting Principles and Policies; Internal Audit Controls and Procedures

15. Advise management, the University internal audit function and the independent auditors that they are expected to provide to the Committee a timely analysis of significant financial reporting issues and practices.
16. Meet separately and on a periodic basis with management, the CAE and the independent auditors.
17. Meet with management, the independent auditors, and, if appropriate, the CAE to do the following:
 - a. Discuss the scope of the annual audit;
 - b. Discuss any significant matters arising from any audit, including any audit problems or difficulties, and execution of response to audit findings;
 - c. Discuss any audit problems or difficulties the independent auditors encountered in the course of the audit, including any restriction on their activities or access to requested information and any significant disagreements with management, and management's responses thereto;

- d. Review the form of opinion the independent auditors propose to render to the Board of Regents;
- e. Discuss, as appropriate, any major issues regarding accounting principles and financial statement presentations, including any significant changes in the University's selection or application of accounting principles, and major issues as to the adequacy of the University's internal controls and any special audit steps adopted in light of material control deficiencies;

f. Discuss and consider the integrity of the University's financial reporting guidelines, policies, and controls governing the process by which ~~senior management for the University~~ and the relevant departments of the University assess and manage the University's financial reporting exposure to preparation risk.

g. ~~D, and~~ discuss the ~~University's major~~ University's major financial risk exposures and the steps management has taken to monitor, control, and report such exposures.

f.h. Review significant findings prepared by the independent auditors and the University's internal audit functions together with management's responses thereto.

18. Review management's analysis of significant financial reporting issues and practices prior to the issuance of the financial statements.

19. Consider the effectiveness of the University's internal control system, including information technology security and control.

Compliance Oversight

20. Assist the Board of Regents with oversight of the University's compliance with laws and regulations. This includes requiring management to inform the Committee regarding the system(s) for monitoring compliance with laws and regulations and the results of any significant investigations.

~~20.~~ 21. Obtain regular updates from management and the General Counsel regarding compliance matters.

~~21.~~22. Establish procedures for the receipt, retention, and treatment of complaints received by the University regarding accounting, internal accounting controls, or auditing matters, and the confidential, anonymous submission by University employees of concerns regarding questionable accounting or auditing matter.

~~22.~~23. Review the process for communicating the legal and ethical standards of conduct to the University's personnel and for monitoring compliance therewith.

Reporting and Recommendations

~~23.~~24. Review and reassess the adequacy of the Committee's charter as necessary.

~~24.~~25. Prepare and report to the Board of Regents (i) with respect to such matters as are relevant to the Committee's discharge of its responsibilities, and (ii) with respect to such recommendations as the Committee may deem appropriate. The report to the Board of Regents may take the form of an oral report by the chairperson of the Committee or any other member of this Committee designated by the Committee to make this report.

Meetings

The Committee shall meet no less frequently than once each fiscal quarter to discuss with management the annual audited financial statements and quarterly financial statements, as applicable. Meeting agendas will be prepared and provided in advance to members, along with appropriate briefing materials. The Committee should meet separately periodically with management, the CAE and the independent auditors to discuss any matters that the Committee or any of these persons or firms believe should be discussed privately. The Committee may request any officer or employee of the University, of the University's General Counsel's Office or independent auditors to attend a meeting of the Committee or to meet with any members of, or consultants to, the Committee. Members of the Committee may participate in a meeting of the Committee by means of conference call or similar communications equipment by means of which all persons participating in the meeting can hear each other. The Committee shall maintain minutes ~~or other records~~ of meeting of the Committee.

Resources and Authority of the Audit Committee

The Committee shall have the resources and authority appropriate to discharge its duties and responsibilities, including the authority to select, retain, terminate, and approve the fees and other retention terms of special or independent counsel, accountants or other experts, as it deems appropriate. The Committee may be vested with other specific powers and authority by resolution of the Board of Regents. The University shall provide for appropriate funding, as determined by the Committee, for payment of (i) compensation to the independent auditors for the purpose of rendering or issuing an audit report, (ii) compensation to any advisors employed by the Committee, and (iii) ordinary administrative expenses that are necessary or appropriate for carrying out the duties of the Committee.

Performance Self-Evaluation

~~25-26.~~ The Committee shall perform a review and evaluation, as necessary, of the performance of the Committee. The Committee shall conduct such evaluations and review in such manner as it deems appropriate.

~~26-27.~~ Confirm annually that all responsibilities outlined in the Committee Charter have been carried out.

Risk Assessment

~~27-28.~~ The Committee shall receive, at least annually, at a meeting of the Committee, from the President and Chancellors, the University and campus risk assessments, respectively. The Committee may also request reports from management addressing the risk issues identified, as necessary.

Financial Expert

~~28-29.~~ _____ The method of designating elected Regents to the Audit Committee may not always result in there being a "financial expert", as defined by Sarbanes-Oxley, on the Committee. As a result, the Committee may by a majority vote appoint a financial expert. This person will:

- a. Be in the judgment of the Committee independent of the University;
- b. Be willing to serve on a voluntary basis (with only expenses paid on the same basis as the Board of Regents) for an initial term through December 31, of the year in which such person was appointed, with a maximum of two additional terms of two years, as an ex-officio, non-voting member and participate in Committee affairs;
- c. Receive all information that goes to the Committee and have access to information and personnel similar to other members of the Committee;

- d. Once appointed, serve the full term. They may only be removed by expiration of their term, absence from more than two meetings in a calendar year, a majority vote of the Board of Regents or voluntary resignation;
- e. Offer advice and counsel to the Committee to fulfill the financial expert attributes;
- f. Sign and abide by a confidentiality, non-disclosure agreement, approved by the General Counsel regarding information received in these efforts; and
- g. Meet the five financial expert attributes designated by Sarbanes-Oxley:
 - 1. An understanding of GAAP, Government Auditing Standards and financial statements;
 - 2. The ability to assess the general application of such principles in connection with the accounting for estimates, accruals and reserves;
 - 3. Experience preparing, auditing, analyzing or evaluating financial statements that present a breadth and level of complexity of accounting issues which are comparable to the University's financial statements;
 - 4. An understanding of internal controls and the procedures for financial reporting; and
 - 5. An understanding of committee functions.

Disclosure of Charter

This Charter shall be made available on the University's website.

Amendment

Any amendment or other modifications of this charter shall be made and approved by the Board of Regents.

Adopted April 24, 2009

Revised December 2, 2010

Revised March 2, 2012

Revised July 18, 2013

For Approval of full Board April 10, 2015

TO: The Board of Regents Addendum IX-B-2

Business Affairs

MEETING DATE: April 10, 2015

SUBJECT: Four Year Architect/Engineer Selection 2015 - 2019

RECOMMENDED ACTION: Approve the selection of the four year Architect/Engineer firms for term contracts from May 1, 2015, to April 30, 2019.

PREVIOUS ACTION: April 29, 2011 – The Board of Regents approved the selection of four year Architect/Engineer firms for term contracts from May 1, 2011, to April 30, 2015.

EXPLANATION: As allowed for in *Neb. Rev. Stat.* §§ 81-1712 through 81-1715 of the Consultants' Competitive Negotiation Act and the University's Four-Year Selection Procedure, qualifications-based selection processes are conducted every four years for architectural and engineering firms on those projects with fees ranging from \$40,000 to \$400,000.

As dictated by the foregoing policy, the University solicited qualifications submissions from prospective candidates by advertising in major newspapers and sent notifications to the American Institute of Architects and the National Society of Professional Engineers. The University received 43 Statements of Qualifications from interested firms.

Project Evaluation Boards consisting of representatives from each campus and an equal number of representatives from outside the University reviewed and ranked the Statements of Qualifications from respondents. The Director of Facilities Planning and Management at Central Administration chaired each Project Evaluation Board.

The qualifications phase has been completed and this item, if approved, establishes the four year firms for the period May 1, 2015 through April 30, 2019. Following review of the Statements of Qualifications, and based upon the established selection criteria and processes, the Evaluation Boards recommend the following consultants for projects where consultant fees range between \$40,000 and \$400,000.

Advanced Engineering Systems, Inc.	DLR Group
Alfred Benesch & Company	Farris Engineering
Alley Poyner Macchietto Architecture	HDR, Inc.
Altus Architectural Studios	Holland Basham
Alvine Engineering	Jackson-Jackson & Associates
BCDM Architects	Kenneth Hahn
BVH Architects	Lamp, Rynearson
Carlson West Povondra	Leo A. Daly
Davis Design Inc	Lutz, Daily & Brain

Morrissey Engineering
Olsson Associates
Parsons Brinckerhoff
RDG Planning & Design
Sinclair Hille Architects

Terracon Consultants
The Clark Enersen Partners
The Schemmer Associates
TSP, Inc.
Wiss Janney Elstner

SPONSORS:

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

David E. Lechner
Senior Vice President | CFO

RECOMMENDED:

James Linder, Interim President
University of Nebraska

DATE:

March 18, 2015

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

Business Affairs

MEETING DATE: April 10, 2015

SUBJECT: Four Year Selection Process

RECOMMENDED ACTION: Approve the amendments of Board of Regents Policy R.P. 6.3.2.

PREVIOUS ACTION: November 7, 2008 – The Board of Regents approved amendments to Chapter 6 of the Business and Financial Management policies, including clarification that the Nebraska Consultants’ Competitive Negotiation Act governs procurement of Professional Services.

January 20, 2006 – The Board approved amendments to Chapter 6 of the Business and Financial Management policies, including elimination of emergency procedures in procurement of Professional Services.

November 3, 2000 – The Board approved amendments to Chapter 6, recommended as part of the Burns Committee Task Force on Administrative Efficiency, including raising the fee threshold for Four Year contracts from \$10,000-\$100,000 to \$40,000-\$400,000.

EXPLANATION: Per subsection (1) of Neb. Rev. Stat. § 81-1712 of the Consultants’ Competitive Negotiation Act, “The Department of Administrative Services shall adjust the dollar amounts in this section every four years beginning January 1, 2002, to account for inflationary and market changes.”

Elimination of minimum construction and fee dollar thresholds, as well as raising the upper fee threshold to reflect inflation and market changes, allows policy to correspond and move with adjustments in State thresholds. It also allows the university to continue to reap efficiencies gained starting with the 2000 change in processes.

Proposed changes have been reviewed and are recommended by the Business Affairs Committee.

SPONSORS: Rebecca Koller
Assistant Vice President for Business & Finance
Director of Facilities Planning and Management

David E. Lechner
Senior Vice President | CFO

RECOMMENDED: James Linder, Interim President
University of Nebraska

DATE: March 18, 2015

RP-6.3.2 Qualification Based Selection of Professional Services of Architects, Engineers, Landscape Architects and Registered Land Surveyors

1. Policy Reference
The Nebraska Consultants' Competitive Negotiation Act, Neb. Rev. Stat. §§ 81-1701 through 81-1721 governs the procurement of professional architectural, engineering landscape architecture and land surveying services by the University. In the event of a conflict between the provisions Consultants' Competitive Negotiation Act and this policy, the provisions of the Consultants' Competitive Negotiation Act shall control.
2. Definitions
As used in this policy, the term "licensed professional services" shall mean those services within the scope of the practice of architecture, professional engineering, landscape architecture, or registered land surveying as defined by the laws of the State of Nebraska, or those performed by any architect, professional engineer, landscape architect, or registered land surveyor in connection with his or her professional employment practice.
In addition those definitions set forth in Neb. Rev. Stat. §§ 81-1704 through 81-1710 of the Consultants' Competitive Negotiation Act shall also apply to this policy.
3. Procurement of Licensed Professional Services;~~in Excess of \$400,000~~ Exception for Four Year Selection Process
Except for the Four Year Selection process provided in section 4 of this policy, when licensed professional services are required for a project where the estimated fee for such services exceeds ten (10) times the statutory minimums fee provided by subsection (1) of Neb. Rev. Stat. § 81-1712 of the Consultants' Competitive Negotiation Act ~~or where the estimated fee for such services exceeds \$400,000~~, the firm to provide the professional services will be selected in accordance with the procedures set forth in Neb. Rev. Stat. §§ 81-1712 through 81-1715 of the Consultants' Competitive Negotiation Act and in accordance with the University Standard Selection Procedure.
4. Four Year Selection Process
When licensed professional services are required where the estimated fee for such services is ~~from \$40,000~~, the statutory minimum fee provided by subsection (1) of Neb. Rev. Stat. § 81-1712 of the Consultants' Competitive Negotiation Act, to ~~\$400,000~~ ten (10) times the statutory minimum fee, the firm to provide the professional services may be selected from the University's four year list firms determined in accordance with the procedures set forth in Neb. Rev. Stat. §§ 81-1712 through 81-1715 of the Consultants' Competitive Negotiation Act and the University Four-Year Selection Procedure.
5. Procurement of Professional Services Less Than the Statutory Minimums
When licensed professional services are required for a project where the estimated construction cost and fees are ~~is~~ less than the statutory minimums provided by subsection (1) of Neb. Rev. Stat. § 81-1712 of the Consultants' Competitive Negotiation Act, ~~or where the estimated fee for such services is less than \$40,000~~, the selection of the firm from the University certified firms to provide the services required is the responsibility of the respective campus Chief Business Officer.

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

MEETING DATE: April 10, 2015

SUBJECT: Amendment to the Agreement with the University of Nebraska Foundation for the private support of the Charles W. Durham School of Architectural Engineering and Construction.

RECOMMENDED ACTION: Approve the amendment to the Agreement with the University of Nebraska Foundation for the private support of the Charles W. Durham School of Architectural Engineering and Construction.

PREVIOUS ACTION: September 16, 2005 - The Board of Regents ratified the written agreement with the University of Nebraska Foundation related to the acceptance of a major private gift from the Durham Foundation to the University of Nebraska Foundation for the benefit of the School of Architectural Engineering and Construction, and the naming of the Charles W. Durham School of Architectural Engineering and Construction.

July 29, 2005 - The Board delegated authority to the Chairman of the Board and the President to approve a written agreement with the University of Nebraska Foundation related to the acceptance of a major private gift to the University of Nebraska Foundation for the benefit of the University, including the naming of a University program in honor of the private donor.

EXPLANATION: The amendment adds a new section to update and provide clarifications for planning, budgeting, communications and related matters, and also replaces a section to update and provide clarifications related to the Oversight Board.

By approval of this agenda item, the Board of Regents will formally approve the amendment to the Agreement with the University of Nebraska Foundation.

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

SPONSOR: Joel D. Pedersen
Vice President and General Counsel

RECOMMENDED: James Linder, Interim President
University of Nebraska

DATE: March 23, 2015

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

Business Affairs

MEETING DATE: April 10, 2015

SUBJECT: New Student Housing/University Village Program Statement at the University of Nebraska at Kearney (UNK).

RECOMMENDED ACTION: Approve the new Student Housing/University Village Program Statement at the University of Nebraska at Kearney (UNK).

EXPLANATION: This proposed project consists of a new apartment-style residence hall located adjacent to University Village Commons, southwest of the main campus between U.S. Highway 30 on the North, the Union Pacific Railroad main line on the South, NPPD Tailrace on the East, and a single family residential neighborhood on the West.

The approximately 77,691 gross square foot, proposed residence hall complex will house 130 students in apartment units similar to the apartments at University Heights to serve the needs of families, married students, and non-traditional students. The new three story residence hall will contain a total of 30 – two bedroom apartments and 70 – one bedroom apartments.

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

PROJECT COST: \$16,000,000

SOURCE OF FUNDS:	Revenue Bond Proceeds	\$12,000,000
	Surplus Fund Contribution	4,000,000

SPONSOR: Barbara L. Johnson
Vice Chancellor for Business and Finance

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

DATE: March 20, 2015

University of Nebraska-Kearney (UNK)
New Student Housing | University
Village Program Statement

Campus: UNK University Village

Date: January 26, 2015

Prepared by: UNK Facilities | BVH Architects and KWK Architects

1. Introduction

a. Background and History

In 1959, Dr. Herbert Cushing was president of Kearney State Teachers College (KSTC). 1959 was a growth year for KSTC with construction projects consisting of the Physical Plant, Cushing Coliseum, Ludden Hall, and Randall Hall. Another project beginning in 1959 was a T-shaped married student housing complex on newly acquired land north of campus. The northeast section of the facility opened in September 1960, with other sections following. Dedicated on February 11, 1962, the complex was named College Heights Apartments (currently referred to as University Heights). University Heights currently serves as a non-traditional student housing complex.

The 2013 Campus Master Plan included a new residence hall as a replacement for University Heights Residence Hall and catalyst project for University Village; as renovation of University Heights is not cost effective and the residence will not be operational beyond a few more years.

b. Project Description

This proposed project consists of a new apartment-style residence hall located adjacent to University Village Commons, southwest of the main campus between U.S. Highway 30 on the North, the Union Pacific Railroad main line on the South, NPPD Tailrace on the East, and a single family residential neighborhood on the West.

The approximately 77,691 gross square foot (gsf), proposed residence hall complex will house 130 students in apartment units similar to the apartments at University Heights to serve the needs of families, married students, and older students. The new three story residence hall will contain a total of 30 - two bedroom apartments and 70 - one bedroom apartments.

The facility will contain a central core with support spaces including a mail area, kitchen, custodial and public restroom. Each of the three residential floors will contain trash, collaboration spaces, multimedia spaces, and laundry facility.

Residents of the new halls will have kitchens within the apartment but will have the option of purchasing a meal plan to use any residence hall dining facilities located on the main campus.

As part of a concurrent but separate project, all site utilities, roads and infrastructure, as well as the Central Green of Campus Commons for the University Village development will be constructed to serve the new residence hall. UNK has been working closely with the City of Kearney, the State Department of Roads and a planning consultant to define and program the concurrent project.

The University Village Master Plan notes buildings facing or adjacent to the Village Commons or Square have the potential to be part of a mixed-use facility. While student apartments are programmed for the entire facility, during the design phases the feasibility to adapt portions of the first or the main floor to other complementary uses will be explored to see if this is feasible.

The construction of a new apartment-style residence hall at University Village will permit the demolition of University Heights without reducing total bed capacity. Demolition is proposed to begin in late 2017 once the new residence hall is on line and occupied. The estimated cost for demolition for University Heights and corresponding site reconstruction will be part of a separate project that is currently being studied by UNK. At the date of this writing, this project is being master planned with the goal of identifying the best redevelopment option to enhance the surrounding neighborhood. Several options are currently being studied with UNK, the City of Kearney and the adjoining neighborhoods

c. Purpose and Objectives

Living in on-campus housing is correlated with higher graduation rates and higher grade point averages for upper division students. A large on-campus residential population also contributes to a vibrant campus and makes the University a high energy place to visit any day of the week.

The purpose of the project is to provide on-campus housing that is safe and affordable, attractive to students in an environment conducive to learning and community building.

The availability of apartment-style housing is attractive to prospective

students and their parents. This type of housing can be an important factor in recruiting the best students to the UNK campus.

The objectives of the project are to:

1. Replace beds in aging and substandard University Heights. Increase student satisfaction with housing at UNK.
2. Maintain UNK's competitive position in housing as compared to peer institutions.
3. Provide a catalyst for the University Village development.
4. Develop a residence hall that is attractive, durable, easy to maintain as well as energy efficient and sustainable

2. Justification of the Project

a. Data which supports the funding request

Kearney Market:

Analysis from the 2013 Campus Master Plan for University Village found the apartment market in Kearney is characterized by a relatively tight supply of existing buildings and a constrained pipeline of new rental projects. Occupancy is above 95 % on average, and many apartment managers reported not having a vacant unit within the past year or longer: leases are signed before the unit is even vacated. Only 10 % of occupied apartments in Kearney and surrounding areas were constructed within the past 10 years, and the median apartment building is 40 years old. In order to simply keep the median age constant, developers would need to replace approximately 150 to 200 units per year.

Based on publicly available information, there are 190 rental units in the pipeline at this time. Despite the pipeline of planned new units, apartment managers and developer reported that supply is likely to remain constrained due to high construction and land costs, a lengthy entitlements process, and low rents relative to Nebraska's primary rental housing markets.

Future drivers of apartment demand in Kearney include an increasing number of "empty nester" households (age 55 and over) who desire low- maintenance, single-level living in an active, non-institutional setting, as well as young professionals in need of temporary or permanent housing with a higher level of amenities than what is currently available in the market.

University Heights:

Constructed in 1959, University Heights has limited capability to meet contemporary student demands. The UNK Campus Master Plan recommends that they be replaced with housing at University Village.

The age and condition of University Heights create several deficiencies including ADA and the need for life safety upgrades, including new fire alarm systems. Board of Regents also require all campus sleeping quarter be sprinkled by 2017.

Upgrades to bring the facility up to current housing standards would include:

- Extensive renovation to meet current Fair Housing Act, ADA, and Life Safety Codes including the installation of elevators
- Gutting and reconfiguration of individual units
- Replacement of exterior including stairs and balconies
- Replacement of windows and exterior cladding
- Renovation of kitchen and bathrooms including piping and infrastructure
- New heating, cooling, plumbing and electrical systems.
- Renewal of all interior finishes

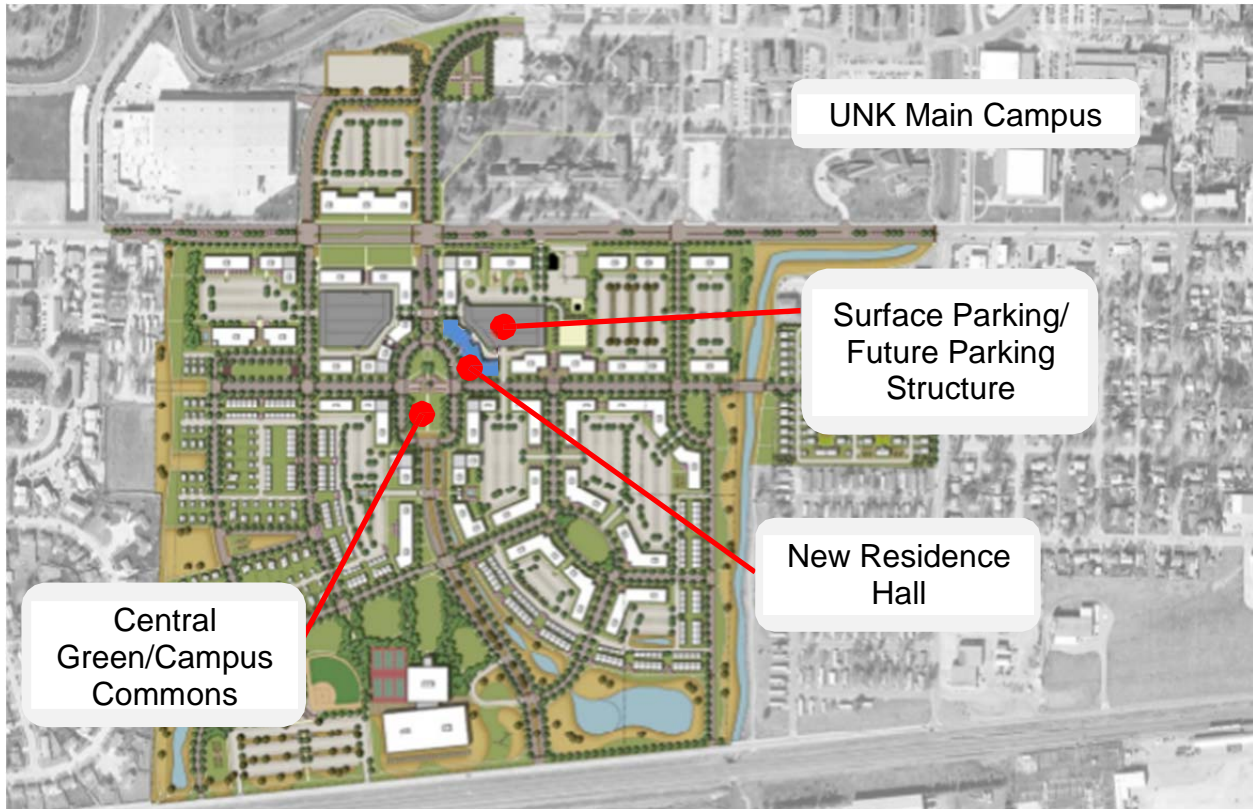
The cost of renovation is expected to exceed 50% of the cost of a similar type of new construction.

The decision to proceed with a new residence hall as soon as possible was based on the following:

- The need to sprinkle all campus sleeping quarters by 2017, per requirements of Board of Regents
- The conclusion that replacing these beds is the best long-term cost effective action
- The need to take advantage of unusually favorable financial and bidding climate by moving as quickly as possible
- The contribution a new residence hall will make to the “critical mass” of facilities supporting the Health/Science and Education projects in this sector of UN.
- The catalyst construction of a new residence hall will provide as a first step supporting the development of the new University Village

3. Location and Site Considerations

- a. County
Buffalo
- b. Town or campus
University of Nebraska-Kearney University Village
- c. Proposed site



UNK University Village Site Plan

- d. Statewide building inventory. Not applicable
- e. Influence of project on existing site conditions

(1) Relationship to neighbors and environment

The project site, which slopes gradually from the north to south, is located to the southwest of the main campus. Currently the site is agricultural and this will be UNK's initial development for University Village. Findings from the Campus Master Plan market analysis, prepared concurrently with the planning study, show varying demand for a variety of uses, including university-related uses, residential, office, a limited amount of retail, and athletic / recreational facilities.

(2) Utilities

Nebraska Public Power District will provide primary 3-phase power to the site. The project will include a primary switch, transformer, cables and conductors to the building electrical service entrance room. A generator is not included in the project. IT network fiber will be provided from the main campus with a temporary feed until the new Health Sciences building is complete.

Water and sanitary sewer drainage for the project will extend from the building to connect to site development utility structures and services brought to the project site as part of the overall, comprehensive site development. Water will be a combination domestic and fire sprinkler service feed with separation 40 feet from the building line. A dedicated 4-inch domestic line and a 6-inch fire service line will terminate at service risers in the mechanical room. The fire service will have a post indicator valve. Backflow protection will be provided inside the building. Booster pumps are not anticipated. The sanitary sewer line will be 8-inch size with cleanouts and/or manholes provided based on distance and connection points to the site drainage system. Roof drainage will be external gutters and downspouts. Downspout leaders will transition to an underground storm management system integrated with the overall storm water drainage system of the housing site including parking areas. Storm water best management practices will be incorporated to reduce the pipe size for the storm water conveyance system.

(3) Soils Information

A preliminary soils investigation was prepared for UNK in September 2012. The soils report concluded that the site appears well suited for above grade commercial development. The soils were classified as well suited for use as structural fill and support for paving and slab on grade systems. Site soils generally will allow a soil bearing capacity of 2,000 pounds per square foot (psf) with 80 kips at column bearing locations. The soil characteristics would need to be improved at column bearing locations with additional site preparation to provide higher soil bearing capacity. Groundwater was encountered at depths of 7 feet to 13 feet below existing elevations.

(4) Parking, circulation and open space

This project will be strategically located east of the central University Village boulevard/greenway in order to ensure that students have direct access to the regional trail system, and are within easy walking distance of the main UNK Campus. Parking for the new residence hall is located on a surface parking lots located to the rear or north east of the new building. Off street parking will also be available to accommodate visitors as well as students. Access to the new residence hall to accommodate ease of move-in/move-out as well as

deliveries and trash removal must be considered carefully during design.

When the University Village Commons or Central Green is constructed to the south and west of the residence hall, the students will have direct access to the green space and its amenities.

(5) Infrastructure

A concurrent project is being programmed to construct access roads, the University Commons and all necessary site utilities for the future development of the campus. The budget for the new residence hall program statement does not include the costs of these items but only the site area immediately outside of the project site (within 5 feet), the necessary off street parking and building-to-site utility connections.

(6) Future expansion

The new residence hall is the first programmed facility constructed at the new University Village campus. The master plan for the UV campus addresses expansion needs for future housing of a variety of types. The campus contains ample space for these future phases which can be easily coordinated with this new residence hall.

4. Comprehensive Plan Compliance

a. University of Nebraska Strategic Framework

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

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

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

1.b.ii. “Increase each campus’s undergraduate freshmen-to-sophomore retention rate each year, with a goal of exceeding the average of its peer institutions.”

Residing on campus is associated with higher graduation rates. In order to induce upper classmen and married students to complete their education, the University must provide attractive and affordable housing that meets the demands of today’s students.

b. UNK Campus Master Plan

The site is identified as a building site in the UNK Physical Master Plan

2013 and is strategically located on the east side of the Central Green or Campus Commons. This residence hall will front directly onto the grand open space, which will be a focal point for University Village. As demand for additional student housing grows, additional student housing fronting onto the Central Green can be phased in on adjacent sites in compliance with the Master Plan.

The project supports the following Campus Master Plan goals:

Provide interior and exterior environments that enhance the intellectual and social interactions of students, faculty, staff, and visitors.

Improve facilities to enhance the out-of-class learning environment.

Ensure adequate space is provided to meet student demand for gathering spaces, campus housing, recreational activities, health facilities, and student union functions.

Guide plans for new construction or renovation with design standards that provide the university with optimal long-range life cycle cost benefits.

c. Statewide Comprehensive Capital Facilities Plan

The Statewide Facilities Plan is Chapter Six of the Comprehensive Statewide Plan for Postsecondary Education in Nebraska. This plan includes the following goals:

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

5. Analysis of Existing Facilities

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

University Housing provides on-campus housing to approximately 1,944 students in twelve facilities. Of the campus housing opportunities, two of the facilities are fraternity houses with a total of 402 beds. Housing options include double or single rooms with shared common-area bathrooms, double or single rooms in suite-style housing, or single rooms in apartment-style halls.

University Heights offers apartment-style living in a complex located about a mile north of the University of Nebraska Kearney campus (1701 West 35th Street) and is provided for families and single students above the age of 21 who are currently enrolled as full-time students at UNK.

- b. Square footage of existing residence hall: University Heights
55,487 GSF
- c. Utilization of existing space by facility, room, and/or function

Space Assignment		Existing	
		Use Code	Total (NSF)
Residential Spaces Students and Staff			43,867
	Studio/ Efficiency	920	12,640
	Accessible Studio/Efficiency	920	0
	One Bedroom Apartment	920	31227
	Accessible One Bedroom Apartment	920	0
	Two Bedroom Apartment	920	0
	Accessible Two Bedroom Apartment	920	0
Residential Floor Social Spaces			0
	Collaboration Space	630	0
	Multimedia Space	935	0
Residential Floor Support Spaces			1180
	Laundry	935	732
	Student Housekeeping (Trash/Recycle)	XXX	0
	Building Housekeeping	935	448
Building Social and Support Spaces			766
	Main Lobby	610	766
	Office	610	0
	Mail Area	315	0
	Clubhouse w/ kitchen	610	0
	Print Station	315	0
	Public Unisex Restrooms	YYY	0
Building Service Spaces			1729
	Main MEP Equipment	YYY	888
	Secondary MEP	YYY	0
	Custodial Storage	935	449
	Storage	590	392
Total Net Assignable Square Feet (NASF)			47,542
<i>Efficiency Factor</i>			<i>86%</i>
Total Gross Square Feet (GSF)			55,487
Total Student Beds			108
GSF per Bed			514

d. Physical deficiencies

This project will replace 108 beds in University Heights. The halls are over fifty years old and require extensive renovations and repairs that are beyond being economically feasible. These renovations include replacing the roof, replacing windows, siding, exterior stairs, guardrails and balconies, as well as interior finishes including kitchen and bathroom fixtures. Replacing the mechanical system would also be required.

e. Programmatic deficiencies

Besides the deteriorated existing conditions, the University Heights complex contains a number of programmatic deficiencies including lack of security, little if any common areas for programming/socialization, lack of accessibility to diverse student populations. The new residence hall apartment-style units will include a mix of efficiency, single bedroom and two bedroom types. The two bedroom apartments will provide an option to meet the needs of larger families and provide an affordable option for two unaffiliated residents who wish to share an apartment. The new hall will also contain amenities and space to accommodate hall wide programming accessible to all occupants who will contribute to an improved student community and security.

f. Replacement cost of existing building

\$5,551,953

6. Facility Requirements and the Impact of the Proposed Project

a. Functions/purpose of the proposed program

(1) Activity identification and analysis

The project will accommodate the following functions and activities:

Student resident rooms—110 total beds provided in 10 - two bedroom units and 90 - one bedroom units.

Support (mail room, laundry)

Storage

(2) Projected occupancy/use levels

Personnel projections

The following table illustrates the projected staffing requirements of the existing and proposed complex.

	Existing FTE	Adjusted Full- Time	Adjusted Part- Time	Projected Full- Time	Projected Part- Time
Academic/Administrative	0	0	0	0	0
Managerial/Professional Residence Direct.	.25	.25	0	1.0	0
Office/Service Custodial Mechanical	0	0 0	0 0	1.0 0	0 0
Students Desk workers/night clerks	1.0	0	1.0	0	1.0
Student Custodial	0	0	0	0	0
Live -in Staff	0	0	0	0	0
	1.25	.25	1.0	2.0	1.0

Describe/justify projected enrollments/occupancy

Enrollment is projected to remain relatively stable. Approximately 100 beds in the new facility will replace capacity lost when University Heights is closed due to the facility’s poor condition and code issues. The additional capacity will meet the anticipated need for housing by 1) graduate level students when the new University of Nebraska Medical School facilities are opened in 2016 and 2) business school students due to the new building’s proximity and desirable features.

b. Space requirements

(1) Square footage by individual areas and/or functions

Space Assignment			Existing	Proposed
	Use Code	Quantity	Area (NSF)	Total (NSF)
Residential Spaces Students & Staff				53,095
Studio/Efficiency	920	0	380	-
Accessible Studio/Efficiency	920	0	410	-
One Bedroom Apartment	920	67	445	29,815
Accessible One Bedroom Apartment	920	3	480	1,440
Two Bedroom Apartment	920	27	725	19,575
Accessible Two Bedroom Apartment	920	3	755	2,265
Residential Floor Social Spaces				1,620
Collaboration Space	630	3	400	1,200
Multimedia Space	935	3	140	420
Residential Floor Support Spaces				750
Laundry	935	3	150	450
Student Housekeeping (Trash/Recycle)	XXX	3	50	150
Building Housekeeping	935	3	50	150
Building Social and Support Services				2080
Main Lobby	610	1	300	300
Office	610	1	140	140
Mail Area	315	1	100	100
Clubhouse w/kitchen	610	1	1300	1300
Print Station	315	3	40	120
Pubix Unisex Restrooms	YYY	2	60	120
Building Service Spaces				1500
Main MEP Equipment	YYY	1	750	750
Secondary MEP	YYY	2	200	400
Custodial Storage	935	1	150	150
Storage	590	1	200	200
Total Net Assignable Square Feet (NASF)				59,045
<i>Efficiency Factor</i>			76%	
Total Gross Square Feet (GSF)				77,691
Total Student Base				130
GSF per Bed				597.62

(2) Basis for square footage/planning parameters

The University used recommendations from BVH/KWK Architects, design firms with extensive experience in developing university housing and the experience of the UNK Housing staff.

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

Space Assignment		Existing	Proposed
	Use Code	Total (NSF)	Total (NSF)
Residential Spaces Students & Staff		43,867	53,095
Studio/Efficiency	920	12,640	-
Accessible Studio/Efficiency	920	-	-
One Bedroom Apartment	920	31,227	29,815
Accessible One Bedroom Apartment	920	-	1,440
Two Bedroom Apartment	920	-	19,575
Accessible Two Bedroom Apartment	920	-	2,265
Residential Floor Social Spaces		-	1,620
Collaboration Space	630	-	1,200
Multimedia Space	935	-	420
Residential Floor Support Spaces		1180	750
Laundry	935	732	450
Student Housekeeping (Trash/Recycle)	XXX	0	150
Building Housekeeping	935	448	150
Building Social and Support Services		766	2290
Main Lobby	610	766	300
Office	610	0	140
Mail Area	315	0	100
Clubhouse w/kitchen	610	0	1300
Print Station	315	0	120
Pubix Unisex Restrooms	YYY	0	120
Building Service Spaces		1729	1500
Main MEP Equipment	YYY	888	750
Secondary MEP	YYY	0	400
Custodial Storage	935	449	150
Storage	590	392	200
Total Net Assignable Square Feet (NASF)		47,542	59,045
<i>Efficiency Factor</i>		86%	76%
Total Gross Square Feet (GSF)		55,487	77,691
Total Student Base		108	130
GSF per Bed		514	597.62

c. Impact of the proposed project on existing space

(1) Reutilization and function(s) Not applicable

(2) Demolition

University Heights will be demolished as a separate project when this new residence hall is complete; however, the demolition and site redevelopment is not part of this project budget.

(3) Renovation Not applicable

7. Equipment Requirements

a. List of available equipment for reuse Not applicable

b. Additional equipment

(1) Fixed equipment

The cost of fixed equipment is included in the construction cost.

(2) Moveable equipment

The budget provides \$392,000 for moveable equipment which includes room furniture for all student rooms (bed, desk, dresser, and chair) and all common spaces. A specific list of equipment to be purchased for the project will be developed during the design phase of the project.

(3) Special and Technical equipment Not applicable.

8. Special Design Considerations

a. Construction Type

The project will be a three story fire-rated construction type with metal stud frame structure with fire protection and steel floor system with concrete topping. Design considerations should include the use of prefabricated panel systems as well as systems with high sound transmission coefficients for all wall and floor systems.

The project will adhere to the development and design guidelines of the University Village Master Plan. As this will be one of the first buildings constructed at University Village the exterior design will be important for establishing the architectural vocabulary and context for future development.

b. Heating and cooling systems

The heating and air conditioning system for the building will be a water-source heat pump system. Individual apartments will have heat pump units located in closets accessible from the corridor for maintenance. Primary heating will be the heating effect from the heat pump compressors with supplemental heat provided by a gas-fired hot water boiler. Heat rejection during the air conditioning season will be through a closed-circuit fluid cooler. The life cycle benefit of other HVAC systems including a ground-source, geothermal heat pump system will be evaluated during design and may be included as a bid alternate if budget and feasibility merit consideration. The first floor retail space

will include heat pump system for the shelled space with upgrades to be determined as space is leased. Any consideration for individual retail client energy metering will be determined during design.

Ventilation air as mandated by code will be provided through a centrally ducted system with energy recovery. Projected air conditioning load is 175 tons for the total build-out combining the base bid and alternate plan. The energy management system will be an extension of the campus system. Consideration should also be given during the implementation of the project for the use of an independent Commissioning Agent for the commissioning of all HVAC systems.

c. Plumbing Systems

Water will be supplied from the City of Kearney. Water distribution piping will be copper with transition to PEX pipe for each apartment. Plumbing fixtures will be residential-style with fiberglass showers. Water conditioning equipment will be provided. The base domestic hot water system will be individual electric storage water heaters for each apartment. An alternate system that will be investigated during design will be a central gas hot water heating system with circulation. The central heaters will be high efficiency, sealed combustion type arranged with redundancy. A central heater system will reduce the electrical demand and service size for the complex, centralize maintenance of the heaters in the mechanical room and avoid extending dedicated soft water throughout the complex to the electric water heaters.

d. Fire Protection Systems

The project will be fully fire sprinkled to comply with NFPA 13 (or NFPA 13R as applicable) with flush-style heads in each apartment and public areas.

e. Electrical systems

Primary electrical service for the project will originate at a pad-mounted switch and transformer with power supplied by the Nebraska Public Power District. A projected 2000 amp switchboard will distribute power at 120/208 volts to panel boards throughout the project with each apartment having its separate panel. The 2000 amp switchboard will be sized to meet

the combined loads of the base bid and alternate plan. Lighting style will exceed the State energy code with automatic controls used where possible. Lamp selection will be primarily T8 fluorescent but LED fixtures for general lighting will be considered.

f. Communication and Miscellaneous Low Voltage Systems

Telecommunication cabling, UPS systems and network electronics will be provided by UNK with rough-in and pathways for hardwired voice and data provided under the project budget. A primary server room will distribute to individual telecommunications rooms on each floor. Fiber from the main campus will be extended to the building by UNK. Wireless technology also will be incorporated throughout the new residence hall.

g. Life Safety/ADA

The project will conform to the requirements of the Americans with Disabilities Act as well as the Fair Housing Act with respect to accessible parking and the number of accessible units. The project will conform to the requirements of the Fire/Life Safety Code, including manual and automatic fire detection and alarm systems. The fire alarm system will be addressable.

h. Security

Security/card access shall be provided and will be connected to the University security system. Video surveillance will be provided. Outdoor lighting using LED pole mounted fixtures will be designed to enhance security.

i. Historic or architectural significance

The construction of this project will not affect any historic or architecturally significant structure.

j. Artwork

The State of Nebraska 1% for Art Program requirement is not applicable since this project is not funded with state funds.

k. Phasing

This project will not be phased.

l. Future expansion

Per the South Campus Master Plan for University Village, the new buildings facing the new Central Green area may contain some space at the street level that could be a compatible mixed use (coffee shop or student oriented retail) should the need and demand arise. The selected housing site at the NE corner of the square is desirable due to the site's proximity to the planned street and utilities. As the number of residents increase and the need for additional

student oriented amenities grow, the ability to adapt the NE half of the first floor to other uses should be explored during the design phases to verify if it is feasible and economical.

As noted previously, when additional residential capacity is needed, the University Village Master Plan has identified several sites for additional housing facilities to accommodate growth and expansion.

9. Project Budget and Fiscal Impact

a. Cost estimates criteria

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

The cost estimate is based on the recent construction for the new residence halls on the UNL campus completed in 2013/2014 and also local construction activity.

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

The estimates assume 3% inflation based to the midpoint of construction (2016).

- (3) Gross and net square feet

Gross square feet	77,691 gsf
Net square feet	59,045 nsf

(4) Total project cost per gross square foot \$208

(5) Construction cost per gross square foot \$181

b.	Total project cost	\$16,000,000
c.	Construction cost	\$14,127,365
d.	Non-construction cost	\$1,872,635

The detailed budget is as follows:

Construction Costs		Total Project Cost
External Services		
	General Construction Contractor	\$ 12,585,942
	Parking, Drives, Roads and Walks	\$ 525,000
	Utilities and/or Services	\$ 116,761
Internal Services		
	Interior Signage	\$ 15,000
	Keying of Door	\$ 10,000
	Telecommunications	\$ 75,000
	Subtotal	\$ 13,327,703
	Construction Contingency	6% \$ 799,662
	Subtotal- Construction Cost	\$ 14,127,365
	Planning & Program Statement	\$ 96,790
	A/E Basic Services	7% \$ 988,916
	A/E Reimbursable Expenses	\$ 50,000
	Project Management/Constr Inspection (UNK)	0.5% \$ 70,637
Equipment		
	Movable Equipment	\$ 450,120
	Fixed Equipment (purchased/installed by UNK)	\$ 50,000
Other		
	Exterior Signage	\$ 15,000
	Printing, Advertising, Mailing	\$ 12,000
	Code Review and Inspection	\$ 50,000
	Subtotal	\$ 1,783,463
	Non-construction Contingency	5% \$ 89,173
	Subtotal Non- Construction Costs	\$ 1,872,636
Total Probable Project Costs		
	Total Probable Project Costs	\$ 16,000,000
	\$/GSF (77691)	\$ 208
	\$/Bed (130 beds)	\$ 123,077

- e. Fiscal Impact based upon first full year of operation
 - (1) Estimated additional operational and maintenance costs per year
\$328,580
 - (2) Estimated additional programmatic costs per year
Not applicable
 - (3) Applicable building renewal charges.
Not applicable

10. Funding

- a. Total funds required (total project including base bid and alternate)
\$16,000,000
- b. Project Funding Source
Facilities Revenue Bonds
- c. Fiscal year expenditures for project duration

FY 2015-2016	\$8,000,000
FY 2016-2017	\$8,000,000
Total Expenditures	\$16,000,000

11. Time Line

Note that this time line assumes that the infrastructure including utilities and road work is being constructed to allow for the completion of this project as outlined below.

Start Programming	September 2013
PRB Reviews Program Statement	February 17, 2015
BOR approves Program Statement	April 10, 2015
Start selection of Architect	April 2015
BA recommends Architect	May 1, 2015
BOR approves Architect	June 12, 2015
Execute contract with Architect	June 2015
Legislative approval of bonds	TBD
Complete Design Phases	December 2015
Project Bidding	January 2016
Begin Construction	March 2016
Complete construction	June 2017

Building Commissioning & Equipment Installation
Building Occupancy

July 2017
August 2017

12. Higher Education Supplement

a. CCPE Review

CCPE review is not required

b. Method of contracting

This project will be designed and constructed utilizing the traditional design/bid/build project process.

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

Business Affairs

MEETING DATE: April 10, 2015

SUBJECT: Financing of the University Village Housing Project at the University of Nebraska at Kearney

RECOMMENDED ACTION: Approve the attached Resolution (1) adopting a Supplemental Resolution authorizing (a) the issuance of not to exceed \$13,500,000 aggregate principal amount of UNK Student Fees and Facilities Revenue Bonds, Series 2015 (University of Nebraska at Kearney Housing Project) and (b) the expenditure of up to \$4,000,000 from the Fifth Series Surplus Fund (2) authorizing the execution and delivery of a Supplemental Master Indenture and the related Master Note, (3) authorizing the negotiated sale of such Revenue Bonds, approving the Bond Purchase Agreement, the Preliminary Official Statement and related documents, and authorizing the Senior Vice President | CFO to determine interest rates (not to exceed an average of 5%), principal amounts, principal maturities and redemption provisions of such Revenue Bonds, and (4) approving the preparation and use of a Final Official Statement.

PREVIOUS ACTION: None.

EXPLANATION: The Series 2015 UNK Student Facilities Revenue Bonds will finance the construction of student housing at University Village, the south campus at the University of Nebraska at Kearney. The project is described in a program statement found earlier in the Board's agenda.

The estimated \$16 million cost of the project will be funded with \$12 million of net proceeds from the Series 2015 revenue bonds and \$4 million from bond surplus funds.

The issue will have up to a 30 year maturity. Current bond market conditions would provide a true interest cost of 3.9%. Projected revenues received from residents gives an annual debt service coverage ratio that exceeds the 1.4 times internal benchmark and the required coverage of 1.15. This project will be a part of the Obligated Group under the Master Trust Indenture, which covenants pledged revenues as defined in the Master Indenture.

Approval of the financing now allows maximum flexibility in marketing the bonds. The issue is anticipated to go to market in the first quarter of 2016.

This underlying program statement and this financing have been reviewed and are recommended for approval by the Business Affairs Committee.

PROJECT COST:	Par Amount of Bonds	\$13,500,000
	Less: Debt Service Reserve	(900,000)
	Original Issue Discount	(400,000)
	Costs of Issuance, rounding	<u>(200,000)</u>
	Net Proceeds	12,000,000
	Bond Surplus Funds	<u>4,000,000</u>
	Total Project Cost	<u>\$16,000,000</u>

SOURCE OF FUNDS: Student Housing Revenues

SPONSORS: Barbara Johnson
Vice Chancellor for Business & Finance

David E. Lechner
Senior Vice President | CFO

RECOMMENDED: Doug Kristensen, Chancellor
University of Nebraska at Kearney

DATE: March 18, 2015

RESOLUTION

I.

BE IT RESOLVED BY THE BOARD OF REGENTS OF THE UNIVERSITY OF NEBRASKA (the **“Board”**) that the Resolution entitled **“Second Supplemental Resolution to Fifth Series Resolution”** authorizing the issuance and sale of not to exceed thirteen million five hundred thousand dollars (\$13,500,000) Revenue Bonds (University of Nebraska at Kearney Student Housing Project) of The Board of Regents of the University of Nebraska (the **“Supplemental Resolution”**) and authorizing an expenditure from the Fifth Series Surplus Fund in substantially the form attached hereto as **Exhibit A** and made a part hereof by reference is hereby approved, adopted, ratified and affirmed together with such changes, additions, deletions or modifications as the Chair of this Board, University counsel and bond counsel shall approve as being in the best interests of the Board and the University of Nebraska.

II.

BE IT FURTHER RESOLVED BY THE BOARD that (a) the Supplemental Master Indenture numbered and dated the date determined by the Senior Vice President | CFO on behalf of the Board (the **“Supplemental Indenture”**) between the Board and Wells Fargo Bank, National Association, as successor to National Bank of Commerce Trust and Savings Association, Master Trustee (the **“Master Trustee”**), in substantially the form the Board entered into in connection with the issuance of its Revenue Refunding Bonds, Series 2015 (University of Nebraska at Kearney Student Facilities Project) (the **“Prior Financing”**), supplementing the Master Trust Indenture dated as of June 1, 1995 (the **“Master Trust Indenture”**) between the Board and the Master Trustee, which Supplemental Indenture authorizes the execution and delivery of an Obligated Group Direct Obligation Master Note (University of Nebraska at Kearney Student Housing Project) bearing such series designation and dated the date determined by the Senior Vice President | CFO on behalf of the Board (the **“Master Note”**) in the principal face amount of not to exceed thirteen million five hundred thousand dollars (\$13,500,000) and (b) the Master Note in the form attached to the Supplemental Indenture, are hereby approved, adopted, ratified and affirmed together with such changes, additions, deletions or

modifications as the Chair of this Board, University counsel and bond counsel shall approve as being in the best interests of the Board and the University of Nebraska.

III.

BE IT FURTHER RESOLVED BY THE BOARD that the sale of not to exceed thirteen million five hundred thousand dollars (\$13,500,000) aggregate principal face amount of Revenue Bonds (University of Nebraska at Kearney Student Housing Project) of The Board of Regents of the University of Nebraska (the “**UNK Student Housing Bonds**”) authorized by the Supplemental Resolution shall be sold by negotiated sale at an average interest rate not to exceed five percent (5%) to Ameritas Investment Corp. pursuant to a Bond Purchase Agreement dated the date determined by the Senior Vice President | CFO on behalf of the Board in substantially the form entered into in connection with the Prior Financing, which Bond Purchase Agreement is hereby adopted, ratified, affirmed and approved, together with such changes or modifications as the Chair of this Board, University counsel and bond counsel shall approve as being in the best interests of the Board and the University of Nebraska. The Senior Vice President | CFO, on behalf of the Board, is hereby authorized and directed to approve the principal amount of UNK Student Housing Bonds to be issued and the principal maturities, interest rates and redemption provisions thereof and to take all necessary actions and execute all necessary documents to effect the sale of the UNK Student Housing Bonds.

IV.

BE IT FURTHER RESOLVED BY THE BOARD that the Preliminary Official Statement of the Board with respect to the UNK Student Housing Bonds, dated the date determined by the Senior Vice President | CFO on behalf of the Board, in substantially the form of the Preliminary Official Statement related to the Prior Financing, together with such changes, additions, deletions or modifications as the Chair of the Board, University counsel and bond counsel shall approve as being in the best interests of the Board and the University of Nebraska, and the final Official Statement to be dated the date of the sale of the UNK Student Housing Bonds, which final Official Statement shall include the terms of the UNK Student Housing Bonds, are hereby approved and authorized for delivery to the purchaser of the UNK Student Housing Bonds.

V.

BE IT FURTHER RESOLVED BY THE BOARD that (a) the Continuing Disclosure Undertaking dated the date determined by the Senior Vice President | CFO on behalf of the Board to satisfy the requirements of Rule 15c2-12 of the Securities and Exchange Commission with respect to the UNK Student Housing Bonds in substantially the form entered into in connection with the Prior Financing, and (b) the Tax Compliance Agreement dated the date determined by the Senior Vice President | CFO on behalf of the Board by and between the Board and the Fifth Series Trustee to satisfy the requirements of Internal Revenue Code of 1986, as amended, and the applicable regulations thereunder with respect to the UNK Student Housing Bonds in substantially the form entered into in connection with the Prior Financing, are each hereby approved adopted, ratified and affirmed together with such changes, additions, deletions or modifications as the Chair of this Board, University counsel and bond counsel shall approve as being in the best interests of the Board and the University of Nebraska.

VI.

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

VII.

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

TO: The Board of Regents Addendum IX-B-7

Business Affairs

MEETING DATE: April 10, 2015

SUBJECT: Kearney University Village Development Corporation (KUVDC)
Articles of Incorporation and Bylaws.

RECOMMENDED ACTION: Approve the attached Kearney University Village Development Corporation Articles of Incorporation and Bylaws.

EXPLANATION: In establishing the millennium campuses for the University of Nebraska System, Central Administration recommended the creation of non-profit 501(c)3 entities to be created under the umbrella of the University Technology Development Corporation (UTDC). UTDC would have responsibility to assist the Board of Regents in the development and operation of this mixed-use development project, known as the Kearney University Village Development Corporation (KUVDC).

Under the attached Articles, the President is authorized to approve appointments to the Board of Directors for KUVDC as recommended by the Chancellor of the University of Nebraska at Kearney. The appointments will be reported to the Board of Regents.

Members of the public and the news media may obtain a copy of the proposed articles of incorporation and bylaws 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: N/A

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

Joel D. Pedersen
Vice President and General Counsel

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

DATE: March 20, 2015

TO: The Board of Regents Addendum IX-B-8

Business Affairs

MEETING DATE: April 10, 2015

SUBJECT: Fund B, University Program and Facilities Fee (UPFF)
2015-16 Allocation for the University of Nebraska at Kearney (UNK)

RECOMMENDED ACTION: Approve the Fund B, University Program and Facilities Fee (UPFF)
2015-16 Allocation for the University of Nebraska at Kearney (UNK).

UPFF Fund B Category	Approved Allocation 2014-2015	Recommended Allocation 2015-2016	
Health Services	\$920,000	\$880,000	
Student Events	707,000	766,000	
Facilities	780,000	745,000	
Union	515,000	480,000	
Wellness Center	570,000	543,000	
Total	<u>\$3,492,000</u>	<u>\$3,414,000</u>	
Cost/FT Student Per Semester:	\$364	\$374	<u>Increase</u> \$10 2.75%

PREVIOUS ACTION: March 21, 2014 – The Board of Regents approved the 2014-15 Fund B allocation.

EXPLANATION: General policies governing the administration of the University Program and Facilities Fees are set forth in §5.9 of *the Board of Regents' Policies of the University of Nebraska*. This recommended allocation received appropriate student and administrative reviews as directed by Board of Regents' policy. The proposed allocations are based on the UPFF fees to be collected in 2015-16.

The primary change is that the Student Events (SET) fee is increased from \$72 to \$82 per semester. The SET fee allows UNK students to attend all athletic events, plays, theatre performances and speaker forums at no charge per event. This is the second year of a three year phase-in increase in the Student Events fee. The increase is designed to help meet the transportation costs for student athletes. In addition, to help manage risk, the transportation is now performed by a contracted third party versus coaches driving buses and vans.

PROJECT COST: None

SOURCE OF FUNDS: N/A

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

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

DATE: March 18, 2015

TO: The Board of Regents Addendum IX-B-9

Business Affairs

MEETING DATE: April 10, 2015

SUBJECT: Financing for College of Business Administration at the University of Nebraska - Lincoln

RECOMMENDED ACTION: Approve the attached Resolution relating to the College of Business Administration Project at the University of Nebraska - Lincoln which (1) approves the issuance of not to exceed \$21,000,000 principal amount of UNL College of Business Administration Bonds by The University of Nebraska Facilities Corporation pursuant to a Bond Resolution, and (2) authorizes the execution and delivery of a Financing Agreement, a Continuing Disclosure Undertaking, a Tax Compliance Agreement, an Inducement Letter, and a Preliminary Official Statement in connection with the sale of such Bonds, (3) authorizes the sale of such Bonds at a negotiated sale pursuant to a Bond Purchase Agreement and authorizes the Secretary/Treasurer to determine interest rates (not to exceed a true interest cost of 2.5%), principal amounts, principal maturities and redemption provisions of such Bonds, and (4) approves the preparation and use of a final Official Statement.

PREVIOUS ACTIONS: May 30, 2014 - The Board of Regents received a report on the Intermediate Design of the College of Business Administration at the University of Nebraska-Lincoln.

September 14, 2012 -Approve the Program Statement and Budget for the College of Business Administration Replacement Building at the University of Nebraska-Lincoln.

EXPLANATION: The success of the College of Business Administration (CBA) is one of the cornerstones to UNL's strategy to increase student enrollment to 30,000. CBA enrollment is targeted to grow from its current enrollment of 3,500 students to a total of 5,000.

To foster enrollment growth and to continue to increase its level of competitiveness in research and scholarly activity, as well as its capacity to recruit and retain a top-notch faculty, the University must strive to provide quality facilities. The current CBA building is severely undersized to meet the needs of a growing faculty and student population.

The proposed project will construct a new facility for the College of Business Administration north of the Kauffman Academic Residential Center at the southeast corner of 14th and Vine Streets. The new building will provide space for classrooms, offices, class labs, and student and faculty collaboration space in support of undergraduate, graduate, doctoral, and executive programs. The structure will be based on the concept of establishing collaborative spaces, the types needed to advance partnerships, both internal and external to UNL.

The Project is being funded by donations and private funds. This borrowing will provide bridge funding for donations that will be received beyond the time the building is completed. Accordingly, the scheduled maturities of the debt will align with the projected dates of receipt of the underlying donations.

The University of Nebraska Facilities Corporation Bonds funding the project will be issued with a final maturity of up to six years. Current bond market conditions would provide an average interest rate of approximately 1.6% on the Bonds.

Although the financing is currently scheduled for 2016, approval of this financing item is being sought at this time to allow marketing in the most advantageous manner.

The financing has been reviewed and is recommended for approval by the Business Affairs Committee.

PROJECT COST:	Proposed size of Issue	\$ 21,000,000
	Less: Cushion for Interest Rate Changes and OID/OIP	(600,000)
	Costs of Issuance, Rounding	<u>(224,000)</u>
	Bond proceeds, net	20,176,000
	Cash on hand and pledges to be received during the construction period	<u>63,824,000</u>
	Total Project Budget	<u>\$ 84,000,000</u>

SOURCE OF FUNDS: Bond proceeds and private donations

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

David E. Lechner
Senior Vice President | CFO

RECOMMENDED: Harvey Perlman, Chancellor
University of Nebraska -Lincoln

DATE: March 18, 2015

RESOLUTION

I.

BE IT RESOLVED BY THE BOARD OF REGENTS OF THE UNIVERSITY OF NEBRASKA (the “**Board**”) that the Financing Agreement between the Board and the University of Nebraska Facilities Corporation (the “**Corporation**”) dated the date determined jointly by the Senior Vice President | CFO of the Board and the Secretary/Treasurer of the Corporation with respect to financing the College of Business Administration at the University of Nebraska-Lincoln (the “**Project**”), in substantially the form attached hereto as **Exhibit A** and made a part hereof by reference, is hereby approved, adopted, ratified and affirmed together with such changes, additions, deletions or modifications as the Chair of the Board, University counsel and bond counsel shall approve as being in the best interests of the University of Nebraska.

II.

BE IT FURTHER RESOLVED BY THE BOARD that the issuance, sale and delivery by the Corporation of its College of Business Administration Bonds in an aggregate principal face amount not to exceed \$21,000,000, dated the date determined by the Secretary/Treasurer of the Corporation (the “**Bonds**”), together with the terms and provisions of the Bond Resolution dated the date determined by the Secretary/Treasurer of the Corporation adopted by the Board of Directors of the Corporation (the “**Bond Resolution**”) in substantially the form approved by the Corporation and pursuant to which the Bonds will be issued, are hereby approved, adopted, ratified and affirmed together with such changes, additions, deletions or modifications as the Chair of the Board, University counsel and bond counsel shall approve as being in the best interests of the Board. On behalf of the Board, the Senior Vice President | CFO is hereby authorized and directed to approve the aggregate principal face amount of Bonds to be issued (not to exceed \$21,000,000) and the principal maturities, interest rates and redemption provisions hereof and to take all necessary actions and execute all necessary documents to effect the sale of the Bonds.

III.

BE IT FURTHER RESOLVED BY THE BOARD that the Senior Vice President | CFO is hereby authorized and directed to approve the sale of the Bonds by negotiated sale at an average interest cost not to exceed two and one-half percent (2.5%) to Ameritas Investment Corp. (the “**Underwriter**”) pursuant to (a) a Bond Purchase Agreement between the Corporation and the Underwriter and (b) an Inducement Letter from the Board to the Corporation and the Underwriter, each dated the date determined jointly by the Senior Vice President | CFO of the Board and the Secretary/Treasurer of the Corporation, in substantially the respective forms entered into in connection with the sale of the Corporation’s UNO/Community Facility Bonds, Series 2013A (the “**Prior Financing**”), which Bond Purchase Agreement and Inducement Letter are hereby adopted, ratified, affirmed and approved, together with such changes or modifications as the Chair of the Board, University counsel and bond counsel shall approve as being in the best interests of the Board.

IV.

BE IT FURTHER RESOLVED BY THE BOARD that the Preliminary Official Statement of the Corporation with respect to the Bonds, dated the date determined jointly by the Secretary/Treasurer of the Corporation and the Senior Vice President | CFO of the Board in substantially the form of the Preliminary Official Statement related to the Prior Financing, together with such changes or modifications as the Chair of the Board, University counsel and bond counsel shall approve as being in the best interests of the Board, and the final Official Statement to be dated as of the date of sale with respect to the Bonds, which final Official Statement shall include the terms of the Bonds, are hereby approved and authorized for delivery to the purchasers of the Bonds.

V.

BE IT FURTHER RESOLVED BY THE BOARD that (a) the Tax Compliance Agreement dated the date determined jointly by the Senior Vice President | CFO of the Board and the Secretary/Treasurer of the Corporation among the Board, the Corporation and the Trustee named in the Bond Resolution (the “**Trustee**”) to satisfy the requirements of Internal Revenue Code of 1986, as

amended, and the applicable regulations thereunder with respect to the Bonds in substantially the form entered into in connection with the Prior Financing, (b) the Continuing Disclosure Undertaking dated the date determined by the Senior Vice President | CFO of the Board to satisfy the requirements of Rule 15c2-12 of the Securities and Exchange Commission with respect to the Bonds in substantially the form entered into in connection with the Prior Financing, are each hereby approved, adopted, ratified and affirmed, together with such changes, additions, deletions or modifications and the Chair of the Board, University counsel and bond counsel shall approve as being in the best interests of the Corporation.

VI.

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

VII.

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

TO: The Board of Regents Addendum IX-B-10

Business Affairs

MEETING DATE: April 10, 2015

SUBJECT: Five-year amendment to the lease between the University of Nebraska-Lincoln and the Suzanne and Walter Scott Foundation at 6825 Pine Street, Omaha, Nebraska for UNL's College of Engineering and Technology

RECOMMENDED ACTION: Approve a five-year amendment to the lease between the University of Nebraska-Lincoln and the Suzanne and Walter Scott Foundation at 6825 Pine Street, Omaha, Nebraska for UNL's College of Engineering and Technology

PREVIOUS ACTIONS: August 9, 2003 – The Board of Regents approved the lease between the UNL College of Engineering and Technology and the Suzanne and Walter Scott Foundation.

EXPLANATION: The UNL College of Engineering and Technology (COE) currently occupy Suite 102 (2,566 usable square feet) within the Suzanne and Walter Scott Foundation facility. With the approved hiring plan for the Academic Year 2015 Programs of Excellence, additional space is needed to accommodate the programs' growth. Amending the current lease to include Suites 120, 125, 201, 202 and 220 will provide an additional 12,649 usable square feet needed to accommodate staff offices, research labs, instructional labs and graduate student office space for COE's research and educational expansion.

The five-year lease is for May 1, 2015 – April 30, 2020. The monthly rent for 20,039 rentable square feet will be \$16,699 plus a proportionate share of all taxes and building operating expenses (capped at \$8/SF in the first year, with a maximum 3% annual escalation).

The amendment to the lease has been reviewed and is recommended for approval by the Business Affairs Committee.

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 COST: \$1,001,950

SOURCE OF FUNDS: General Funds

SPONSORS: Ellen Weissinger
Senior Vice Chancellor for Academic Affairs

Christine A. Jackson
Vice Chancellor for Business and Finance

RECOMMENDED: Harvey Perlman, Chancellor
University of Nebraska-Lincoln

DATE: March 18, 2015

TO: The Board of Regents Addendum IX-B-11

Business Affairs

MEETING DATE: April 10, 2015

SUBJECT: Fund B University Program and Facilities Fees (UPFF)
2015-16 Allocation for the University of Nebraska-Lincoln

RECOMMENDED ACTION: Approve the Fund B University Program and Facilities Fees (UPFF)
2015-16 Allocation for the University of Nebraska-Lincoln

	Approved Allocation <u>2014-15</u>	Recommended Allocation <u>2015-16</u>	
<u>UPFF Fund B</u>			
Facilities:			
Recreation	\$ 916,000	\$ 920,000	
Existing Debt Service	4,245,626	4,245,626	
Nebraska Unions	4,427,538	4,622,707	
Campus Recreation	6,701,285	7,526,683	
Health Center	6,088,079	6,259,544	
Transit Services	<u>1,221,000</u>	<u>1,221,000</u>	
Total	<u>\$23,599,528</u>	<u>\$24,795,560</u>	
Cost/Student/Semester	\$551.99	\$574.58	<u>Increase</u> \$22.59 4.1%

PREVIOUS ACTION: March 21, 2014 –The Board of Regents approved the 2014-15 Fund B allocation.

June 17, 2011 – The Board of Regents approved three measures impacting UPFF Fund B at the University of Nebraska-Lincoln: 1) the program statement and budget for the East Campus Recreation and Wellness Center, 2) the program statement and budget for the Campus Recreation Outdoor Adventures Center, and 3) financing for these two projects plus \$1.4 million of improvements to the Sapp Recreation Facility.

EXPLANATION: General policies governing the administration of University Program and Facilities Fees are set forth in § 5.9 of the Board of Regents’ Policies of the University of Nebraska. This recommended allocation received appropriate student and administrative reviews as directed by Board of Regents policy. The proposed allocations are based on UPFF fees to be collected in 2015-16.

The UNL recreation facilities enhancement project was approved by 72% of the students voting in an October 2010 campus-wide referendum. The portion of fee increase related to the campus recreation facility debt service was approved by the Board of Regents on June 17, 2011. The Recreation and Wellness Center on the East Campus, the last of three

campus recreation facility projects, is projected to come online during fiscal year 2016. An increase in operating, maintenance and programming costs associated with this new facility is reflected in the Campus Recreation request.

The fee increase is primarily attributable to two factors – campus recreation and the increase in the state minimum wage.

- The increase in the campus recreation fee is the remaining operating and programmatic budget required for the Fitness and Wellness Center on East Campus scheduled to open summer of 2015. This budget was part of the original presentations in 2011 and has gone through the student approval process.
- Increase in the minimum wage to \$8.00 per hour beginning January 1, 2015 and to \$9.00 per hour on January 1, 2016.

Without the new recreation facility and increases in the minimum wage, the full-time student Fund B fee would have resulted in an increase of \$9.02 (1.6%).

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:	March 18, 2015

TO: The Board of Regents Addendum IX-B-12
 Business Affairs

MEETING DATE: April 10, 2015

SUBJECT: Fund B, University Program and Facilities Fees (UPFF):
 2015-16 Allocation for the University of Nebraska Medical Center

RECOMMENDED ACTION: Approve the Fund B, University Program and Facilities Fee (UPFF)
 2015-16 Allocation for the University of Nebraska Medical Center.

UPFF Fund B <u>Category</u>	Approved Allocation <u>2014-15</u>	Recommended Allocation <u>2015-16</u>	
Student Health Services	\$383,440	\$383,440	
Supplemental Counseling	38,400	38,400	
Campus Recreation	<u>223,125</u>	<u>223,125</u>	
Total	<u>\$644,965</u>	<u>\$644,965</u>	
Cost/FT Student Per Semester:	\$162.25	\$162.25	<u>Increase</u> None

PREVIOUS ACTION: March 21, 2014 – The Board of Regents approved the 2014-15 Fund B allocation.

EXPLANATION: The 2015-2016 recommended allocation for UPFF Fund B is the same as the 2014-2015 allocation.

General policies governing the administration of University Program and Facilities Fees are set forth in § 5.9 of the *Board of Regents' Policies of the University of Nebraska*. This recommended allocation was reviewed by appropriate student representatives and administrative personnel as directed by Board of Regents policy.

The proposed allocation is based on 2014-15 student enrollment. Actual revenues will be higher if enrollment increases and/or more students participate at a higher level. The recommendation, if approved, will maintain the Fund B Campus Recreation Facility Fee at \$62.50/semester and maintain the Fund B Student Health Services/Supplemental Counseling Fee at \$99.75/semester.

PROJECT COST: None

SOURCE OF FUNDS: None

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

RECOMMENDED: Jeffrey P. Gold, Chancellor
 University of Nebraska Medical Center

DATE: March 18, 2015

TO: The Board of Regents Addendum IX-B-13
Business Affairs

MEETING DATE: April 10, 2015

SUBJECT: Adoption of Amended and Restated Articles of Incorporation and Amended and Restated Bylaws of UNeHealth

RECOMMENDED ACTION: Approve the adoption of Amended and Restated Articles of Incorporation and Amended and Restated Bylaws of UNeHealth.

PREVIOUS ACTION: June 4, 1994 - The Board of Regents was presented a report on the UNeHealth Outreach Development Initiative Budget.

December 4, 1993 - The Board approved a budget modification in the amount of \$150,000 from patient revenue to the 1993-94 UNMC Budget for start-up expenses for UNeHealth.

October 15, 1993 - The Board approved a contract between UNMC and UNeHealth, a Nebraska nonprofit corporation.

September 10, 1993 - The Board approved the incorporation of UNeHealth as a Nebraska non-profit corporation and approved the Articles of Incorporation for UNeHealth.

EXPLANATION: UNeHealth is a non-profit corporation formed by the authority of the Board of Regents pursuant to the Nebraska Nonprofit Corporation Act, and the enabling provisions of the Nebraska Cooperative Ventures by Public Hospitals Act. UNeHealth is exempt from federal taxation under Section 501(c)(3) of the Internal Revenue Code. UNeHealth was formed to further UNMC's general healthcare purpose. One particular purpose was to enter into cooperative arrangements with other healthcare providers in order to continually and effectively operate in the competitive environment for the delivery of healthcare services. This effort was originally evidenced by the October 15, 1993 contract referenced above but which is being terminated for lack of activity.

Under its general healthcare purpose mandate, UNeHealth currently serves in the capacity of providing contractual opportunities in the areas of clinical research, international education, as well as continuing medical education. These activities directly relate to the research, education, and public service mission of UNMC.

Approval of this agenda item will properly restate the governing documents in a manner reflecting UNeHealth's current structure and activities. The current Board of Directors of UNeHealth has voted unanimously to adopt these new governing documents to be effective upon the approval of the Board of Regents and has recommended their adoption to the Board of Regents. Upon acceptance and approval of this agenda item, both the Amended and Restated Articles of Incorporation and Amended and Restated Bylaws be submitted as attachments to the 2014 Federal Form 990 filed with the Internal Revenue Service which will serve as notification of the restatements.

The Amended and Restated Articles of Incorporation and Bylaws have been reviewed and are recommended for approval by the Business Affairs Committee.

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

PROJECT COST: N/A

SOURCE OF FUNDING: N/A

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

RECOMMENDED: Jeffrey P. Gold, Chancellor
University of Nebraska Medical Center

DATE: March 18, 2015

TO: The Board of Regents Addendum IX-B-14
Business Affairs

MEETING DATE: April 10, 2015

SUBJECT: Exchange leases of land between the Board of Regents and Nebraska Medicine and the Board of Regents and Clarkson Regional Health Service

RECOMMENDED ACTION: Approve a lease of land between the Board of Regents and Nebraska Medicine and a lease of land between the Board of Regents and Clarkson Regional Health Services

PREVIOUS ACTION: September 19, 2014 - The Board of Regents approved naming the new ambulatory care center on the UNMC campus, the Lauritzen Outpatient Center and the outpatient surgical area of the building, the Fritch Surgery Center.
May 30, 2014 - The Board approved the creation of the Medical Center Development Corporation (MCDC) to develop land west of the UNMC campus and manage private development.

EXPLANATION: This action proposes a “swap” of leases between the foregoing parties that will better position both to continue to develop the campus and delivery of world-class health care.
The Board of Regents will grant a lease a parcel of approximately 3.5 acres to Nebraska Medicine for 99 years of land on the corner of Leavenworth Street to the Emile Street bend between 40th and 41st Streets. This land is needed because of the addition of a fourth floor to the Lauritzen Outpatient Center which, in turn, required more parking.
In return, the Board of Regents will receive a 99 year lease from Clarkson Regional Health Services of approximately 1.45 acres at the corner of Saddle Creek Road and Farnam Street. This parcel is key as it gives the MCDC access to a parcel at the intersection of these two arterials.
The exchange of leases has been reviewed and is recommended for approval by the Business Affairs Committee.
Members of the public and news media may obtain a copy of the leases in the Office of the University Corporation Secretary, 3835 Holdrege Street, Lincoln, NE 68583 between the hours of 8:00 a.m. and 5:00 p.m., Monday through Friday, except University holidays.

PROJECT COST: None

SOURCE OF FUNDING: N/A

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

RECOMMENDED: Jeffrey P. Gold, Chancellor
University of Nebraska Medical Center

DATE: March 18, 2015

TO: The Board of Regents Addendum IX-B-15
Business Affairs

MEETING DATE: April 10, 2015

SUBJECT: JP Lord Lease Termination and Building Purchase

RECOMMENDED ACTION: Approve early termination of the lease between the Board of Regents of the University of Nebraska and the Omaha Public Schools for land upon which the JP Lord Elementary School stands.

PREVIOUS ACTION: 1956 - The Board of Regents of the University of Nebraska granted a 99 year lease to the Omaha Public Schools (OPS) to build a school that was later named JP Lord.

EXPLANATION: UNMC and Nebraska Medicine wish to have the ability to build on the property in the future currently occupied by the JP Lord School given its proximity to the Fred & Pamela Buffett Cancer Center, the Durham Research Centers and the Clarkson Tower of Nebraska Medicine.

OPS passed a bond issue in November, 2014 to construct new schools and improvements to schools, which included a new school building to better serve the students at JP Lord. The new building will be on land OPS owns. OPS estimates it will cost \$10 million to build the replacement school. OPS will provide the \$3,333,333 for construction costs from the bond issue

Nebraska Medicine and UNMC will each pay \$3,333,333 to OPS, for a total of \$6,666,666, for the cost of acquiring the existing JP Lord building and the early lease termination. Depending upon the actual future use of the site, either Nebraska Medicine or UNMC may reimburse the other for their contribution to the cost of the site.

The lease termination has been reviewed and is recommended for approval by the Business Affairs Committee.

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

PROJECT COST: \$3,333,333

SOURCE OF FUNDING: Cash Funds

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

RECOMMENDED: Jeffrey P. Gold, Chancellor
University of Nebraska Medical Center

DATE: March 18, 2015

TO: The Board of Regents Addendum IX-B-16
Business Affairs

MEETING DATE: April 10, 2015

SUBJECT: UNO Community Arena Furniture, Fixtures and Equipment, Build-outs and Special Revenue Generating Additions

RECOMMENDED ACTION: Approve expenditures for UNO Community Arena Furniture, Fixtures and Equipment, Build-outs and Special Revenue Generating Additions.

PREVIOUS ACTION: September 20, 2013 – The Board of Regents approved an amendment to the budget and approved financing for the University/Community Facility Project at the University of Nebraska at Omaha.

March 15, 2013 – The Board approved the Program Statement and budget for arena construction.

EXPLANATION: The proposed expenditures will provide for:

- Build-out of shell spaces (\$1.9M),
- Special revenue – generating additions e.g., ribbon board, TV systems and cabling and internet (\$1.6M)
- Furniture, fixtures and equipment (\$2.6M)

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

PROJECT COST: \$6,100,000

SOURCE OF FUNDS:	Private Donations	\$ 4,000,000
	Bond Financing	1,600,000
	UNO Cash Funds	<u>500,000</u>
	Total	<u>\$ 6,100,000</u>

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

Trev Alberts
Vice Chancellor for Athletic Leadership and Management

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

DATE: March 18, 2015

TO: The Board of Regents Addendum IX-B-17

Business Affairs

MEETING DATE: April 10, 2015

SUBJECT: Student Housing and Student Facilities Improvements at the University of Nebraska at Omaha

RECOMMENDED ACTION: Approve the attached Resolution authorizing the expenditure of \$1,245,000 from the Bond Surplus/Replacement Funds to make student housing and student facilities improvements

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

<u>Prior approvals</u>	<u>Amount</u>
May 2014	\$1,095,000
March 2013	1,270,000
March 2012	1,125,000
March 2010	492,000

EXPLANATION: Section 6.2 of the Bond Resolution (May 1, 1984) requires the Board to operate the facilities in an efficient, sound and economical manner and to keep all facilities and betterments thereto in good repair, working order and condition and to make all necessary and proper repairs, renewals, replacements, additions, extensions and betterments thereto, so that at all times the business carried on in connection therewith shall be properly and advantageously conducted. The projects described on the accompanying pages will improve the facilities and better serve UNO student housing residents and student facilities.

The expenditures have been reviewed and are recommended for approval by the Business Affairs Committee.

PROJECT COST: \$1,245,000

SOURCE OF FUNDS:	Sixth Series Surplus Funds – Student Housing	\$ 640,500
	Sixth Series Replacement Funds – Student Housing	194,500
	Sixth Series Replacement Funds – Student Center	65,000
	Sixth Series Surplus Funds – HPER	<u>345,000</u>
		<u>\$1,245,000</u>

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

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

DATE: March 18, 2015

RESOLUTION

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

1. The Board hereby finds and determines:
 - (a) Pursuant to (i) its General Bond Resolution, dated May 1, 1984, authorizing the issuance of Revenue Bonds by the Board (the "General Resolution"), and (ii) the Sixth Series Resolution, dated November 1, 1993 (the "Sixth Series Resolution"), the Board has heretofore issued revenue bonds payable from the revenues and fees derived from the ownership and operation of (A) the Milo Bail Student Center (the "Student Center"), (B) the student residence facilities known as (I) Scott Village, (II) Maverick Village, (III) University Village, and (IV) Scott Court (collectively, the "Student Housing Facilities"), (C) the parking facilities (the "Parking Facilities"), and (D) the student health and recreation facilities (the "Student Health/Recreation Facilities"), all located on the campus of the University of Nebraska at Omaha. The Student Center, the Student Housing Facilities, the Parking Facilities and the Student Health/Recreation Facilities constitute the "UNO Student Revenue Facilities" under the Master Trust Indenture dated as of June 1, 1995 as amended and supplemented from time to time. The Sixth Series Resolution created the Sixth Series Surplus and Sixth Series Replacement Funds in accordance with Section 3.1 of the General Resolution.
 - (b) Section 6.2 of the General Resolution requires the Board to operate the facilities in an efficient, sound and economical manner and to keep all facilities and betterments thereto in good repair, working order and condition and to make all necessary and proper repairs, renewals, replacements, additions, extensions and betterments thereto, so that at all times the business carried on in connection therewith shall be properly and advantageously conducted.
 - (c) Maverick Village, University Village, Scott Village and Scott Court require certain renewals, replacements, betterments and equipment to maintain the Sixth Series Revenues and Fees. In order to accomplish such renewals, replacements, betterments and acquisitions of equipment, the sum of \$835,000 should be expended from the Sixth Series Replacement Fund as indicated on the attached schedule.
 - (d) The Student Center and Student Health/Recreation Facilities require certain renewals, replacements, betterments and equipment to maintain the Sixth Series Revenues and Fees. In order to accomplish such renewals, replacements, betterments and acquisitions of equipment, the sum of \$410,000 should be expended from the Sixth Series Replacement Fund as indicated on the attached schedule.
2. Authorization. The Board hereby authorizes the transfer of up to \$985,500 from the Sixth Series Surplus Fund established pursuant to the General Resolution and the Sixth Series Resolution to the Sixth Series Replacement Fund, and the expenditure of up to \$1,245,000 from the Sixth Series Replacement Fund for the projects herein identified with \$194,500 for Scott Village, \$467,000 for University Village, \$89,500 for Maverick Village \$84,000 for Scott Court, \$65,000 for Student Center and \$345,000 Student Health/Recreation Facilities. The Vice Chancellor for Business and Finance or the Associate Vice Chancellor for Business and Finance of the University of Nebraska at Omaha are hereby designated as the University representatives who may certify to the Trustee the specific payments to be made from the Sixth Series Replacement Fund.
3. Sixth Series Surplus/Replacement Funds. There are currently moneys or investments in the Sixth Series Surplus Fund, including accruals, in excess of \$985,500 and in the Sixth Series Replacement Fund, including accruals, in excess of \$259,500.

Student Housing Projects

<u>Project</u>	<u>Funding Required</u>	<u>Description</u>
Concrete Sidewalks	\$ 5,000	Remove and replace sidewalks at Scott Court.
Carpet	145,000	Replace carpeting in common area hallways at Maverick Village and Scott Village.
Exterior Lighting	40,000	Replace exterior lighting at Maverick Village, University Village, Scott Village and Scott Court.
Clubhouse	400,000	Renovate clubhouse and add approximately 2,000 sq. ft. to the clubhouse at University Village.
Cameras, Video Servers/IP	80,000	Upgrade cameras, video servers and IP at Scott Village and Scott Court.
Water Heaters	60,000	Replace water heaters at University Village.
Security Keys/Locks	35,000	Replace security keys and locks at Scott Village.
Telecom/Firewalls/Power	<u>70,000</u>	Upgrade telecom, firewalls and power backup at Scott Village.
TOTAL	<u>\$835,000</u>	

Health, Physical Education and Recreation Projects

<u>Project</u>	<u>Funding Required</u>	<u>Description</u>
Equipment	\$180,000	Replace cardio and weight room equipment and TVs and cameras and add bleachers, tables, carts and digital lockers.
Climbing Wall Floor	35,000	Improve floor padding to new industry standards.
Electrical Outlets/Alcove Extension	5,000	Add outlets to seating area and extend Student Health Services alcove.
Software	70,000	Replace facility operations software and add electronic messaging software.
Gymnasiums Wall Padding	35,000	Replace padding.
Shelving	<u>20,000</u>	Add shelving for equipment storage.
TOTAL	<u>\$345,000</u>	

Student Center Projects

<u>Project</u>	<u>Funding Required</u>	<u>Description</u>
Freezer	\$ 20,000	Replace freezer.
Food Stations	<u>45,000</u>	Renovate soup and salad bar food stations.
TOTAL	<u>\$ 65,000</u>	

TO: The Board of Regents Addendum IX-B-18

Business Affairs

MEETING DATE: April 10, 2015

SUBJECT: Fund B, University Program and Facilities Fees (UPFF)
2015-16 Allocation for the University of Nebraska Omaha

RECOMMENDED ACTION: Approve the Fund B, University Program and Facilities Fees (UPFF)
2015-16 Allocation for the University of Nebraska Omaha (UNO)

UPFF Fund B Category	Approved Allocation 2014-15	Recommended Allocation 2015-16	
Campus Recreation	\$1,297,497	\$1,340,091	
Student Activities	617,409	643,567	
Milo Bail Student Center	665,889	685,866	
Milo Bail Student Center Bond Issue	999,428	999,428	
HPER Addition & Renovation Bond Issue	3,450,690	3,450,690	
Men's Athletics	763,837	786,752	
Women's Athletics	597,295	615,214	
Musical Groups	70,806	72,992	
Health Services	818,665	843,399	
Facilities	253,521	253,521	
Intercampus Shuttle	<u>1,762,811</u>	<u>1,815,695</u>	
Total	<u>\$11,297,848</u>	<u>\$11,507,215</u>	
Cost/FT Student per semester	\$399.76	\$418.95	<u>Increase</u> 4.8%

PREVIOUS ACTION: March 21, 2014 – The Board of Regents approved the 2014-15 Fund B allocation.

EXPLANATION: General policies governing the administration of the University Program and Facilities Fees are set forth in § 5.9 of the *Board of Regents' Policies of the University of Nebraska*. This recommended allocation received appropriate student and administrative reviews as directed by Board of Regents policy.

The current 2014-15 Fund B portion of UPFF is a flat fee of \$192.16 plus \$17.30 per credit hour. The proposed 2015-16 UPFF Fund B fee is a two tier structure – 6 SCH or less \$252.60; 7 SCH or more \$418.95. (The current 2014-15 per credit hour fee will be eliminated.)

<u>Student Credit Hours</u>	<u>2014-15</u>	<u>2015-16</u>	<u>Change</u>
6 SCH	\$295.96	\$252.60	(14.65%)
12 SCH	\$399.76	\$418.95	4.80%

For a full-time student, this action represents a 4.8% increase from last year.

PROJECT COST:

None

SPONSORS:

B.J. Reed
Senior Vice Chancellor for Academic & Student Affairs

William E. Conley
Vice Chancellor for Business & Finance

RECOMMENDED:

John E. Christensen, Chancellor
University of Nebraska at Omaha

DATE:

March 18, 2015

TO: The Board of Regents Addendum IX-B-19

Business Affairs

MEETING DATE: April 10, 2015

SUBJECT: Exclusive concessions agreement between the University of Nebraska at Omaha and SMG Food & Beverage, LLC.

RECOMMENDED ACTION: Approve an exclusive agreement between SMG Food & Beverage, LLC (d/b/a Savor) and the University of Nebraska at Omaha (UNO), granting the exclusive concessions rights at the UNO Community Arena for a period of five (5) years.

PREVIOUS ACTION: March 15, 2013 – The Board of Regents approved the program statement and budget for the UNO Community Arena.

EXPLANATION: UNO conducted an RFP for concessions and catering services for the new UNO Community Arena. The committee and UNO leadership recommend awarding the contract to Savor.

Savor will be granted exclusive license at the UNO Community Arena to:

- A. Provide public concessions throughout the interior;
- B. Provide catering for all events (unless excluded);
- C. Provide vending services;
- D. Provide alcoholic beverage services

The term of the agreement is from July 1, 2015 to June 30, 2020 with automatic renewal for an additional five year period on the same terms and conditions unless either the University or Savor provide the other with written notice on or before January 1, 2020.

Savor guarantees a minimum annual commission to the University of \$600,000, provided that total attendance for men's hockey and men's basketball exceeds 138,000. The actual commission will be calculated on gross revenue based upon sales volume tiers by product and service.

Savor agrees to also provide the following funding:

- A. Point of Sale System \$500,000
- B. "Concessions Services" 4th Anniversary \$200,000
- C. Club Seats(10)/Suite(1) depending upon \$75,000/\$275,000 availability in year six.

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

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

PROJECT COST: None

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

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

DATE: March 18, 2015

TO: The Board of Regents Addendum IX-B-20
Business Affairs

MEETING DATE: April 10, 2015

SUBJECT: A license agreement between the University of Nebraska at Omaha (UNO) and Crown Castle Solutions Corp. (Crown Castle).

RECOMMENDED ACTION: Authorize the President, after consultation with the Executive Committee of the Board, to execute a ten year license agreement between University of Nebraska at Omaha and Crown Castle for placement and operations of wireless communication equipment.

PREVIOUS ACTION: None

EXPLANATION: UNO conducted an RFP to provide a neutral host Distributed Antenna System (DAS) to enhance cellular services on the UNO campus. Crown Castle has been selected as the neutral host DAS provider pending successful negotiation of a license agreement.

The neutral host DAS will be installed, maintained and operated by Crown Castle and will be available for use by multiple wireless carriers, with the system design and location to be determined after evaluation of the needs of UNO and the wireless carriers. UNO will receive a portion of the gross revenues associated with the DAS.

An initial contract term of ten years is contemplated, along with potential term extensions at the University's discretion. The execution of the license agreement allows Crown Castle to commence negotiations with wireless carriers.

The matter has been reviewed and is recommended for approval by the Business Affairs Committee.

The office of the University General Counsel will review and approve the form and content of the final agreement.

PROJECT COST: None

SOURCE OF FUNDS: N/A

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

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

DATE: March 18, 2015

TO: The Board of Regents Addendum IX-B-21

Business Affairs

MEETING DATE: April 10, 2015

SUBJECT: Modify rights agreement with Learfield Communications, "Learfield" (formerly Nelligan Sports Marketing or "NSM") for the University of Nebraska at Omaha.

RECOMMENDED ACTION: Approve a five year grant of additional rights to Learfield in securing a campus-wide official bank partner program sponsorship.

PREVIOUS ACTION: April 13, 2012 - The Board of Regents approved a five-year agreement between the University of Nebraska at Omaha and NSM.

EXPLANATION: The agreement grants additional rights to Learfield relating to the development of a UNO campus-wide program for an "Official Bank Partner" in consideration for separate royalty payments from Learfield. The agreement will be effective July 1, 2015 and continue through June 30, 2020, with a possible two-year extension.

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

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.

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

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

DATE: March 18, 2015

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: April 10, 2015

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: March 8, 2015

INVESTING IN NEBRASKA'S FUTURE

Strategic Planning Framework

2014-2016

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

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

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

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

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

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

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

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

a. Increase external support for research and scholarly activity.

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

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

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

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

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

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

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

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

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

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

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

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

TO: The Board of Regents
Academic Affairs

MEETING DATE: April 10, 2015

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: March 18, 2015

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 2015-16	Attain sufficient state funding and manage the cost effectiveness of the University so that tuition increases remain moderate and predictable.	June 2015	Business
FY 2016-17	Attain sufficient state funding and manage the cost effectiveness of the University so that tuition increases remain moderate and predictable.	May 2016	Business
FY 2017-18	To be developed as part of the 2017-19 biennial budget request planning process.	June 2017	Business

2. Tuition (1-a-ii)

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

Reporting Period	Accountability Measure	Report Date	Reporting Committee
FY 2015-16	Attain sufficient state funding and manage the cost effectiveness of the University so that tuition increases remain moderate and predictable.	June 2015	Business
FY 2016-17	Attain sufficient state funding and manage the cost effectiveness of the University so that tuition increases remain moderate and predictable.	May 2016	Business
FY 2017-18	To be developed as part of the 2017-19 biennial budget request planning process.	June 2017	Business

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

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

Reporting Period	Accountability Measure	Report Date	Reporting Committee
FY 2014-15	Raise at least \$9 million in private funds (endowment and/or spendable)	Jan. 2016	Academic
FY 2015-16	Raise at least \$9 million in private funds (endowment and/or spendable)	Jan. 2017	Academic
FY 2016-17	Raise at least \$9 million in private funds (endowment and/or spendable)	Jan. 2018	Academic

Reporting date moved from September to January beginning in 2016 due to availability of data.

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 2015	<ul style="list-style-type: none"> • UNL increase enrollment 2.7% • UNO increase enrollment 3.0% • UNK & UNMC increase enrollment over previous year 	Oct. 2015	Academic
Fall 2016	<ul style="list-style-type: none"> • UNL increase enrollment 4.6% • UNO increase enrollment 4.0% • UNK & UNMC increase enrollment over previous year 	Nov. 2016	Academic
Fall 2017	<ul style="list-style-type: none"> • UNL increase enrollment 3.0% • UNO increase enrollment 4.0% • UNK & UNMC increase enrollment over previous year 	Oct. 2017	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
2013-14 Academic Year	<ol style="list-style-type: none"> 1) Each campus will maintain or reach the average six-year graduation rate of its peers. 2) All prospective and current undergraduate students are regularly informed and assisted in obtaining the benefit of the University’s four-year graduation guarantee. 	Jan. 2016	Academic
2014-15 Academic Year	<ol style="list-style-type: none"> 1) Each campus will maintain or reach the average six-year graduation rate of its peers. 2) All prospective and current undergraduate students are regularly informed and assisted in obtaining the benefit of the University’s four-year graduation guarantee. 	Jan. 2017	Academic
2015-16 Academic Year	<ol style="list-style-type: none"> 1) Each campus will maintain or reach the average six-year graduation rate of its peers. 2) All prospective and current undergraduate students are regularly informed and assisted in obtaining the benefit of the University’s four-year graduation guarantee. 	Jan. 2018	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	<ol style="list-style-type: none"> 1) All salary increases should be awarded, to the extent possible, on the basis of merit. 2) Average faculty salaries on each campus shall meet or exceed the midpoint of peers. 3) Once the midpoint of peers has been met or exceeded, an exceptional merit fund shall be established to provide additional incentives related to performance. 	June 2015	Business
FY 2015-16	<ol style="list-style-type: none"> 1) All salary increases should be awarded, to the extent possible, on the basis of merit. 2) Average faculty salaries on each campus shall meet or exceed the midpoint of peers. 3) Once the midpoint of peers has been met or exceeded, an exceptional merit fund shall be established to provide additional incentives related to performance. 	May 2016	Business
FY 2016-17	<ol style="list-style-type: none"> 1) All salary increases should be awarded, to the extent possible, on the basis of merit. 2) Average faculty salaries on each campus shall meet or exceed the midpoint of peers. 3) Once the midpoint of peers has been met or exceeded, an exceptional merit fund shall be established to provide additional incentives related to performance. 	June 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 2014	<ol style="list-style-type: none"> 1) Increase faculty diversity, employing measures permitted by state and federal law. 2) Report on the diversity of the faculty and the relative rate of change in faculty composition as compared to peers. 	Jan. 2016	Academic
Fall 2015	<ol style="list-style-type: none"> 1) Increase faculty diversity, employing measures permitted by state and federal law. 2) Report on the diversity of the faculty and the relative rate of change in faculty composition as compared to peers. 	Jan. 2017	Academic
Fall 2016	<ol style="list-style-type: none"> 1) Increase faculty diversity, employing measures permitted by state and federal law. 2) Report on the diversity of the faculty and the relative rate of change in faculty composition as compared to peers. 	Jan. 2018	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 2015	Maintain enrollment of first-time freshmen ranked in the top quartile of their high school graduating class to 50.0% or greater.	Oct. 2015	Academic
Fall 2016	Maintain enrollment of first-time freshmen ranked in the top quartile of their high school graduating class to 50.0% or greater.	Nov. 2016	Academic
Fall 2017	Main enrollment of first-time freshmen ranked in the top quartile of their high school graduating class to 50.0% or greater.	Oct. 2017	Academic

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

Increase support for merit-based scholarships.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
FY 2014-15	Raise at least \$9 million in private funds (endowment and/or spendable).	Jan. 2016	Academic
FY 2015-16	Raise at least \$9 million in private funds (endowment and/or spendable).	Jan. 2017	Academic
FY 2016-17	Raise at least \$9 million in private funds (endowment and/or spendable).	Jan. 2018	Academic

Reporting date moved from September to January beginning in 2016 due to availability of data.

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 2015	Increase the number of domestic nonresident undergraduate students by 1.5% percent annually.	Oct. 2015	Academic
Fall 2016	Increase the number of domestic nonresident undergraduate students by 1.5% percent annually.	Nov. 2016	Academic
Fall 2017	Increase the number of domestic nonresident undergraduate students by 1.5% percent annually.	Oct. 2017	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.	April 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.	April 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.	April 2015 June 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.	April 2017	Academic

Annual reporting moved from April 2015 to June 2015 with the consent of the Board of Regents

13. Entrepreneurship (5-d)

Support entrepreneurship education, training and outreach.

Reporting Period	Accountability Measure	Report Date	Reporting Committee
2014	<ol style="list-style-type: none"> 1) Entrepreneurship education <ol style="list-style-type: none"> a) Formal entrepreneurship coursework hours delivered b) Number of students X credit hours 2) Entrepreneurship outreach <ol style="list-style-type: none"> a) Seminars provided b) Website visits 3) Business creation <ol style="list-style-type: none"> a) NU-affiliated companies formed b) NU licensing activity 4) Business support <ol style="list-style-type: none"> 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) Jobs created and saved 	April 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.	April 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	<ol style="list-style-type: none"> 1) Short-Term Cash/Investments: Exceed average of similar fund types 2) Endowments: Exceed average of similar fund types 3) Debt: Maintain Aa1 rating; exceed 1.15 coverage 4) Capital: Report on Capital Queue 5) Human Resources: Meet midpoint of peers in faculty and staff salaries 	<ol style="list-style-type: none"> 1) June 2015 2) January 2015 3) January 2015 4) Quarterly 5) June 2015 	Business
2015 Calendar Year	<ol style="list-style-type: none"> 1) Short-Term Cash/Investments: Exceed average of similar fund types 2) Endowments: Exceed average of similar fund types 3) Debt: Maintain Aa1 rating; exceed 1.15 coverage 4) Capital: Report on Capital Queue 5) Human Resources: Meet midpoint of peers in faculty and staff salaries 	<ol style="list-style-type: none"> 1) June 2016 2) January 2016 3) January 2016 4) Quarterly 5) May 2016 	Business
2016 Calendar Year	<ol style="list-style-type: none"> 1) Short-Term Cash/Investments: Exceed average of similar fund types 2) Endowments: Exceed average of similar fund types 3) Debt: Maintain Aa1 rating; exceed 1.15 coverage 4) Capital: Report on Capital Queue 5) Human Resources: Meet midpoint of peers in faculty and staff salaries 	<ol style="list-style-type: none"> 1) June 2017 2) January 2017 3) January 2017 4) Quarterly 5) June 2017 	Business

In September 2014, it was stated that the short-term investment item will be considered for sun-setting after a discussion with the Business Affairs Committee.

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 2014	<ol style="list-style-type: none"> 1) Annual or other periodic review, as available, by the Board of performance on standardized examinations and surveys, including the National Survey of Student Engagement and professional licensure examinations. 2) Annual review by the Board of participation in pilot programs to measure student learning outcomes, such as the Collegiate Learning Assessment. 	August 2015	Academic
Fall 2015	<ol style="list-style-type: none"> 1) Annual or other periodic review, as available, by the Board of performance on standardized examinations and surveys, including the National Survey of Student Engagement and professional licensure examinations. 2) Annual review by the Board of participation in pilot programs to measure student learning outcomes, such as the Collegiate Learning Assessment. 	July 2016	Academic
Fall 2016	<ol style="list-style-type: none"> 1) Annual or other periodic review, as available, by the Board of performance on standardized examinations and surveys, including the National Survey of Student Engagement and professional licensure examinations. 2) Annual review by the Board of participation in pilot programs to measure student learning outcomes, such as the Collegiate Learning Assessment. 	August 2017	Academic

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 2013-14	By 2019-20, the University shall increase the number of students who have studies abroad by 50%. Using the 2011-12 academic year as a baseline, when 1,187 students participated in study abroad, the number of students studying abroad by 2019-20 will increase to 1,780..	August 2015	Academic
Academic Year 2014-15	By 2019-20, the number of students who have studies abroad will reach 1,780, an increase of 50% over the number in 2011-12.	July 2016	Academic
Academic Year 2015-16	By 2019-20, the number of students who have studies abroad will reach 1,780, an increase of 50% over the number in 2011-12.	August 2017	Academic

Metric was revised in January 2015 by the Academic Affairs committee with the consent of the incoming chair.

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 2015	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.	Oct. 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
Fall 2017	Continue progress toward doubling by 2020-21 the enrollment of international students by achieving average annual growth of slightly more than 7%.	Oct. 2017	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 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.	Oct. 2015	Academic
Academic Year 2015-16	To be determined	Nov. 2016	Academic
Academic Year 2016-17	To be determined	Oct. 2017	Academic

Annual reporting moved from July to October/November beginning in 2015.

TO: The Board of Regents
Academic Affairs

MEETING DATE: April 10, 2015

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: March 18, 2015

Strategic Framework Accountability Measure Reporting and Updating Calendar

Revised for April 10, 2015 meeting

<u>Board Meeting Date</u>	<u>Academic Affairs Committee</u>	<u>Business Affairs Committee</u>
April 10, 2015	Workforce Development [3-h-i & iii] Entrepreneurship [5-d]	Administrative/Business Efficiencies [6-c-ii] <i>(Capital Queue)</i>
June 12, 2015	Research [4-a-i] <i>(Moved from April 2015)</i>	State Funding [1-a-i] Tuition [1-a-ii] Faculty Merit Compensation [2-a-i] Administrative/Business Efficiencies [6-c-ii] <i>(Short-term Cash/Investments, Capital Queue, HR)</i> * possibly sunset short-term cash/investments after 2014 *
August 7, 2015	Study Abroad [3-d-i] Student Learning Assessment [6-g]	
October 9, 2015	Enrollment [1-b-i] Nebraska Top 25% [3-b-i] Nonresident Student Enrollment [3-c-i] International Student Enrollment [3-d-ii] Distance Education [1-g-i]	Administrative/Business Efficiencies [6-c-ii] <i>(Capital Queue)</i>
October 23, 2015	UNO campus visit with discussion of campus strategic plan and performance indicators.	
December 3, 2015	None	None
January 29, 2016	Graduation Rates [1-b-iii] Faculty Diversity [2-a-iii] Need-based Financial Aid [1-a-iii] Merit-based Scholarships [3-b-ii]	Administrative/Business Efficiencies [6-c-ii] <i>(Endowments, Debt, Capital Queue)</i>
March 2016	Campus visit with discussion of campus strategic plan and performance indicators.	

TO: The Board of Regents
Academic Affairs

MEETING DATE: April 10, 2015

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: March 18, 2015

University of Nebraska Strategic Dashboard Indicators (Updated as of January 30, 2015)

State Funding Change (1.a.i) FY2014-15		Tuition Change (1.a.ii) FY 2014-15		Enrollment Change (1.b.i) Fall 2014		Retention (1.b.i) Fall 2014		Need-Based Aid (1.a.iii) FY2013-14	
<u>Target</u>	<u>Outcome</u>	<u>Target</u>	<u>Outcome</u>	<u>Target</u>	<u>Outcome</u>	<u>Target</u>	<u>Outcome</u>	<u>Target</u>	<u>Outcome</u>
State funding cost mgmt. =<6% tuition increase	4.0%*	Funding cost mgmt. =<6% tuition increase	0.0% Resident 3.0% Nonresident	UNL= 2.0% increase UNO= 3.0% increase UNK= increase UNMC= increase	+2.3% 0.0% -2.3% +0.4%	80% retention rate	81.7%	Raise at least \$9 million in private funds	Raised \$11.8 million
Women Faculty (2.a.iii) Fall 2013		Minority Faculty (2.a.iii) Fall 2013		Top 25% Enrollment (3.b.i) Fall 2014		Nonresident Students (3.c.i) Fall 2014		Merit-Based Aid (3.b.ii) FY2013-14	
<u>Target</u>	<u>Outcome</u>	<u>Target</u>	<u>Outcome</u>	<u>Target</u>	<u>Outcome</u>	<u>Target</u>	<u>Outcome</u>	<u>Target</u>	<u>Outcome</u>
Increase over 2012	2013=35.03% 2012=35.09%	Increase over 2012	2013=18.52% 2012=17.90%	Increase to 50%	51.5%	Increase 1.5% over 2013	+5.4%	Raise at least \$9 million in private funds	Raised \$16.0 million
Study Abroad (3.d.i) AY2012-13		International Students (3.d.ii) Fall 2014		Distance Education (3.g.i) AY2013-14		Six-Year Graduation Rate (1.b.iii) AY2012-13			
<u>Target</u>	<u>Outcome</u>	<u>Target</u>	<u>Outcome</u>	<u>Target</u>	<u>Outcome</u>	<u>Campus</u>	<u>Target</u>	<u>Outcome</u>	
Double base of 1,221 students by 2019-20	0.1% decrease over prior year	Double base of 3,018 students by 2019-20	11.8% increase over prior year	Increase in-state and out-of-state distance only credit hours by 10% each	In-state =+11% Out-of-state =+10%	UNL UNO UNK UNMC	Maintain or show progress toward reaching the average six-year graduation rate of peers Not applicable	2013= -4.8% 2012= -6.9% 2013= -0.9% 2012= 3.0% 2013= 1.2% 2012= 5.2% Not Applicable	

LEGEND:



Target Met or Exceeded










Progress Toward Target



Target Not Met

University of Nebraska Strategic Dashboard Indicators (Updated as of January 30, 2015)

Federal Research Funding Growth (4.a.i) UNL and UNMC FY2012-13						Faculty Salaries (2.a.i) FY2013-14					
	<u>Campus</u>	<u>Target</u>	<u>Outcome</u>		<u>Campus</u>	<u>Target</u>	<u>Outcome</u>		<u>Campus</u>	<u>Target</u>	<u>Outcome</u>
	UNL	-0.9%	2.1%		UNMC	-1.9%	0.1%		UNL		2013= -6.2% 2012= -7.5%
									UNMC	Significant progress toward exceeding midpoint of peers	2013= -9.7% 2012= -7.9%
									UNO		**
									UNK		**

	<u>Indicator</u>	<u>Target</u>	<u>Outcome</u>
	Four-Year Graduation Guarantee (1.b.iii) AY2012-13	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 January 30, 2015)

	<u>Indicator</u>	<u>Target</u>	<u>Outcome</u>
	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 2013	<ol style="list-style-type: none"> 1. Review performance on standardized examinations and surveys, including the National Survey of Student Engagement and professional licensure examinations. 2. Report on participation in pilot programs to measure student learning outcomes, such as the Collegiate Learning Assessment. 	<p>UNK, UNL and UNO currently participate in the National Survey of Student Engagement (NSSE). Performance on professional licensure examinations is above average for all campuses.</p> <p>Campuses are taking a variety of approaches to participation in pilot programs designed to measure learning outcomes, including exploring processes for assessing general studies requirements and past participation in the administration of the College Assessment of Academic Proficiency (CAAP).</p>
	Business Process Efficiencies (6.c.ii)		
	Short Term Cash Investments September 2014	Exceed average of similar fund types.	The 2013 return on the State's Operating Investment Pool (-1.2%) underperformed when compared to the benchmark value of -0.7%.
	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: April 10, 2015

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: March 18, 2015

Alignment of the University's Strategic Goals with Board of Regents Agenda Items
April 10, 2015

- 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.**
 - Report of Spring Student Credit Hour production and enrollment
 - Business Affairs committee presentation and discussion regarding the budget
 - Approve Fund B, University Program and Facilities Fee Allocations for all campuses
 - Approve the UNK Student Housing/University Village Program Statement
 - Approve resolution to expend funds for UNO student housing and facilities improvements

- 2. The University of Nebraska will build and sustain undergraduate, graduate and professional programs of high quality with an emphasis on excellent teaching.**
 - Quarterly Personnel Report
 - Approve establishment of the following centers:
 - Interprofessional Experiential Center for Enduring Learning (iEXCEL) at UNMC
 - Nebraska Center for Substance Abuse Research at UNMC
 - Center for Real Estate and Asset Management at UNO
 - Approve the following new degrees or certificates:
 - Undergraduate certificate program for internationally educated nurses at UNMC
 - Bachelor of Science in Biomechanics at UNO
 - Executive Master of Science in Information Technology at UNO
 - Master of Arts in Critical and Creative Thinking at UNO
 - Reports of expedited approval of the following new graduate certificates:
 - Alcohol and Drug Counseling at UNK
 - Sensory Disabilities at UNL
 - Teaching English to Speakers of Other Languages at UNL
 - Intelligence and National Security at UNO
 - Approve discontinuance of the Horticulture major at NCTA
 - Approve amendment to an agreement related to the Charles W. Durham School of Architectural Engineering and Construction 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 Workforce Development Opportunities and Academic Program Alignment
 - Approve establishment of the Interprofessional Experiential Center for Enduring Learning (iEXCEL) at UNMC
 - New centers, degrees or certificates referenced above

- 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 sole source purchase of additional plant conveyors and watering/weighing stations for Nebraska Innovation Campus
- Approve establishment of the following centers:
 - Interprofessional Experiential Center for Enduring Learning (iEXCEL) at UNMC
 - Nebraska Center for Substance Abuse Research at UNMC

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

- Strategic Framework annual report on Entrepreneurship
- Approve leases of land between the Board of Regents and Nebraska Medicine and Clarkson Regional Health Services
- Approve early termination of the lease with Omaha Public Schools for land upon which the JP Lord Elementary School stands
- Approve expenditures related to the UNO Community Arena

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

- Annual report on fire safety and protection
- Approve amendments to the Audit Committee charter and to Board of Regents Policy 6.3.2
- Approve various capital construction or property acquisition related requests including:
 - Selection of four year architect/engineer firms
 - UNK Student Housing/University Village Program Statement, resolution to issue revenue bonds and the Kearney University Village Development Corporation Articles of Incorporation
 - Resolution to issue revenue bonds for UNL College of Business Administration
 - Resolution to expend funds for UNO student housing and facilities improvements
 - Five-year lease between UNL and the Scott Foundation for the College of Engineering & Technology
 - Intermediate design reports for UNL College of Law Clinics and UNO Milo Bail Student Center Renovation
 - Revised capital budget for the UNK/UNMC Health Science Education Building
 - UNK debt refinancing
- Approve exclusive concession rights agreement for UNO Community Arena
- Authorize license agreement for placemen/operations of wireless communications equipment at UNO
- Approve five-year grant of additional rights to Learfield in securing a campus-wide official bank partner program sponsorship at UNO
- Accept regularly quarterly or semi-annual reports including:
 - Six-year Capital Plan and Capital Construction
 - Status of Capital Projects Exceeding \$5 million
 - Gifts, grants and contracts
 - Bids and contracts
 - Licenses
- Accept reports of various facility namings

D. REPORTS

1. Quarterly Personnel Report Addendum IX-D-1
2. Spring Student Credit Hour and Summary Enrollment reports Addendum IX-D-2
3. Strategic Framework report: Workforce Development Opportunities and Academic Program Alignment [3-h-i & iii] Addendum IX-D-3
4. Strategic Framework report: Entrepreneurship [5-d] Addendum IX-D-4
5. Expedited Approval of the Graduate Certificate in Alcohol and Drug Counseling in the Department of Counseling and School Psychology in the College of Education at the University of Nebraska at Kearney Addendum IX-D-5
6. Expedited Approval of the Graduate Certificate in Sensory Disabilities in the Department of Special Education and Communication Disorders in the College of Education and Human Sciences at the University of Nebraska-Lincoln Addendum IX-D-6
7. Expedited Approval of the Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL) in the Department of Teaching, Learning and Teacher Education in the College of Education and Human Sciences at the University of Nebraska-Lincoln Addendum IX-D-7
8. Expedited Approval of the Graduate Certificate in Intelligence and National Security in the Department of Political Science in the College of Arts and Sciences at the University of Nebraska at Omaha Addendum IX-D-8
9. Intermediate Design Reports – UNL College of Law Clinics Addition and UNO Milo Bail Student Center Renovation Addendum IX-D-9
10. Revised Capital Budget – UNK/UNMC Health Science Education Building Addendum IX-D-10
11. Quarterly Status Report of Six-Year Capital Plan and Capital Construction Report Addendum IX-D-11
12. Status of Capital Projects exceeding \$5 million as of December 31, 2014 Addendum IX-D-12
13. Status Report on Fire Safety and Protection Addendum IX-D-13
14. Quarterly Report of Gifts, Grants & Contracts Addendum IX-D-14
15. Bids & Contracts Report Addendum IX-D-15
16. UNK Debt Refinancing Addendum IX-D-16
17. Naming the University of Nebraska at Kearney Volleyball Locker Room in the Health and Sports Complex the “Sharron Altmaier Volleyball Locker Room” Addendum IX-D-17
18. Semi-Annual Report of Licenses Addendum IX-D-18

TO: The Board of Regents
Academic Affairs

MEETING DATE: April 10, 2015

SUBJECT: Personnel Reports

RECOMMENDED ACTION: Report

PREVIOUS ACTION: On December 10, 1994, the Board of Regents amended Section 3.2 of the *Bylaws of the Board of Regents* to delegate to the President, or administrative officers designated by the President, authority to make appointments in the Academic-Administrative staff to faculty positions and to administrative positions below the rank of Dean and equivalent ranks. Executive Memorandum No. 13 subsequently delegated authority to the Chancellors to make Academic-Administrative appointments below the level of Dean. Such appointments at the rank of assistant professor or above are required by the *Bylaws of the Board of Regents* to be reported to the Board after each quarter and maintained on file as a public record in the Office of the Corporation Secretary.

EXPLANATION: A series of reports of campus personnel actions approved by each Chancellor during the 4th quarter of 2014 is attached.

PROJECT COST: None

SOURCE OF FUNDS: None

APPROVED: Susan M. Fritz
Executive Vice President and Provost

DATE: March 2, 2015

PERSONNEL REPORT
10/01/2014 - 12/31/2014
UNIVERSITY OF NEBRASKA AT KEARNEY

NEW APPOINTMENTS

<u>NAME</u>	<u>DEPARTMENT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>	<u>FTE</u>
Lamberson, Joshua	Athletics	Head Coach - Football	Special	12/15/2014		100,000 FY	1.00
Schardt, Wendy	Counseling and Health Care	Director	Special	10/13/2014		75,000 FY	1.00

PERSONNEL REPORT
10/01/2014 - 12/31/2014
UNIVERSITY OF NEBRASKA-LINCOLN

NEW APPOINTMENTS

<u>NAME</u>	<u>DEPARTMENT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>		<u>FTE</u>
Howell Smith, Michelle	The Nebraska Center for Research on Children, Youth, Families and Schools	Research Assistant Professor	Special	10/1/2014	7/31/2015	63,002	FY	1.00
Mason, Walter	Sheldon Museum of Art	Director	Special	10/15/2014		175,000	FY	1.00
Witty, David	Athletics	Senior Associate Athletic Director for Marketing, Branding and Communications	Special	11/17/2014		193,000	FY	1.00

PERSONNEL REPORT
10/01/2014 - 12/31/2014
UNIVERSITY OF NEBRASKA-LINCOLN IANR

NEW APPOINTMENTS

<u>NAME</u>	<u>DEPARTMENT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>	<u>FTE</u>
Erixson, John	Nebraska Forest Service	Assistant Forester	Special	12/1/2014		85,000 FY	1.00
Gremm, Leah	Panhandle Research and Extension Center	Assistant Extension Educator	Special	10/1/2014		47,500 FY	1.00
Reynolds, Donald	College of Agricultural Sciences and Natural Resources	Associate Dean (Includes stipend)	Special	11/1/2014		123,600 FY	0.40
	School of Veterinary Medicine and Biomedical Sciences	Director (Includes stipend)	Special	11/1/2014		82,400 FY	0.60
Zimbhoff, Andrew	Textiles, Merchandising and Fashion Design	Assistant Professor	Specific Term	10/1/2014		77,500 FY	1.00

PERSONNEL REPORT
10/01/2014 - 12/31/2014
UNIVERSITY OF NEBRASKA MEDICAL CENTER

NEW APPOINTMENTS

<u>NAME</u>	<u>DEPARTMENT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>	<u>FTE</u>
Brey, Barbara	Business and Finance	Director of Internal Audit	Special	11/17/2014		110,000	FY 1.00
Chittezhm Thomas, Vinai	Pathology and Microbiology	Assistant Professor	Special	12/1/2014		80,000	FY 1.00
Dhawan, Punita	Biochemistry and Molecular Biology	Associate Professor	Health Prof	10/1/2014	6/30/2017	90,000	FY 1.00
Diesing, Thomas	Neurological Sciences	Assistant Professor	Health Prof	11/1/2014	6/30/2017	40,000	FY 1.00
Goeller, Jessica	Anesthesiology	Assistant Professor	Health Prof	10/1/2014	6/30/2015	40,000	FY 1.00
Grandgenett, Paul	Eppley Institute	Research Assistant Professor	Special	10/1/2014	9/30/2015	52,000	FY 1.00
Green, Michael	Eppley Institute	Assistant Professor	Health Prof	10/31/2014	6/30/2017	85,000	FY 1.00
Harrington, John	Internal Medicine	Associate Professor	Health Prof	10/1/2014	6/30/2016	50,000	FY 1.00
Kakulavarapu, Venkata	Pathology and Microbiology	Assistant Professor	Special	10/1/2014		60,000	FY 1.00
McGee, Maria	Psychiatry	Assistant Professor	Special	10/1/2014		40,000	FY 1.00
Minhas, Veenu	College of Public Health-Epidemiology	Assistant Professor	Special	10/1/2014		75,000	FY 1.00
Oarhe, Christian	Pediatrics	Assistant Professor	Health Prof	10/1/2014	6/30/2015	40,000	FY 1.00
Petrosyan, Armen	Biochemistry and Molecular Biology	Assistant Professor	Special	10/1/2014		75,000	FY 1.00
Podany, Anthony	College of Pharmacy-Pharmacy Practice	Assistant Professor	Health Prof	10/1/2014	6/30/2017	100,000	FY 1.00
¹ Smith, Michael	Internal Medicine	Assistant Professor	Health Prof	8/1/2014	6/30/2015	40,000	FY 1.00

¹ Incorrectly reported as Special appointment on the 07/01/2014-09/30/2014 quarterly personnel report

PERSONNEL REPORT
10/01/2014 - 12/31/2014
UNIVERSITY OF NEBRASKA MEDICAL CENTER

NEW APPOINTMENTS

<u>NAME</u>	<u>DEPARTMENT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>		<u>FTE</u>
Singh, Amar	Biochemistry and Molecular Biology	Associate Professor	Health Prof	10/1/2014	6/30/2017	90,000	FY	1.00
Vongooru, Hareeprasad	Internal Medicine	Assistant Professor	Health Prof	11/4/2014	6/30/2016	40,000	FY1	1.00
Warren, Aileen	Business and Finance	Assistant Vice Chancellor for Human Resources	Special	12/1/2014		170,000	FY	1.00
Woods, Nicholas	Eppley Institute	Assistant Professor	Health Prof	10/1/2014	6/30/2017	80,000	FY1	1.00
Xiao, Peng	Genetics, Cell Biology and Anatomy	Assistant Professor	Special	11/1/2014		57,500	FY	1.00

PERSONNEL REPORT
10/01/2014 - 12/31/2014
UNIVERSITY OF NEBRASKA AT OMAHA

NEW APPOINTMENTS

<u>NAME</u>	<u>DEPARTMENT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>	<u>FTE</u>
Zhu, Lifeng	Biology	Visiting Associate Professor	Special	12/10/2014	12/05/15	5,000	1.00

PERSONNEL REPORT
10/01/2014 - 12/31/2014
UNIVERSITY OF NEBRASKA ADMINISTRATION

NEW APPOINTMENTS

<u>NAME</u>	<u>DEPARTMENT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>	<u>FTE</u>
² Busch, Erin	Office of the General Counsel	Associate General Counsel/Director of University Records	Special	6/23/2014		90,000 FY	0.80
Robinson, Deborah Ashley	Office of the General Counsel	Associate General Counsel/Core Compliance	Special	12/1/2014		110,000 FY	1.00

² Correction to Department and Title as reported on the 07/01/2014-09/30/2014 quarterly personnel report

**PERSONNEL REPORT
10/01/2014 - 12/31/2014
UNIVERSITY OF NEBRASKA AT KEARNEY**

ADJUSTMENTS

<u>NAME</u>	<u>DEPARTMENT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>	<u>FTE</u>
³ Fu, You	Kinesiology and Sports Sciences	Assistant Professor	Specific Term	12/1/2014		52,000 AY	1.00
		Assistant Professor	Specific Term		11/30/2014	50,500 AY	1.00

³ Increase consistent with UNK collective bargaining agreement and receipt of PhD per letter of offer

Shaded reflects new or ongoing appointment

Un-shaded reflects old appointment

PERSONNEL REPORT
10/01/2014 - 12/31/2014
UNIVERSITY OF NEBRASKA-LINCOLN

ADJUSTMENTS

<u>NAME</u>	<u>DEPARTMENT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>	<u>FTE</u>
Anderson, John	Economics	Professor	Continuous			161,562 AY	1.00
		Professor	Continuous			161,562 AY	1.00
		College Professorship/Baird Family	Special	10/1/2014	7/31/2017	15,000 AY	0.00
		College Professorship/Baird Family	Special		9/30/2014	15,000 AY	0.00
	Research Data Center	Director	Special	10/1/2014	6/30/2015	16,156 AY	0.00
		N/A	Special			0 AY	0.00
⁴ Barrera, Ricardo	College of Business Administration	Assistant Dean	Special	10/17/2014		111,694 FY	1.00
		Assistant Dean	Special		10/16/2014	104,582 FY	1.00
DeFusco, Richard	Finance	Professor	Continuous			152,832 AY	1.00
		Professor	Continuous			152,832 AY	1.00
		Director, MBA/MABA Programs (Stipend)	Special	10/1/2014	5/12/2017	7,642 AY	0.00
		N/A	Special			0 AY	0.00
Horst, Cheryl	NUtech Ventures	Assistant Director	Special	11/3/2014		104,500 FY	1.00
		Director of Licensing	Special		11/2/2014	96,672 FY	1.00

⁴ Increase due to new contract and job responsibilities

Shaded reflects new or ongoing appointment

Un-shaded reflects old appointment

PERSONNEL REPORT
10/01/2014 - 12/31/2014
UNIVERSITY OF NEBRASKA-LINCOLN

ADJUSTMENTS

<u>NAME</u>	<u>DEPARTMENT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>	<u>FTE</u>
Hoyt, Danny	College of Arts and Sciences	Associate Dean for Faculty	Special			186,760 FY	1.00
		Associate Dean for Faculty	Special			186,760 FY	1.00
	Research	Director, Social and Behavioral Sciences	Special	12/1/2014	6/30/2015	16,978 FY	0.00
		Research Initiative (Stipend)					
		N/A	Special			0 FY	0.00
	Sociology	Professor	Continuous			0 FY	0.00
Professor		Continuous			0 FY	0.00	
Lu, Wuxun	School of Biological Sciences	Senior Research Associate	Special	11/1/2014		39,998 FY	1.00
		Post Doc Research Associate	Special		10/31/2014	39,900 FY	1.00
McClurg, Lori	J. S. Raikes School of Computer Science and Management	Director of Operations and Marketing	Special	11/1/2014		89,142 FY	0.80
		Director of Operations and Marketing	Special		10/31/2014	111,427 FY	1.00
Sash, Roger	Computer and Electronics Engineering	Associate Professor	Continuous	12/1/2014		109,087 AY	1.00
		Associate Professor	Continuous		11/30/2014	54,543 AY	0.50
		N/A	Special	12/1/2014		0 AY	0.00
		Chairperson (Includes stipend)	Special		11/30/2014	65,452 AY	0.50

Shaded reflects new or ongoing appointment

Un-shaded reflects old appointment

PERSONNEL REPORT
10/01/2014 - 12/31/2014
UNIVERSITY OF NEBRASKA-LINCOLN

ADJUSTMENTS

<u>NAME</u>	<u>DEPARTMENT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>	<u>FTE</u>
⁵ Shank, Nancy	Public Policy Center	Associate Director	Special			115,015 FY	1.00
		Associate Director	Special			115,015 FY	1.00
		Acting Director (Stipend)	Special	9/1/2014		22,027 FY	0.00
		N/A				0 FY	0.00
⁵ Stohs, Brett	College of Law	Clinical Assistant Professor	Specific Term			111,039 FY	1.00
		Clinical Assistant Professor	Specific Term			111,039 FY	1.00
		Cline Williams Director of the Entrepreneurship Legal Clinic (Stipend)	Special	9/1/2014		2,000 FY	0.00
		N/A				0 FY	0.00
Warburton, Marc	Political Science	Director, National Security Education Program	Special	10/25/2014		95,838 AY	1.00
	Research	Director, Great Plains National Security Education Consortium	Special		10/24/2014	127,785 AY	1.00
Zeleny, Michael	Research	Associate Vice Chancellor	Special	12/1/2014		195,000 FY	1.00
		Assistant Vice Chancellor	Special		11/30/2014	172,744 FY	0.00

⁵ Delay in reporting by the department

Shaded reflects new or ongoing appointment

Un-shaded reflects old appointment

PERSONNEL REPORT
10/01/2014 - 12/31/2014
UNIVERSITY OF NEBRASKA-LINCOLN IANR

ADJUSTMENTS

<u>NAME</u>	<u>DEPARTMENT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>	<u>FTE</u>
Aiken, J. David	Agricultural Economics	Professor	Continuous	10/1/2014		55,605 FY	0.50
		Professor	Continuous		9/30/2014	111,210 FY	1.00
⁶ Fernando, Samodha	Animal Science	Assistant Professor	Specific Term	11/1/2014	10/31/2015	82,800 AY	1.00
		Assistant Professor	Specific Term		10/31/2014	76,933 AY	1.00
Kim, Heejeong	Biochemistry	Research Assistant Professor	Special	11/1/2014	10/31/2015	52,566 FY	1.00
		Research Assistant Professor	Special		10/31/2014	52,566 FY	1.00
Sanchez Rodriguez, Robersy	Agronomy and Horticulture Center for Plant Science Innovation	Research Assistant Professor	Special	12/1/2014	11/30/2015	65,000 FY	1.00
		Post Doc Research Associate	Other		11/30/2014	46,599 FY	1.00
⁷ Schild, James	Panhandle Research and Extension Center	Associate Director (Includes stipend)	Special	11/17/2014	10/31/2019	52,990 FY	0.50
		Interim Associate Director (Includes stipend)	Special		11/16/2014	55,055 FY	0.50
		Extension Educator	Special	11/17/2014		48,173 FY	0.50
		Extension Educator	Special		11/16/2014	45,879 FY	0.50
Watson, Andrea	Animal Science	Research Assistant Professor	Special	11/1/2014	10/31/2017	70,000 FY	1.00
		Managerial/Professional	Other		10/31/2014	32,894 FY	1.00

⁶ Merit adjustment

⁷ Extension Educator (base faculty salary) increased; net increase in overall appointment salary

Reflects new or ongoing appointment

Un-shaded reflects old appointment

PERSONNEL REPORT
10/01/2014 - 12/31/2014
UNIVERSITY OF NEBRASKA MEDICAL CENTER

ADJUSTMENTS

<u>NAME</u>	<u>DEPARTMENT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>	<u>FTE</u>	
⁸ Band, Vimla	Genetics, Cell Biology and Anatomy	Professor	Continuous			158,895	FY 0.75	
		Professor	Continuous			158,895	FY 0.75	
		Chairperson (Includes stipend)	Special	10/1/2014		111,826	FY 0.25	
		Chairperson (Includes stipend)	Special		9/30/2014	76,826	FY 0.25	
		Ardith and Ann Von Housen Chair	Special			0	FY 0.00	
		Ardith and Ann Von Housen Chair	Special			0	FY 0.00	
		N/A	N/A	10/1/2014		0	FY 0.00	
		Vice Chair for Research (Stipend)	Special		9/30/2014	20,000	FY 0.00	
		Eppley Institute	Program Director, Breast Cancer Research (Stipend)	Special	10/1/2014		5,000	FY 0.00
			Associate Director, Breast Cancer Center (Stipend)	Special		9/30/2014	20,000	FY 0.00
Brown, Darwin	School of Allied Health Professions-Physician Assistant Education	Assistant Professor	Health Prof			123,412	FY 1.00	
		Assistant Professor	Health Prof			123,412	FY 1.00	
		Associate Director (Stipend)	Special	10/1/2014		5,000	FY 0.00	
		N/A	N/A		9/30/2014	0	FY 0.00	

⁸ Restructured appointment and combined stipends

Shaded reflects new or ongoing appointment

Un-shaded reflects old appointment

PERSONNEL REPORT
10/01/2014 - 12/31/2014
UNIVERSITY OF NEBRASKA MEDICAL CENTER

ADJUSTMENTS

<u>NAME</u>	<u>DEPARTMENT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>	<u>FTE</u>
⁹ Cheng, Pi-Wan	Biochemistry and Molecular Biology	Professor	Continuous	10/1/2014		86,852	FY 0.55
		Professor	Continuous		9/30/2014	90,913	FY 0.57
George, Manju	Office of Regulatory Affairs	Director of Animal Welfare	Special	10/14/2014		77,250	FY 0.60
		Director of Animal Welfare	Special		10/13/2014	51,500	FY 0.40
Grigsby, Karen	College of Nursing	Associate Professor	Health Prof			118,318	FY 1.00
		Associate Professor	Health Prof			118,318	FY 1.00
		MSN Area Coordinator (Stipend)	Special			1,500	FY 0.00
		MSN Area Coordinator (Stipend)	Special			1,500	FY 0.00
		Interim MSN Program Director (Stipend)	Special	11/1/2014		3,000	FY 0.00
		N/A	N/A		10/31/2014	0	FY 0.00
¹⁰ Kupzyk, Sara	Munroe-Meyer Institute	Assistant Professor	Special	9/1/2014		40,816	FY 0.60
		Assistant Professor	Special		8/31/2014	34,031	FY 0.50

⁹ Remaining salary defrayed by VA Nebraska - Western Iowa Health Care System

¹⁰ Delay in reporting due to department processing change in November

Shaded reflects new or ongoing appointment

Un-shaded reflects old appointment

**PERSONNEL REPORT
10/01/2014 - 12/31/2014
UNIVERSITY OF NEBRASKA MEDICAL CENTER**

ADJUSTMENTS

<u>NAME</u>	<u>DEPARTMENT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>	<u>FTE</u>
11 Radhakrishnan, Prakash	Eppley Institute	Research Assistant Professor	Special	10/1/2014		52,000	FY 1.00
		Research Assistant Professor	Special		9/30/2014	45,274	FY 1.00
Starr, Lois	Munroe-Meyer Institute	Assistant Professor	Special			169,744	FY 1.00
		Assistant Professor	Special			169,744	FY 1.00
		Director, Genetic Medicine (Stipend)	Special	12/1/2014		8,000	FY 0.00
		N/A	N/A		11/30/2014	0	FY 0.00
	Pediatrics	Assistant Professor	Health Prof			0	FY 0.00
		Assistant Professor	Health Prof			0	FY 0.00
Young, Lufei	College of Nursing-Lincoln Division	Assistant Professor	Special	11/1/2014		79,741	FY 0.90
		Assistant Professor	Special		10/31/2014	66,451	FY 0.75

11 Equity Adjustment

Shaded reflects new or ongoing appointment
Un-shaded reflects old appointment

PERSONNEL REPORT
10/01/2014 - 12/31/2014
UNIVERSITY OF NEBRASKA AT OMAHA

<u>NAME</u>	<u>DEPARTMENT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>	<u>FTE</u>		
Adkins, Randall	Honors Program	Director, Advanced Placement Summer Institute (Stipend)	Special	10/1/2014	6/30/2015	3,600 AY	0.00		
		N/A	N/A			0 AY	0.00		
	Political Science	Chairperson (Includes Stipend)	Special			44,465 AY	0.60		
		Chairperson (Includes Stipend)	Special			44,465 AY	0.60		
		Professor	Continuous			27,244 AY	0.40		
		Professor	Continuous			27,244 AY	0.40		
		Ralph Wardle Diamond Professorship	Special			3,000 AY	0.00		
		Ralph Wardle Diamond Professorship	Special			3,000 AY	0.00		
		Benjamin-Alvarado, Jonathan	Student Affairs	Assistant Vice Chancellor for Student Affairs	Special	10/1/2014		115,000 FY	1.00
			Political Science	Professor	Continuous		9/30/2014	67,841 AY	1.00
¹² Myers, Sara	School of Health, Physical Education and Recreation	Assistant Professor	Specific			62,695 AY	1.00		
		Assistant Professor	Specific			62,695 AY	1.00		
		Coordinator (Stipend)	Special	10/1/2014		12,497 AY	0.00		
		Coordinator (Stipend)	Special		9/30/2014	11,533 AY	0.00		

¹² Increase in stipend due to grant stipulation

Shaded reflects new or ongoing appointment
Un-shaded reflects old appointment

PERSONNEL REPORT
10/01/2014 - 12/31/2014
UNIVERSITY OF NEBRASKA ADMINISTRATION

ADJUSTMENTS

<u>NAME</u>	<u>DEPARTMENT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>	<u>FTE</u>
13 Basye, Alison	General Counsel	Associate General Counsel	Special	12/1/2014		90,000	FY 0.80
		Associate General Counsel	Special		11/30/2014	86,019	FY 0.80
		Associate General Counsel	Special	10/1/2014		86,019	FY 0.80
		Associate General Counsel	Special		9/30/2014	107,524	FY 1.00
		Associate General Counsel	Special	12/1/2014		90,000	FY 0.80
		Associate General Counsel	Special		11/30/2014	86,019	FY 0.80

13 FTE decrease and internal equity adjustment in the same quarter

Shaded reflects new or ongoing appointment
Un-shaded reflects old appointment

TO: The Board of Regents
Academic Affairs

MEETING DATE: April 10, 2015

SUBJECT: Spring 2015 Enrollment Report

RECOMMENDED ACTION: Report

PREVIOUS ACTION: March 21, 2014– The Board accepted the spring 2013 enrollment report

EXPLANATION: Attached is the spring 2015 enrollment report including comparisons to spring 2014. NU-wide highlights are reported below and individual campus data can be obtained in the full report.

Total headcount enrollment of 47,951 represented an increase of 0.9% over spring 2014. Undergraduate headcount enrollment (35,497) increased by 0.9% over the previous year and graduate enrollment (9,395) by 1.3%. Professional enrollment (2,765) decreased by 0.7%.

Total nonresident enrollment increased by 6.2% from spring 2014 to spring 2015, while total resident enrollment decreased by -0.6%. Spring 2015 total nonresident enrollment was 11,041, while resident enrollment was 36,616. Increases in enrollment were reported in the areas of nonresident undergraduate (8.3%) and graduate (4.0%) enrollment. Resident undergraduate enrollment declined slightly (-0.6%).

Full-time equivalent (FTE) enrollment for the spring 2014 to spring 2015 reporting period increased by 0.8% overall, rising from 39,904 in 2014 to 40,235 in 2015. Undergraduate and graduate FTE increased by 0.9%. Professional student FTE decreased by 0.1%. Undergraduate FTE for spring 2015 was 32,172; graduate FTE, 5,481; and professional FTE 2,582. Total Semester Credit Hours (SCH) decreased at a rate similar to headcount. The total SCH change from spring 2014 to 2015 was 0.8% (or an increase from 558,581 to 563,180 SCH).

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

RECOMMENDED: Susan M. Fritz
Executive Vice President and Provost

DATE: March 23, 2015

UNIVERSITY OF NEBRASKA
SUMMARY - HEADCOUNT ENROLLMENT REPORT
SPRING SEMESTER 2015

	Administrative Site			
	Spring 2015	Spring 2014	Difference	% Change
UNIVERSITY OF NEBRASKA - LINCOLN				
Undergraduate				
Agricultural Sciences & Natural Resources	2,110	1,959	151	7.7%
Architecture	364	379	(15)	-4.0%
Arts & Sciences	4,328	4,225	103	2.4%
Business Administration	3,355	3,214	141	4.4%
Education and Human Sciences	2,865	2,823	42	1.5%
Engineering	2,801	2,541	260	10.2%
Fine & Performing Arts	612	586	26	4.4%
Journalism & Mass Communications	1,002	937	65	6.9%
General Studies	869	1,117	(248)	-22.2%
Visiting	133	159	(26)	-16.4%
First-Time Freshmen	129	124	5	4.0%
Undergraduate Subtotal	18,439	17,940	499	2.8%
Graduate	4,390	4,521	(131)	-2.9%
Professional				
Architecture	58	44	14	31.8%
Education and Human Sciences	14	18	(4)	-22.2%
Law	362	377	(15)	-4.0%
Plant Health	8	10	(2)	-20.0%
Veterinary Medicine	50	49	1	2.0%
Professional Subtotal	492	498	(6)	-1.2%
UNL TOTAL	23,321	22,959	362	1.6%
UNIVERSITY OF NEBRASKA MEDICAL CENTER				
Undergraduate				
Dentistry (Dental Hygiene)	47	48	(1)	-2.1%
Medicine (Allied Health)	108	121	(13)	-10.7%
Nursing	660	629	31	4.9%
Unclassified	20	37	(17)	-45.9%
Undergraduate Subtotal	835	835	0	0.0%
Graduate	466	437	29	6.6%
Professional				
Allied Health	364	371	(7)	-1.9%
Nursing Practitioner	20	13	7	53.8%
Nursing Practice (DNP)	23	32	(9)	-28.1%
Nursing MSN	263	263	0	0.0%
Radiology Oncology Physics	2	2	0	0.0%
Public Health	158	160	(2)	-1.3%
Pharmacy	241	228	13	5.7%
Dentistry	209	208	1	0.5%
Medicine (M.D.)	501	505	(4)	-0.8%
Medicine (Post M.D.)	492	505	(13)	-2.6%
Professional Subtotal	2,273	2,287	(14)	-0.6%
UNMC TOTAL	3,574	3,559	15	0.4%
UNIVERSITY OF NEBRASKA AT OMAHA				
Undergraduate				
Arts & Sciences	3,277	3,274	3	0.1%
Business Administration	1,867	1,826	41	2.2%
Communication, Fine Arts and Media	929	1,013	(84)	-8.3%
Education	1,345	1,451	(106)	-7.3%
Information Science & Technology	772	704	68	9.7%
CPACS	1,149	1,018	131	12.9%
Continuing Studies	1,217	1,174	43	3.7%
Non-Degree	309	273	36	13.2%
University Division	584	619	(35)	-5.7%
First-Time Freshmen	98	81	17	21.0%
Undergraduate Subtotal	11,449	11,352	97	0.9%
Graduate	2,882	2,810	72	2.6%
UNO TOTAL	14,331	14,162	169	1.2%
UNIVERSITY OF NEBRASKA AT KEARNEY				
Undergraduate				
Business & Technology	1,181	1,225	(44)	-3.6%
Education	1,134	1,245	(111)	-8.9%
Fine Arts & Humanities	572	609	(37)	-6.1%
Natural & Social Sciences	1,229	1,276	(47)	-3.7%
University College	548	543	5	0.9%
Non-Degree	110	162	(52)	-32.1%
First-Time Freshmen	28	47	(19)	-40.4%
Undergraduate Subtotal	4,774	5,060	(286)	-5.7%
Graduate	1,657	1,505	152	10.1%
UNK TOTAL	6,431	6,565	(134)	-2.0%
UNIVERSITY OF NEBRASKA UNDERGRADUATE	35,497	35,187	310	0.9%
FIRST-TIME FRESHMEN TOTAL	256	252	3	1.2%
UNIVERSITY OF NEBRASKA GRADUATE	9,395	9,273	122	1.3%
UNIVERSITY OF NEBRASKA PROFESSIONAL	2,785	2,785	(20)	-0.7%
UNIVERSITY OF NEBRASKA TOTAL	47,657	47,245	412	0.9%
Nebraska College of Technical Agriculture (NCTA)	294	266	28	10.5%
UNIVERSITY OF NEBRASKA TOTAL (with NCTA)	47,951	47,511	440	0.9%

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

**UNIVERSITY OF NEBRASKA
FULL-TIME & PART-TIME ENROLLMENT BY LEVEL
SPRING SEMESTER 2015**

	Spring 2015		Spring 2014		Percent Change	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
UNL						
Undergraduate	17,041	1,398	16,481	1,459	3.4%	-4.2%
Graduate	2,036	2,354	2,143	2,378	-5.0%	-1.0%
Professional	440	52	426	72	3.3%	-27.8%
Total	19,517	3,804	19,050	3,909	2.5%	-2.7%
	Spring 2015		Spring 2014		Percent Change	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
UNMC						
Undergraduate	679	156	703	132	-3.4%	18.2%
Graduate	375	91	357	80	5.0%	13.8%
Professional	2,050	223	2,057	230	-0.3%	-3.0%
Total	3,104	470	3,117	442	-0.4%	6.3%
	Spring 2015		Spring 2014		Percent Change	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
UNO						
Undergraduate	8,625	2,824	8,649	2,703	-0.3%	4.5%
Graduate	881	2,001	788	2,022	11.8%	-1.0%
Professional			0	0		
Total	9,506	4,825	9,437	4,725	0.7%	2.1%
	Spring 2015		Spring 2014		Percent Change	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
UNK						
Undergraduate	4,165	609	4,403	657	-5.4%	-7.3%
Graduate	232	1,425	227	1,278	2.2%	11.5%
Professional						
Total	4,397	2,034	4,630	1,935	-5.0%	5.1%
	Spring 2015		Spring 2014		Percent Change	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
University of Nebraska Total						
Undergraduate	30,510	4,987	30,236	4,951	0.9%	0.7%
Graduate	3,524	5,871	3,515	5,758	0.3%	2.0%
Professional	2,490	275	2,483	302	0.3%	-8.9%
Total	36,524	11,133	36,234	11,011	0.8%	1.1%

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

**UNIVERSITY OF NEBRASKA
SUMMARY - FULL-TIME EQUIVALENT ENROLLMENT REPORT
SPRING SEMESTER 2015**

UNL				
	Spring 2015	Spring 2014	Difference	% Change
Undergraduate	17507	16,967	540	3.2%
Graduate	2821	2,936	(115)	-3.9%
Professional	457	450	7	1.6%
Total	20,785	20,353	432	2.1%
UNMC				
	Spring 2015	Spring 2014	Difference	% Change
Undergraduate	731	747	(16)	-2.1%
Graduate	405	384	22	5.6%
Professional	2,124	2,134	(9)	-0.4%
Total	3,261	3,264	(4)	-0.1%
UNO				
	Spring 2015	Spring 2014	Difference	% Change
Undergraduate	9,566	9,550	16	0.2%
Graduate	1,548	1,462	86	5.9%
Professional				
Total	11,114	11,012	102	0.9%
UNK				
	Spring 2015	Spring 2014	Difference	% Change
Undergraduate	4368	4,622	(254)	-5.5%
Graduate	707	653	54	8.3%
Professional	0			
Total	5,075	5,275	(200)	-3.8%
University of Nebraska Total				
	Spring 2015	Spring 2014	Difference	% Change
Undergraduate	32,172	31,886	286	0.9%
Graduate	5,481	5,434	47	0.9%
Professional	2,582	2,584	(2)	-0.1%
Total	40,235	39,904	331	0.8%

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

* Does not include NCTA

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

UNIVERSITY OF NEBRASKA
HEADCOUNT ENROLLMENT BY RESIDENCY STATUS BY LEVEL
SPRING SEMESTER 2015

	Resident Enrollment (a)			Nonresident Enrollment (a)			Total		
	2015	2014	% Change	2015	2014	% Change	2015	2014	% Change
UNIVERSITY OF NEBRASKA - LINCOLN									
Undergraduate	14,135	14,151	-0.1%	4,304	3,789	13.6%	18,439	17,940	2.8%
First-Time Freshmen	23	52	-55.8%	106	72	47.2%	129	124	4.0%
Graduate	1,924	2,076	-7.3%	2,466	2,445	0.9%	4,390	4,521	-2.9%
Professional	359	362	-0.8%	133	136	-2.2%	492	498	-1.2%
UNL TOTAL	16,418	16,589	-1.0%	6,903	6,370	8.4%	23,321	22,959	1.6%
UNIVERSITY OF NEBRASKA MEDICAL CENTER									
Undergraduate	736	725	1.5%	99	110	-10.0%	835	835	0.0%
Graduate	173	158	9.5%	293	279	5.0%	466	437	6.6%
Professional	1,821	1,830	-0.5%	452	457	-1.1%	2,273	2,287	-0.6%
UNMC TOTAL	2,730	2,713	0.6%	844	846	-0.2%	3,574	3,559	0.4%
UNIVERSITY OF NEBRASKA AT OMAHA									
Undergraduate	10,124	10,169	-0.4%	1,325	1,183	12.0%	11,449	11,352	0.9%
First-Time Freshmen	45	47	-4.3%	53	34	55.9%	98	81	21.0%
Graduate	2,160	2,186	-1.2%	722	624	15.7%	2,882	2,810	2.6%
UNO TOTAL	12,284	12,355	-0.6%	2,047	1,807	13.3%	14,331	14,162	1.2%
UNIVERSITY OF NEBRASKA AT KEARNEY									
Undergraduate	4,086	4,220	-3.2%	688	840	-18.1%	4,774	5,060	-5.7%
First-Time Freshmen	20	14	42.9%	8	33	-75.8%	28	47	-40.4%
Graduate	1,098	969	13.3%	559	536	4.3%	1,657	1,505	10.1%
UNK TOTAL	5,184	5,189	-0.1%	1,247	1,376	-9.4%	6,431	6,565	-2.0%
UNIVERSITY OF NEBRASKA UNDERGRADUATE	29,081	29,265	-0.6%	6,416	5,922	8.3%	35,497	35,187	0.9%
FIRST-TIME FRESHMEN TOTAL	88	113	-22.1%	167	139	20.1%	255	252	1.2%
UNIVERSITY OF NEBRASKA GRADUATE	5,355	5,389	-0.6%	4,040	3,884	4.0%	9,395	9,273	1.3%
UNIVERSITY OF NEBRASKA PROFESSIONAL	2,180	2,192	-0.5%	585	593	-1.3%	2,765	2,785	-0.7%
UNIVERSITY OF NEBRASKA TOTAL	36,616	36,846	-0.6%	11,041	10,399	6.2%	47,657	47,245	0.9%

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

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

**UNIVERSITY OF NEBRASKA
SUMMARY OF STUDENT CREDIT HOURS**

Student credit hours are assigned to the campus which grants the credit to the student.
Spring Semester, 2015

	Spring 2015	Spring 2014	Difference	% Change
UNL	284,356	278,115	6,241	2.2%
UNMC	49,138	49,382	(244)	-0.5%
UNO	158,014	156,312	1,702	1.1%
UNK	71,672	74,772	(3,100)	-4.1%
University of Nebraska Total	563,180	558,581	4,599	0.8%

Source: UNL, UNO, UNK Office of Institutional Research; UNMC Office of Academic Records

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

UNIVERSITY OF NEBRASKA-LINCOLN
STUDENT CREDIT HOUR REPORT

Student credit hours are assigned to the campus which grants the credit to the student.
Spring Semester, 2015

COLLEGE OF STUDENT	COLLEGE OF FACULTY													Change From Spring 2014	
	CASNR	Arch.	Arts & Sciences	Business Admin.	Educ. & Human Sciences	Engineering	Fine & Perf. Arts	Graduate Studies	Journalism & Mass Comm.	Law	ROTC	Other Units	Spring 2015 Total		Spring 2014 Total
Ag. Sci. & Nat. Res.	17,856	54	7,805	2,208	813	18	712		118		9	91	29,684	27,931	1,753
Architecture	52	4,724	738	63	63	30	155		3		2	27	5,857	5,603	254
Arts & Sciences	3,728	75	45,401	2,002	3,306	51	2,065		321		105	1,118	58,172	56,649	1,523
Business Administration	1,193	56	11,222	28,759	1,531	27	1,686		969		50	515	46,008	43,714	2,294
Education and Human Sciences	3,091	64	12,180	1,143	20,859	6	1,038		276		31	289	38,977	38,742	235
Engineering	2,798	245	12,043	993	260	16,237	504		381		67	324	33,852	30,409	3,443
Fine & Performing Arts	95	47	1,549	112	230	9	5,991		174		6	98	8,311	7,996	315
Journalism & Mass Communications	484	6	5,996	466	505	6	796		5,415		9	184	13,867	12,880	987
Undecided Undergraduate	584	113	7,391	794	1,051	318	846		150		8	27	11,282	14,308	(3,026)
Visiting	70		289	27	91	14	6				5		502	581	(79)
Law			50	30	3					5,043			5,126	5,288	(162)
Graduate College	4,768	265	8,437	2,500	8,156	3,152	1,493		180	35			28,986	29,967	(981)
Dentistry															
CPACIS - UNO	125		1,884	123	228		167		9		57	13	2,606	2,618	(12)
Nursing - UNMC															
Dental Graduates	3		7		3										
Undergraduate - UNO	474	37											13	50	(37)
Graduate - UNO							549						1,060	1,324	(264)
TOTAL Spring 2015	35,321	5,686	114,992	39,220	37,099	20,470	15,459	0	7,996	5,078	349	2,686	284,356		
TOTAL Spring 2014	34,485	4,998	114,641	36,851	37,356	19,261	14,737	0	7,518	5,201	363	2,704		278,115	
CHANGE FROM Spring 2014	836	688	351	2,369	(257)	1,209	722	0	478	(123)	(14)	(18)			
% CHANGE	2.4%	13.8%	0.3%	6.4%	-0.7%	6.3%	4.9%	0	6.4%	-2.4%	-3.9%	-0.7%			6.241
															2.2%

Source: UNL Office of Institutional Research

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

Student credit hours are assigned to the campus which grants the credit to the student.
Spring Semester, 2015

COLLEGE OF FACULTY												
COLLEGE OF STUDENT	Arts & Sciences	Business Admin	Comm., Fine Arts and Media	CPACS	Education	ISTE	University Division	ROTC	Other Units (a)	Spring 2015 Total	Spring 2014 Total	Change From Spring 2014
Arts and Sciences	32,607	969	2,854	1,544	1,586	376	21	13	90	40,060	39,941	119
Business Administration	5,622	13,112	2,049	294	629	124	3	6	9	21,848	21,360	488
Communication, Fine Arts and Media	2,902	147	7,618	215	551	103	4	2	6	11,548	12,348	(800)
Education	4,723	123	1,308	472	10,119	31	3	15	9	16,803	18,019	(1,216)
Information Science & Technology	2,788	339	503	225	80	5,276	1	3	9	9,224	8,434	790
Non-Degree	1,195	195	217	78	85	134		4		1,908	1,810	98
CPACS	3,520	201	559	5,058	249	67	6	33	6	9,699	10,761	(1,062)
Division of Continuing Studies	6,588	540	1,214	1,842	1,255	403	3	21		11,866	11,655	211
University Division	4,783	294	1,149	592	340	138	21	3		7,320	7,712	(392)
Graduate College	3,020	2,457	836	3,612	4,988	2,592				17,505	16,458	1,047
Agriculture - UNL	110	9	18	6	4					147	128	19
Architecture - UNL	70	3	19			3				95	154	(59)
Engineering - UNL	3,937	351	598	81	52	356	1	5	6	5,387	4,883	504
Education and Human Sciences - UNL	6				1					7	39	(32)
Undergraduate - UNL CPACS				4,597						4,597	2,610	1,987
TOTAL Spring 2015	71,871	18,740	18,942	18,616	19,939	9,603	63	105	135	158,014		
TOTAL Spring 2014	71,568	18,719	19,535	17,597	20,407	8,304	35	93	54		156,312	
CHANGE FROM Spring 2014	303	21	(593)	1,019	(468)	1,299	28	12	81			1,702
% CHANGE	0.4%	0.1%	-3.0%	5.8%	-2.3%	15.6%	80.0%	12.9%	150.0%			1.1%

Source: UNO Institutional Research

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

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

Student credit hours are assigned to the campus which grants the credit to the student.
Spring Semester, 2015

COLLEGE OF STUDENT	COLLEGE OF FACULTY							Change From Spring 2014
	Business & Tech	Education	Fine Arts & Humanities	Natural & Social Sciences	Spring 2015 Total	Spring 2014 Total		
Business & Technology	10,473	417	1,750	3,257	15,897	16,403	(506)	
Education	924	8,669	2,262	3,786	15,641	17,334	(1,693)	
Fine Arts & Humanities	417	732	5,064	1,622	7,835	8,222	(387)	
Natural & Social Sciences	1,300	1,066	2,415	11,493	16,274	16,884	(610)	
University College	973	537	1,576	3,562	6,648	6,110	538	
Non-degree	141	71	397	253	862	1,725	(863)	
Graduate	288	5,329	687	2,211	8,515	8,094	421	
TOTAL Spring 2015	14,516	16,821	14,151	26,184	71,672			
TOTAL Spring 2014	14,947	17,105	15,301	27,419		74,772		
CHANGE FROM Spring 2014	(431)	(284)	(1,150)	(1,235)			(3,100)	
% CHANGE	-2.9%	-1.7%	-7.5%	-4.5%			-4.1%	

Source: UNK Institutional Research

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

Student credit hours are assigned to the campus which grants the credit to the student.
Spring Semester, 2015

COLLEGE OF FACULTY									
COLLEGE OF STUDENT	Medicine	Nursing	Pharmacy	Dentistry	Public Health	Spring 2015 Total	Spring 2014 Total	Change From Spring 2014	
Allied Health	6,651	246				6,897	7,139	(242)	
Nursing - Omaha		3,093				3,093	2,976	117	
Nursing - Lincoln		2,240				2,240	2,248	(8)	
Nursing - Kearney		1,385				1,385	1,300	85	
Nursing - Western		1,041				1,041	1,185	(144)	
Nursing - Norfolk		1,296				1,296	1,345	(49)	
Nursing - MSN		1,518			6	1,524	1,613	(89)	
Nurse Practitioners		116				116	68	48	
Nursing - Doctorate		92			15	107	118	(11)	
Dentistry				3,925		3,925	3,909	16	
Dental Hygiene				729		729	744	(15)	
Dental Certification Program				480		480	464	16	
Medicine (M.D.)	10,137					10,137	10,245	(108)	
Post M.D.	7,936					7,936	8,136	(200)	
Medical Family Therapy	15					15	3	12	
Radiology Oncology Physics	22					22	22	0	
Pharmacy	547		3,283		6	3,836	3,547	289	
Pharmacy Certification Program			144			144	144	0	
Public Health - MPH					931	931	916	15	
Certificate PH					197	197	136	61	
Unclassified Undergraduate	64					64	125	(61)	
Graduate	1,791	114	383	93	642	3,023	2,999	24	
TOTAL Spring 2015	27,163	11,141	3,810	5,227	1,797	49,138			
TOTAL Spring 2014	28,155	11,213	3,215	5,190	1,609		49,382		
CHANGE FROM Spring 2014	(992)	(72)	595	37	188			(244)	
% CHANGE	-3.5%	-0.6%	18.5%	0.7%	11.7%			-0.5%	

Source: UNMC Office of Institutional Research

TO: The Board of Regents
Academic Affairs

MEETING DATE: April 10, 2015

SUBJECT: Strategic Framework report on Workforce Opportunities and Academic Program Alignment

RECOMMENDED ACTION: Report

PREVIOUS ACTION: March 21, 2014 – An updated Workforce Opportunities and Academic Program Alignment report was provided to the Board of Regents

EXPLANATION: In 2005, the University of Nebraska analyzed 16 studies of workforce needs in the State of Nebraska and compiled a list of the six major categories for development. They are Business Marketing and Management; Communication and Information Systems; Environmental and Agricultural Systems; Health Sciences; Human Sciences; and Industrial, Manufacturing and Engineering Systems. Within each of these six broad employment categories, the NU campuses provide numerous instructional programs to prepare the Nebraska workforce. In November 2006, the outcome of this research was presented to the Board of Regents and we began indexing all existing academic programs that directly addressed jobs in these six areas. In subsequent years, NU has updated the indexed list by adding new instructional programs to meet workforce needs.

This report lists the six major areas and provides a list of NU degree and certificate programs currently in place or under development.

New programs that have been added this year are highlighted in purple and new programs under development are highlighted in yellow.

APPROVED: Susan M. Fritz
Executive Vice President and Provost

DATE: March 18, 2015

Accountability Measure:

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

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

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

In 2005, the University of Nebraska analyzed 16 studies of workforce needs in the State of Nebraska and compiled a list of the six major categories for development. They are Business Marketing and Management; Communication and Information Systems; Environmental and Agricultural Systems; Health Sciences; Human Sciences; and Industrial, Manufacturing and Engineering Systems. Within each of these six broad employment categories, the NU campuses provide numerous instructional programs to prepare the Nebraska workforce. In November 2006, the outcome of this research was presented to the Board of Regents and we began indexing all existing academic programs that directly addressed jobs in these six areas. In subsequent years, NU has updated the progress by adding new instructional programs to meet workforce needs.

This report lists the six major areas and provides a list of NU degree or certificate programs currently in place or in development.

New programs that have been added this year are highlighted in purple and new programs in development are highlighted in yellow.

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Business Marketing and Management			
Administration, Finance, Sales			
UNK	Business Administration (BS/MBA) Chemistry, Business/Sales Emphasis (BS)		Business Intelligence (Undergraduate Certificate) Professional Selling (Undergraduate Certificate)
UNL	Accountancy (MPA) Agribusiness (BS/MBA) Agricultural Economics (MS/PhD) Business (MA with Global Leadership emphasis) Business Administration (BS/MA/MBA) Business Administration (MBA with Executive Leadership specialization) Business Administration with a Major in Supply Chain Management (BS) Business Analytics (Graduate Certificate) Economics (BA/BS/MA/PhD) Finance (BS/MA) Management (BS) Marketing (BS)		NCTA - Computer Applications (Undergraduate Certificate)
UNO	Accounting (BSBA/MAcc) Business Administration-Executive (MBE) Business Administration (MBA) Economics (BSBA/BGS/MA/MS) Management (BSBA) Marketing (BSBA) Real Estate and Land Use Economics-Real Estate Certification (BSBA/MS)	Center for Collaboration Science Center for Urban Sustainability	Center for Real Estate and Asset Management

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Business Marketing and Management			
Business Services			
UNK	Business Administration (BS)		
UNL	Accounting (BS) Actuarial Science (BA/BS/MA/PhD) Agribusiness (BS/MBA) Agricultural Economics (BS/MS/PhD) Applied Science (BS/MAS) Business Administration with a Major in Supply Chain Management (BS) Business Analytics (Graduate Certificate) Hospitality, Restaurant, and Tourism Management (BA) Management (BS) Management Information Systems (MA) Marketing (BS) Psychology (PhD) (with UNO) Supply Chain Management Systems (Graduate Certificate) Textiles, Merchandising, and Fashion Design (BS/MA/MS)		NCTA - Computer Applications (Undergraduate Certificate)
UNO	Accounting (BSBA/MAcc) Business Administration (BSBA/MS/MBA) Business Administration, Supply Chain Management concentration (BSBA) Data Analytics (Graduate Certificate) Economics (BSBA) Human Resources, Training, and Development (Graduate Certificate) Industrial and Organizational Psychology (MS) Management (BSBA) Marketing (BSBA) Mathematics, Data Science concentration (MS) Psychology - Industrial and Organizational Psychology (MA) Psychology (PhD) (with UNL) Real Estate and Land Use Economics-Real Estate Certification (BSBA)	Center for Economic Education Center for Urban Sustainability Nebraska Business Development Center	Data Science and Analytics (MS) Center for Real Estate and Asset Management

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Business Marketing and Management			
Entrepreneurship			
UNK	Business Administration (BS) Chemistry, Business/Sales Emphasis (BS) Exercise Science Management (BS) Journalism Advertising (BA/BS) Journalism Public Relations (BA/BS) Multimedia (BA/BS) Organizational Communication (BS) Recreation, Park and Tourism Management (Travel and Tourism option) (BS) Sports Administration (BS) Visual Communication and Design (BFA)		Professional Selling (Undergraduate Certificate)
UNL	Applied Science (BS/MAS) Business Administration (MBA) Business Analytics (Graduate Certificate) Hospitality, Restaurant, and Tourism Management (BA) Human Sciences (with a specialization in Textiles, Merchandising, and Fashion Design and an option in Merchandising) (PhD) Integrated Science (BS) Management (BS) Textiles, Merchandising, and Fashion Design (BS/MA/MS)		
UNO	Innovation & Entrepreneurship (BSBA)	Center for Innovation, Entrepreneurship and Franchising Center for Urban Sustainability	Data Science and Analytics (MS)

Business Marketing and Management			
Financial Services			
UNK	Applied Computer Science (BS) Business Administration (BS) Computer Information Systems Comprehensive (BS)		
UNL	Accounting (BS/MPA) Agribusiness (BS/MBA) Agricultural Economics (MS/PhD) Economics (BA/BS/MA/PhD) Family and Consumer Sciences (with Family Financial Planning option) (MS) Finance (BS) Financial and Housing Counseling (Graduate Certificate)		NCTA - Computer Applications (Undergraduate Certificate)
UNO	Accounting (BSBA/MAcc) Economics (MA/MS) Finance (BSBA) Investment Science Portfolio Management (BSBA) Management Information Systems (BGS/BSIS/MS)		

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Business Marketing and Management			
Public Service and Administration			
UNK	Applied Computer Science (BS) Aviation Systems Management (BS) Computer Information Systems (BS) Political Science (BA/BS) Public Administration (BS) Social Science Comprehensive (BA) Social Work (BS)		
UNL	Civic Engagement (Undergraduate Certificate) Communication Studies (BA/BS/PhD) Community and Regional Planning (Master) Computer Science (BS/MS/PhD) Environmental Studies (BS at UNL) and Public Health (MPH at UNMC) with a concentration in Environmental and Occupational Health (Collaborative Undergraduate and Professional Degree) Financial and Housing Counseling (Graduate Certificate) Human Sciences (Leadership Studies specialization) (PhD) Human Sciences (PhD/EdD) Juris Doctorate (at UNL) and Public Health (MPA at UNMC) (Dual Degree Program) Leadership Education (MS) Political Science (BA/BS/MA/PhD) Psychology (BA/BS/MA/PhD) Public Policy (Undergraduate Certificate) Sociology (BA/BS/MA/PhD)		
UNMC	Biostatistics (PhD) Business Administration (MBA at UNO) and Public Health (MPH at UNMC) (Dual Degree Program) Community Oriented Primary Care (Professional Certificate) Emergency Preparedness (MS) Emergency Preparedness (Professional Certificate) Environmental Studies (BS at UNL) and Public Health (MPH at UNMC) with a concentration in Environmental and Occupational Health (Collaborative Undergraduate and Professional Degree) Epidemiology (PhD) Health Promotion and Disease Prevention Research (PhD) Health Services Research, Administration and Policy (PhD) Infectious Disease Epidemiology (Professional Certificate) Juris Doctorate (at UNL) and Public Health (MPA at UNMC) (Dual Degree Program) Maternal and Child Health (Professional Certificate) Public Health (MPH/Professional Certificate)	Center for Health Policy Center for Reducing Health Disparities	

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Business Marketing and Management			
Public Service and Administration (continued)			
UNO	Aviation (BGS/BS) Business Administration (MBA at UNO) and Public Health (MPH at UNMC) (Dual Degree Program) Business for Bioscientists (Graduate Certificate) Economics (BSBA/MA/MS) Emergency Management (BS) General Administration, General Studies concentration (BGS) Nonprofit Administration, General Studies concentration (BGS) Political Science (BA/BS/MA/MS) Public Administration (MPA/PhD) Public Health (BS) Public Management (Graduate Certificate) Sociology (BS)	Center for Public Affairs Research Certified Public Manager Nebraska Municipal Clerk Institute and Academy	

Communication and Information Systems			
Arts, AV Technology, and Communication			
UNK	Applied Computer Science (BS) Computer Information Systems Comprehensive (BS) Computer Science Comprehensive (BS) Geography Spatial/GIS Option (BS) Multimedia (BA/BS) Visual Communications and Design (BFA)		Business Intelligence (Undergraduate Certificate) Software Quality Assurance (Undergraduate Certificate)
UNL	Agricultural & Environmental Sciences Communication (BS) Art History (MA) Communication Studies (BA/BS/MA/PhD) Computer Science (BA/BS/MA/PhD) Film Studies (BA/BS) Integrated Science (BS) Quilt Studies (Graduate Certificate) Teaching of Writing (Graduate Certificate)		NCTA - Computer Applications (Undergraduate Certificate)
UNO	Art, General Studies concentration (BGS) Art History (BAAH) Communication (BGS/MA) Communication Studies (BAC/BSC) Computer Science (MS) Journalism and Media Communication (BAC/BSC) Studio Art (BASA/BFA) Technical Communication (Graduate Certificate)		Critical and Creative Thinking (MA)

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Communication and Information Systems			
Information Services			
UNK	Business Administration, Emphasis Management Information Systems (BS) Computer Information Systems Comprehensive (BS) Computer Science Comprehensive (BS) Geography Spatial/GIS Option (BS) Telecommunications Management (BS)		Business Intelligence (Undergraduate Certificate) Software Quality Assurance (Undergraduate Certificate)
UNL	Agricultural and Biological Systems Engineering (MS) Agricultural Engineering (BS) Biological Engineering (PhD) Biological Systems Engineering (BS) Computer Engineering (BS) Computer Science (BS/MS/PhD) Computer Science and Management (J.D. Edwards Honors Program) Electronics Engineering (BS) Engineering Management (MEM) Integrated Science (BS) Management (BS) Management Information Systems (MA) Mechanized Systems Management (BS/MS) Natural Resource Sciences (MS/PhD) Statistics (MS/PhD)		NCTA - Computer Applications (Undergraduate Certificate)
UNO	Communication Studies (BA/BS) Computer Science (BS/BGS/MS) Computer Science-Artificial Intelligence (Graduate Certificate) Computer Science-Communications Network (Graduate Certificate) Computer Science-Software Engineering (Graduate Certificate) Computer Science-Systems and Architecture (Graduate Certificate) Data Analytics (Graduate Certificate) Data Management (Undergraduate Certificate) Information Assurance (BS/MS) Information Technology Administration (Undergraduate Certificate) International Studies (BA) IT Innovation (BS) Library Media (BSED) Library Science, General Studies concentration (BGS) Management Information Systems (BGS/BS) MIS-Information Assurance (Graduate Certificate) MIS-Project Management (Graduate Certificate) MIS-Systems Analysis and Design (Graduate Certificate) Systems Development (Undergraduate Certificate)	Center for Urban Sustainability Geographic Information Systems Nebraska University Center for Information Assurance	Critical and Creative Thinking (MA) Data Science and Analytics (MS) Information Technology (Executive MS)

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Communication and Information Systems			
Information Technology			
UNK	Applied Computer Science (BS) Computer Information Systems (BS) Computer Science Comprehensive (BS) Geography Spatial/GIS Option (BS)		Software Quality Assurance (Undergraduate Certificate)
UNL	Agricultural and Biological Systems Engineering (MS) Agricultural and Environmental Sciences Communication (BS) Agricultural Engineering (BS) Agronomy (MS/PhD) Animal Science (MS/PhD) Applied Science (BS/MAS) Biochemistry (BS/MS/PhD) Biological Engineering (PhD) Biological Systems Engineering (BS) Computer Engineering (BS/MS) Computer Science (BA/BS/MA/PhD) Computer Science and Management (J.D. Edwards Honors Program) Food Science and Technology (MS/PhD) Integrated Science (BS) Mechanized Systems Management (BS/MS) Natural Resource Sciences (MS/PhD) Telecommunications Engineering (MS)		Computer Engineering (PhD) NCTA - Computer Applications (Undergraduate Certificate)
UNMC	Biomedical Informatics (with UNO) (MS/PhD) Pathology/Microbiology (Bioinformatics track) (MS/ PhD)	Consumer Health Information Programs for Nebraskans Nebraska Advanced Biomedical Technology Innovation and Discovery Institute (with UNO) Robotics Initiatives Simulation Center	Interprofessional Experiential Center for Enduring Learning (with UNO, UNL, UNK, and Nebraska Medicine)
UNO	Bioinformatics (BS) Biomedical Informatics (MS/PhD) (with UNMC) Computer Science (BS/BGS/MS) Information Assurance (MS) Information Technology (BGS/MS/PhD) Information Technology Administration (Undergraduate Certificate) Management Information Systems (BGS/BS/MS)	Center for Research in Human Movement Variability Nebraska Advanced Biomedical Technology Innovation and Discovery Institute (with UNO)	Biomechanics (BS) Information Technology (Executive MS)

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Communication and Information Systems			
Software			
UNK	Applied Computer Science (BS) Computer Information Systems Comprehensive (BS) Computer Science Comprehensive (BS) Geography Spatial/GIS Option (BS)		Software Quality Assurance (Undergraduate Certificate)
UNL	Agricultural and Biological Systems Engineering (MS) Agricultural Engineering (BS) Biological Engineering (PhD) Biological Systems Engineering (BS) Communication Studies (BA/BS/PhD) Computer Engineering (BS/MS) Computer Science (BA/BS/MA/PhD) Management (Management Information Systems) (BS) Mechanized Systems Management (BS/MS) Statistics (MS/PhD)		Computer Engineering (PhD) NCTA - Computer Applications (Undergraduate Certificate)
UNO	Computer Science (BS/BGS/MS) Management Information Systems (BGS/BS/MS)		Information Technology (Executive MS)

Communication and Information Systems			
Transportation, Distribution, Warehousing, and Logistics			
UNK	Aviation Systems Management (BS) Business Administration, Supply Chain Management Emphasis (BS) Geography Spatial/GIS Option (BS) Industrial Distribution (BS)		Industrial Distribution (MS) Supply Chain Management (Undergraduate Certificate)
UNL	Agricultural and Biological Systems Engineering (MS) Agricultural Engineering (BS) Biological Engineering (PhD) Biological Systems Engineering (BS) Engineering Management (MEM) Manufacturing Engineering (MS) Mechanized Systems Management (BS/MS) Supply Chain Management Systems (Graduate Certificate)		
UNO	Aviation (BS/BGS) Public Administration (MPA)		

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Environmental and Agricultural Systems			
Animal Systems			
UNL	Agricultural and Biological Systems Engineering (MS) Agricultural and Environmental Sciences Communication (BS) Agricultural Engineering (BS) Animal Science (BS/MS/PhD) Applied Science (BS/MAS) Biochemistry (BS/MS/PhD) Biological Engineering (PhD) Biological Sciences (BS/MS/PhD) Biological Systems Engineering (BS) Environmental Restoration Science (BS) Fisheries and Wildlife (BS) Food Safety and Defense (Graduate Certificate) Food Science and Technology (MS/PhD) Food Technology for Companion Animals (BS) Grassland Ecology and Management (BS) Grassland Management (Graduate Certificate) Grazing Livestock Systems (BS) Integrated Science (BS) Integrative Biomedical Sciences (PhD) Mechanized System Management (BS/MS) Microbiology (BS) Natural Resource Sciences (MS/PhD) Natural Resources and Environmental Economics (BS) NCTA - Equine Training Management (Undergraduate Certificate) Nebraska Beef Industry Scholars (Undergraduate Certificate) Veterinary Medicine (DVM cooperative program with Iowa State University) Veterinary Science (BS) Veterinary Technology (BS) Water Science (BS)		NCTA - Animal Care (Undergraduate Certificate) NCTA - Feedlot Operations (Undergraduate Certificate) NCTA - Laboratory Animal Care (Undergraduate Certificate)

Environmental and Agricultural Systems			
Agriculture, Food, Natural Resources			
UNK	Biology (MS) Biology, Wildlife Emphasis (BS) Chemistry Comprehensive, Environmental/Ag (BS) Geography Spatial/GIS Option (BS) Geography, Environmental Emphasis (BS)		

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Environmental and Agricultural Systems			
Agriculture, Food, Natural Resources (continued)			
UNL	Agricultural and Biological Systems Engineering (MS) Agricultural and Environmental Sciences Communication (BS) Agricultural Engineering (BS) Agronomy (BS/MS/PhD) Animal Science (BS/MS/PhD) Applied Climate Science (BS) Applied Science (BS/MAS) Biochemistry (BS/MS/PhD) Biological Engineering (PhD) Biological Sciences (BS/MS/PhD) Biological Systems Engineering (BS) Entomology (MS/PhD) Environmental Restoration Science (BS) Environmental Studies (BA/BS) Environmental Studies (BS at UNL) and Public Health (MPH at UNMC) with a concentration in Environmental and Occupational Health (Collaborative Undergraduate and Professional Degree) Fisheries and Wildlife (BS) Food Safety and Defense (Graduate Certificate) Food Science (BS/MS/PhD) Food Technology for Companion Animals (BS) Grassland Ecology and Management (BS) Grassland Management (Graduate Certificate) Grazing Livestock Systems (BS) Horticulture (BS/MS) Insect Science (BS) Integrated Science (BS) Mechanized Systems Management (BS/MS) Meteorology and Climatology (BS) Microbiology (BS) Natural Resource Sciences (MS/PhD) Natural Resources and Environmental Economics (BS) Nebraska Beef Industry Scholars (Undergraduate Certificate) Plant Biology (BS) Plant Health (Doctor) Toxicology (PhD) (Joint with UNMC) Turfgrass and Landscape Management (BS) Veterinary Medicine (DVM cooperative program with Iowa State University) Veterinary Science (BS) Veterinary Technology (BS) Water Science (BS)		
UNMC	Environmental Studies (BS at UNL) and Public Health (MPH at UNMC) with a concentration in Environmental and Occupational Health (Collaborative Undergraduate and Professional Degree) Toxicology (PhD) (Joint with UNMC)	Center for Environmental Toxicology Center for Human Nutrition	

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Environmental and Agricultural Systems			
Agriculture, Food, Natural Resources (continued)			
UNO			
	Biology (BA/BS/BGS) Environmental Studies, General Studies concentration (BGS) Sustainability, General Studies concentration (BGS)		

Environmental and Agricultural Systems			
Agribusiness			
UNK			
	Agribusiness (BS) Biology (BS) Chemistry, Environmental/Ag Emphasis (BS) Geography, Environmental Emphasis (BS) Geography, Spatial/GIS Emphasis (BS)		
UNL			
	Advanced Horticulture (Graduate Certificate) Agribusiness (BS/MS/MBA) Agricultural Economics (BS/MS/PhD) Agricultural Education (BS) Agricultural Engineering (BS) Agronomy (BS/MS) Agronomy and Horticulture (PhD) Animal Science (BS/MS/PhD) Applied Climate Science (BS) Applied Science (BS/MAS) Biochemistry (BS/MS/PhD) Biological Engineering (PhD) Biological Systems Engineering (BS/MS) Entomology (MS/PhD) Environmental Restoration Science (BS) Environmental Studies (BA/BS) Environmental Studies (BS at UNL) and Public Health (MPH at UNMC) with a concentration in Environmental and Occupational Health (Collaborative Undergraduate and Professional Degree) Fisheries and Wildlife (BS) Floriculture and Nursery Production (Graduate Certificate) Food Safety and Defense (Graduate Certificate) Food Science (MS/PhD) Food Science and Technology (BS) Food Technology for Companion Animals (BS) Grassland Ecology and Management (BS) Grassland Management (Graduate Certificate) Grazing Livestock Systems (BS) Horticulture (MS) Hospitality, Restaurant, and Tourism Management (BA) Human Sciences (PhD/ED) Human Sciences (Leadership Studies specialization) (PhD) Insect Science (BS) Integrated Science (BS)		NCTA - Computer Applications (Undergraduate Certificate) NCTA - Feedlot Operations (Undergraduate Certificate) NCTA - Laboratory Animal Care (Undergraduate Certificate) NCTA - Welding (Undergraduate Certificate)

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Environmental and Agricultural Systems			
Agribusiness (continued)			
	UNL (continued)		
	Integrative Biomedical Sciences (PhD) Landscape Architecture (BS) Leadership (Undergraduate Certificate) Leadership Education (MS) Legal Studies (Undergraduate Certificate) Marketing (BS) Mechanized Systems Management (BS/MS) Natural Resource Sciences (MS/PhD) Natural Resources and Environmental Economics (BS) NCTA - Equine Training Management (Undergraduate Certificate) NCTA - Irrigation Technology (Undergraduate Certificate) Nebraska Beef Industry Scholars (Undergraduate Certificate) Ornaments, Landscape and Turf (Graduate Certificate) PGA Golf Management (BS) Plant Biology (BA/BS) Veterinary Science (BS) Veterinary Technology (BS) Water Science (BS)		

Environmental and Agricultural Systems			
Environmental Service Systems			
	UNL		
	Agricultural and Biological Systems Engineering (MS) Agricultural and Environmental Sciences Communication (BS) Agricultural Economics (MS/PhD) Agricultural Engineering (BS) Agronomy (BS/MS) Agronomy and Horticulture (PhD) Animal Science (MS) Applied Climate Science (BS) Applied Science (BS/MAS) Advanced Horticulture (Graduate Certificate) Biological Engineering (PhD) Biological Sciences (BS/MS/PhD) Biological Systems Engineering (BS) Entomology (MS/PhD) Environmental Restoration Science (BS) Environmental Studies (BA/BS) Environmental Studies (BS at UNL) and Public Health (MPH at UNMC) with a concentration in Environmental and Occupational Health (Collaborative Undergraduate and Professional Degree) Fisheries and Wildlife (BS) Floriculture and Nursery Production (Graduate Certificate) Grassland Ecology and Management (BS) Grassland Management (Graduate Certificate) Grazing Livestock Systems (BS)		NCTA - Feedlot Operations (Undergraduate Certificate) NCTA - Laboratory Animal Care (Undergraduate Certificate) NCTA - Welding (Undergraduate Certificate)

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Environmental and Agricultural Systems			
Environmental Service Systems (continued)			
	UNL (continued)		
	Horticulture (MS)		
	Insect Science (BS)		
	Integrated Science (BS)		
	Landscape Architecture (BS)		
	Mechanized Systems Management (BS/MS)		
	Natural Resource Sciences (MS/PhD)		
	Natural Resources and Environmental Economics (BS)		
	NCTA - Equine Training Management (Undergraduate Certificate)		
	NCTA - Irrigation Technology (Undergraduate Certificate)		
	Ornamentals, Landscape and Turf (Graduate Certificate)		
	Plant Health (Doctor)		
	Water Science (BS)		

Environmental and Agricultural Systems			
Food Production and Processing Systems			
	UNL		
	Agricultural and Biological Systems Engineering (MS)		
	Agricultural Engineering (BS)		
	Agronomy (BS/MS/PhD)		
	Animal Science (BS/MS/PhD)		
	Applied Climate Science (BS)		
	Applied Science (BS/MAS)		
	Biochemistry (BS/MS/PhD)		
	Biological Engineering (PhD)		
	Biological Systems Engineering (BS)		
	Food Science (MS/PhD)		
	Food Science and Technology (BS)		
	Food Technology for Companion Animals (BS)		
	Integrated Science (BS)		
	Mechanized Systems Management (BS/MS)		
	Microbiology (BS)		
	Nebraska Beef Industry Scholars (Undergraduate Certificate)		

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Environmental and Agricultural Systems			
Natural Resources Systems			
UNL	Advanced Horticulture (Graduate Certificate) Agricultural and Environmental Sciences Communication (BS) Agricultural Economics (MS/PhD) Agronomy (BS/MS) Agronomy and Horticulture (PhD) Animal Science (BS/MS/PhD) Applied Climate Science (BS) Applied Science (BS/MAS) Biological Engineering (PhD) Biological Sciences (BS/MS/PhD) Entomology (MS/PhD) Environmental Restoration Science (BS) Environmental Studies (BA/BS) Environmental Studies (BS at UNL) and Public Health (MPH at UNMC) with a concentration in Environmental and Occupational Health (Collaborative Undergraduate and Professional Degree) Fisheries and Wildlife (BS) Floriculture and Nursery Production (Graduate Certificate) Grassland Ecology and Management (BS) Grassland Management (Graduate Certificate) Grazing Livestock Systems (BS) Horticulture (MS) Insect Science (BS) Integrated Science (BS) Meteorology and Climatology (BS) Natural Resource Sciences (MS/PhD) Natural Resources and Environmental Economics (BS) NCTA - Equine Training Management (Undergraduate Certificate) NCTA - Irrigation Technology (Undergraduate Certificate) Ornamentals, Landscape and Turf (Graduate Certificate) Turfgrass and Landscape Management (BS) Water Science (BS)		NCTA - Feedlot Operations (Undergraduate Certificate) NCTA - Laboratory Animal Care (Undergraduate Certificate) NCTA - Welding (Undergraduate Certificate)

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Environmental and Agricultural Systems			
Plant Systems			
UNL	Advanced Horticulture (Graduate Certificate) Agricultural and Biological Systems Engineering (MS) Agricultural Engineering (BS) Agronomy (BS/MS) Agronomy and Horticulture (PhD) Applied Climate Science (BS) Applied Science (BS/MAS) Biological Engineering (PhD) Biological Sciences (BS/MS/PhD) Biological Systems Engineering (BS) Entomology (MS/PhD) Environmental Restoration Science (BS) Fisheries and Wildlife (BS) Floriculture and Nursery Production (Graduate Certificate) Food Science (MS/PhD) Food Science and Technology (BS) Grassland Ecology and Management (BS) Grassland Management (Graduate Certificate) Grazing Livestock Systems (BS) Horticulture (BS/MS) Insect Science (BS) Landscape Architecture (BS) Mechanized Systems Engineering (BS/MS) Natural Resource Sciences (MS/PhD) Natural Resources and Environmental Economics (BS) NCTA - Irrigation Technology (Undergraduate Certificate) Ornaments, Landscape and Turf (Graduate Certificate) Plant Biology (BA/BS) Plant Health (Doctor) Water Science (BS)		NCTA - Welding (Undergraduate Certificate)

Environmental and Agricultural Systems			
Power, Structural, and Technical Systems			
UNL	Agricultural and Biological Systems Engineering (MS) Agricultural Engineering (BS) Biological Engineering (PhD) Biological Systems Engineering (BS) Mechanized Systems Management (BS/MS) Mixed Methods Research (Graduate Certificate) Survey Research and Methodology (Graduate Certificate)		

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Environmental and Agricultural Systems			
Biotechnology			
UNK	Biology (BS) Chemistry Comprehensive (BS) Molecular Biology Comprehensive (BS)		
UNL	Agricultural and Biological Systems Engineering (MS) Agronomy (BS/MS/PhD) Animal Science (BS/MS/PhD) Applied Science (BS/MAS) Biochemistry (BS/MS/PhD) Biological Engineering (PhD) Biological Sciences (BS/MS/PhD) Entomology (MS/PhD) Food Science (MS/PhD) Food Science and Technology (BS) Insect Science (BS) Integrated Science (BS) Microbiology (BS)		
UNMC	Biotechnology (BS) (Co-operative with UNO) Pathology/Microbiology (Bioinformatics track) (MS/PhD) Biomedical Informatics (Joint MS/PhD with UNO)	Center for Drug Delivery and Nanomedicine	
UNO	Bioinformatics (BS) Biomedical Informatics (Joint MS/PhD with UNMC) Biotechnology (BS) (Co-operative with UNMC) Exercise Science (PhD)	Center for Research in Human Movement Variability	Biomechanics (BS)

Environmental and Agricultural Systems			
Processed Foods			
UNK	Chemistry (BA/BS)		
UNL	Agricultural and Biological Systems Engineering (MS) Agricultural Engineering (BS) Agronomy (BS/MS/PhD) Animal Science (BS/MS/PhD) Biochemistry (BS/MS/PhD) Biological Engineering (PhD) Biological Systems Engineering (BS) Food Science (MS/PhD) Food Science and Technology (BS) Microbiology (BS)		

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Health Sciences			
Biopharmaceuticals			
UNK	Professional Chemistry and Molecular Biology (BS)		
UNL	Agricultural and Biological Systems Engineering (MS) Biochemistry (BS/MS/PhD) Biological Engineering (PhD) Biological Sciences (BA/BS/MA/PhD) Biological Systems Engineering (BS) Chemical and Biomolecular Engineering (BS/MS/PhD) Chemistry (BA/BS/MA/PhD) Microbiology (BS)		
UNMC	Nanomedicine for Diagnosis and Therapy (Graduate Certificate) Pharmaceutical Sciences (MS/PhD) Pharmacology and Experimental Neuroscience (MS/PhD)	Center for Drug Delivery and Nanomedicine Center for Neurodegenerative Disorders	
UNO	Chemistry (BA/BS/BGS)		

Health Sciences			
Health Care			
UNK	Athletic Training (BS) Biology (BS) Chemistry (BA/BS) Clinical Mental Health Counseling (MSEd) Counseling (EdS) Exercise Science (BS) Health Science (BS) Psychology, Psychobiology option (BA/BS) Radiography Comprehensive (BS) Respiratory Therapy Comprehensive (BS) School Counseling - Elementary (MSEd) School Counseling - Secondary (MSEd) School Counseling - Student Affairs (MSEd) School Psychology (EdS) Sociology, Community Emphasis (BS) Speech-Language Pathology (MSEd)		Alcohol and Drug Counseling (Graduate Certificate)
UNL	Audiology (Doctor) Autism Spectrum Disorders and Severe Disabilities (Graduate Certificate) Early Childhood Special Education (Graduate Certificate) Education and Human Sciences- Speech Language Pathology and Audiology (BS) Food Safety and Defense (Graduate Certificate) Intellectual, Sensory and Developmental Disabilities (Graduate Certificate) Juris Doctorate (at UNL) and Public Health (MPH at UNMC) (Dual Degree Program) Speech Language Pathology (MS) Transdisciplinary Childhood Obesity Prevention (Graduate Certificate)	Center for Brain, Biology and Behavior	PhD/MLS (Joint Degree between UNMC's Office of Graduate Studies and UNL's College of Law)

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Health Sciences			
Health Care (continued)			
UNMC	<p>All Academic Programs in the College of Allied Health Professions (BSRT, BSCLS, DPT, MPA, MPS)</p> <p>All Academic Programs in the College of Dentistry (BS and DDS)</p> <p>All Academic Programs in the College of Medicine (BS and MD)</p> <p>All Academic Programs in the College of Nursing (BSN, MSN, PhD)</p> <p>All Academic Programs in the College of Pharmacy (Pharm D)</p> <p>All Academic Programs in the College of Public Health (MPH)</p> <p>Biostatistics (PhD)</p> <p>Business Administration (MBA at UNO) and Public Health (MPA at UNMC) (Dual Degree Program)</p> <p>Community Oriented Primary Care (Professional Certificate)</p> <p>Cytotechnology (Post-Baccalaureate Certificate)</p> <p>Emergency Management (MS)</p> <p>Emergency Preparedness (Professional Certificate)</p> <p>Environmental Studies (BS at UNL) and Public Health (MPH at UNMC) with a concentration in Environmental and Occupational Health (Collaborative Undergraduate and Professional Degree)</p> <p>Epidemiology (PhD)</p> <p>Family Medical Therapy (Post-Baccalaureate Certificate) (with UNL)</p> <p>Health Promotion and Disease Prevention Research (PhD)</p> <p>Health Services Research, Administration and Policy (PhD)</p> <p>Infectious Disease Epidemiology (Professional Certificate)</p> <p>Juris Doctorate (at UNL) and Public Health (MPH at UNMC) (Dual Degree Program)</p> <p>Maternal and Child Health (Professional Certificate)</p> <p>Medical Nutrition Education (Post-Baccalaureate Certificate)</p> <p>Nursing Practice (Doctor)</p> <p>Post-Baccalaureate Professional Certificates in six specialty areas: 1) Cardiovascular Interventional Technology; 2) Computed Tomography; 3) Magnetic Resonance Imaging; 4) Diagnostic Medical Sonography; 5) Nuclear Medicine Technology; and 6) Radiation Therapy</p>	<p>Center for Health Policy</p> <p>Center for Reducing Health Disparities</p> <p>International Studies Program</p> <p>Summer Medical and Dental Education Program</p>	<p>Business Administration (MBA at UNO) and Pharmacy (PharmD at UNMC) (Dual Degree Program)</p> <p>Health Professions (MS)</p> <p>Health Sciences Teaching and Technology (MS)</p> <p>Interprofessional Experiential Center for Enduring Learning (with UNO, UNL, UNK, and Nebraska Medicine)</p> <p>Leadership, Outreach and Transferable Skills (Graduate Certificate)</p> <p>PhD/MLS (Joint Degree between UNMC's Office of Graduate Studies and UNL's College of Law)</p>
UNO	<p>Applied Behavioral Analysis (Graduate Certificate)</p> <p>Athletic Training (BS/MA)</p> <p>Business Administration (MBA at UNO) and Public Health (MPA at UNMC) (Dual Degree Program)</p> <p>Business Administration (MBA)</p> <p>Business for Bioscientists (Graduate Certificate)</p> <p>Exercise Science (PhD)</p> <p>Neuroscience (BS)</p> <p>Public Administration (MPA)</p> <p>Sociology (MA)</p> <p>Special Education (Behavioral Disorders, Early Childhood Deaf/Hard of Hearing, Mild/Moderate Disabilities, Resource Teaching and Learning Disabilities) (MS)</p> <p>Speech-Language Pathology (MS)</p>		<p>Business Administration (MBA at UNO) and Pharmacy (PharmD at UNMC) (Dual Degree Program)</p>

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Health Sciences			
Medical Devices			
UNK	Chemistry (BS) Medical Technology Comprehensive (BS)		
UNL	Agricultural and Biological Systems Engineering (MS) Biological Engineering (PhD) Biological Systems Engineering (Biomedical Engineering emphasis) (BS) Engineering (Biomedical Engineering specialization) (PhD) Integrative Biomedical Sciences (PhD)		
UNMC		Robotics Initiatives	

Human Sciences			
Education, Social Services			
UNK	Biology 7-12 Teaching Field Endorsement (BSEd) Chemistry 7-12 Teaching Field Endorsement (BSEd) Counseling and School Psychology (EdS) Curriculum and Instruction, Reading K-12, Special Education (MAEd) Early Childhood and Family Advocacy (BS) Early Childhood Unified Endorsement (BA) Exercise Science, General Physical Education with Specialization in Sports Administration or Recreation and Leisure (MAEd) Family Studies (BS) Geography 7-12 Teaching Subject Endorsement (BAEd) Geography Spatial/GIS Option (BS) Geography Teaching Subject Endorsement (BSEd) History 7-12 Teaching Subject Endorsement (BAEd) Instructional Technology (MA) Mathematics 7-12 Teaching Field Endorsement (BSEd) Mathematics 7-12 Teaching Subject Endorsement (BSEd) Music Education K-12 (BM) Physical Education (Specializations in Pedagogy or Special Populations) (Master Teacher) Physical Science 7-12 Teaching Endorsement (BAEd) Physics 7-12 Teaching Subject Endorsement (BSEd) Political Science 7-12 Teaching Endorsement (BAEd) Psychology (BA/BS) Psychology 7-12 Teaching Subject Endorsement (BSEd) School Counseling Elementary, Secondary, and Student Affairs Community Counseling (MSEd) School Principalship K-6, 7-12, Supervisor of Academic Area, Supervisor of Special Education (MAEd) School Superintendent (EdS) Social Science 7-12 Teaching Endorsement (BAEd) Social Work (BS) Sociology (BS)		Alcohol and Drug Counseling (Graduate Certificate) Early Childhood Family Advocate (Undergraduate Certificate)

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Human Sciences			
Education, Social Services (continued)			
UNK (continued)			
	Special Education K-12 Teaching (BAE)		
	Speech-Language Pathology (MSEd)		
UNL			
	Agricultural Education (BS) Applied Science (BS/MAS) Autism Spectrum Disorders and Severe Disabilities (Graduate Certificate) Child Development/Early Childhood (BS) Early Childhood Education (BS) Early Childhood Special Education (Graduate Certificate) Early Literacy (Graduate Certificate) Education and Human Sciences with a major Special Education (BS) Educational Administration (EdD) Educational Administration (K-12 principalship) (MEd) Educational Administration with a focus Higher Education, Student Affairs, or Athletic Administration (MA/MEd) Educational Psychology (Specializations in Cognition, Learning, and Development; Qualitative and Quantitative Psychometric Methods; and Counseling Psychology) (MA) Educational Psychology with a specialization School Psychology (MA/EdS) Educational Studies with a specialization in Educational Leadership Higher Education (EdD/PhD) Educational Studies with a specialization Teaching Learning and Curriculum (EdD/PhD) Elementary Education (K-6) (BS) Family and Consumer Science Education (BS) Family and Consumer Sciences with a specialization in Youth Development (MS) Family and Consumer Sciences with an option Marriage and Family Therapy (MS/PhD) Family Sciences (BS) Financial and Housing Counseling (Graduate Certificate) Forensic Science (BS) Human Sciences (PhD/ED) Human Sciences (Leadership Studies specialization) (PhD) Human Sciences specializations in Child, Youth and Family Studies and Gerontology (cooperative PhD program between UNL and UNO) Insect Biology for Educators (Graduate Certificate) Intellectual, Sensory and Developmental Disabilities (Graduate Certificate) Juris Doctorate (UNL) and Gerontology (Graduate Certificate at UNO) (Joint Program) Juris Doctorate (UNL) and Social Gerontology (MA at UNO) (Joint Program) K-12 Superintendents (Certificate Program) K-3 Mathematics Specialist (Graduate Certificate) Leadership Education (MS) Legal Studies (MLS at UNL) and Social Gerontology (MA at UNO) (Joint Program) Middle Level Education (BS) Music (PhD)		

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Human Sciences			
Education, Social Services (continued)			
	UNL (continued)		
	Music Education (BME/MM) Music Entrepreneurship (Graduate Certificate) Psychological Studies Education (Specializations in School Psychology; Cognition, Learning and Development; Qualitative and Quantitative Psychometric Methods, Counseling Psychology) (PhD) Response to Intervention: Reading (Graduate Certificate) Secondary Education (and teaching endorsements various areas) (BS) Teaching, Learning, and Teacher Education (MA/MEd) Transdisciplinary Childhood Obesity Prevention (Graduate Certificate) Youth Development (Graduate Certificate)		
	UNO		
	Athletic Training (BS/MA) Black Studies (BA/BGS) Counseling - (Gerontology, Student Affairs Practice in Higher Education) (MA/MS) Counseling- Community Counseling (MA/MS) Criminal Justice (MS) Educational Administration (EdD) Educational Administration (Educational Media and School Library Administration, K-12 School Administration) (MS) Elementary Education (BSED) Elementary Education (with various endorsements) (MS) ESL (Certification) Gerontology (BGS/MA) Gerontology (BS) Gerontology (Undergraduate Certificate) Health Education (BSED) Health, Physical Education & Recreation (MA) Healthcare Administration, General Studies concentration (BGS) History-Education Subject Endorsement (MA/MS) Human Sciences specializations in Child, Youth and Family Studies and Gerontology (cooperative PhD program between UNL and UNO) Instruction in Urban Schools (Graduate Certificate) Juris Doctorate (UNL) and Gerontology (Graduate Certificate at UNO) (Joint Program) Juris Doctorate (UNL) and Social Gerontology (MA at UNO) (Joint Program) K-12 Counseling (MA/MS) Legal Studies (MLS at UNL) and Social Gerontology (MA at UNO) (Joint Program) Music Education (BM/MM) Physical Education (BSED) Psychology (MA) School Psychology (Cert/MS/EdS) Secondary Education (with various endorsements) (MS) Secondary Education (with various teaching endorsements) (BSED) Social Work (BSW/MSW) Sociology (MA) Special Education (with various endorsements) (MS)	Certification Alternatives Reaching Exceptional Students	Biomechanics (BS) Computer Science Education (MS) Early Childhood Inclusive (BSE)

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Human Sciences			
Law, Justice, Public Safety, Security			
UNK			
	Criminal Justice (BA/BS) Geography Spatial/GIS Option (BS) Political Science (BA/BS) Psychology (BA/BS) Public Administration (BS) Sociology (BS)		
UNL			
	Agronomy (BS/MS/PhD) Animal Science (BS/MS/PhD) Environmental Studies (BS at UNL) and Public Health (MPH at UNMC) with a concentration in Environmental and Occupational Health (Collaborative Undergraduate and Professional Degree) Fisheries and Wildlife (BS) Food Safety and Defense (Graduate Certificate) Food Science (MS/PhD) Food Science and Technology (BS) Food Technology for Companion Animals (BS) Forensic Science (BS) Integrative Biomedical Sciences (PhD) Juris Doctorate Juris Doctorate (at UNL) and Public Health (MPH at UNMC) (Dual Degree Program) Juris Doctorate (UNL) and Gerontology (Graduate Certificate at UNO) (Joint Program) Juris Doctorate (UNL) and Social Gerontology (MA at UNO) (Joint Program) Legal Studies (MLS at UNL) and Social Gerontology (MA at UNO) (Joint Program) Legal Studies (MLS) Microbiology (BS) Space and Telecommunication (Master of Laws) (LLM) Space Law (Juridical Sciences Doctor) (JSD-SL) Veterinary Science (BS/MS) Veterinary Technology (BS)		NCTA - Laboratory Animal Care (Undergraduate Certificate)

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Human Sciences			
Law, Justice, Public Safety, Security (continued)			
UNMC	All Academic Programs in the College of Public Health Biostatistics (PhD) Business Administration (MBA at UNO) and Public Health (MPH at UNMC) (Dual Degree Program) Community Oriented Primary Care (Professional Certificate) Emergency Management (MS) Emergency Preparedness (Professional Certificate) Environmental Studies (BS at UNL) and Public Health (MPH at UNMC) with a concentration in Environmental and Occupational Health (Collaborative Undergraduate and Professional Degree) Epidemiology (PhD) Infectious Disease Epidemiology (Professional Certificate) Juris Doctorate (at UNL) and Public Health (MPH at UNMC) (Dual Degree Program) Maternal and Child Health (Professional Certificate)	Center for Health Policy Center for Health Services Research	
UNO	Black Studies (BA/BGS) Business Administration (MBA at UNO) and Public Health (MPH at UNMC) (Dual Degree Program) Criminal Justice (BS/BGS) Criminal Justice (MA/MS/PhD) Emergency Management (BS) Juris Doctorate (UNL) and Gerontology (Graduate Certificate at UNO) (Joint Program) Juris Doctorate (UNL) and Social Gerontology (MA at UNO) (Joint Program) Latino/Latin American Studies (BA/BGS) Managing Juvenile and Adult Populations (Graduate Certificate) Master of Legal Studies and MA in Social Gerontology (joint program with UNL) Political Science (BA/BS/BGS/MS) Public Administration (BGS/MPA) Urban Studies (BGS/MSUS) Women's Studies (BA/BS)	Nebraska Center for Justice Research	National Security and Intelligence (Graduate Certificate)

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Human Sciences			
Hospitality/Tourism			
UNK	Biology, Wildlife Emphasis (BS) Geography Spatial/GIS Option (BS) Recreation, Park and Tourism Management (Travel and Tourism option) (BS) Sociology (Emphases in Community, Globalization and Diversity) (BS)		
UNL	Fisheries and Wildlife (BS) Grassland Ecology and Management (BS) Hospitality, Restaurant, and Tourism Management (BA) Insect Science (BS) PGA Golf Management (BS) Turfgrass and Landscape Management (BS)		
UNO	Geography - Travel and Tourism (BS) Latino/Latin American Studies (BA/BGS)		

Industrial, Manufacturing and Engineering Systems			
Architectural/Construction			
UNK	Construction Management (BS) Instructional Technology (MA) Interior Design (BS)		Advanced Occupational Safety Professional (Undergraduate Certificate) Occupational Safety Professional (Undergraduate Certificate)
UNL	Agricultural and Biological Systems Engineering (MS) Architectural Engineering (BS/MS/PhD) Architecture (M.Arch/MS) Biological Engineering (PhD) Biological Systems Engineering (BS) Civil Engineering (BS/MS/PhD) Construction Engineering and Management (MS) Construction Management (BS) Engineering Management (MEM) Landscape Architecture (Bachelor) Mechanized Systems Management (BS/MS) Ornamentals, Landscape and Turf (Graduate Certificate) Science Design (BS)		

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Industrial, Manufacturing and Engineering Systems			
S.T.E.M. (Science, Technology, Engineering, Math)			
UNK	Applied Computer Science (BS) Biology (BS) Chemistry (BS) Computer Information Systems (BS) Computer Science (BS) Geography Spatial/GIS Option (BS) Industrial Technology (BS) Industrial Technology Applied Science (BS) Mathematics (BS/BA) Physics (BS)		
UNL	Agricultural and Biological Systems Engineering (MS) Agricultural and Environmental Sciences Communication (BS) Agricultural Engineering (BS) Agronomy (BS/MS) Agronomy and Horticulture (PhD) Animal Science (BS/MS/PhD) Applied Climate Science (BS) Applied Science (BS/MAS) Architectural Engineering (BS/MS/PhD) Biochemistry (BS/MS/PhD) Biological Engineering (PhD) Biological Sciences (BA/BS/MA/PhD) Biological Systems Engineering (BS) Chemistry (BA/MS/MA/PhD) Computer Science (BA/BS/MA/PhD) Earth and Atmospheric Sciences (MS/PhD) Entomology (MS/PhD) Environmental Restoration Science (BS) Environmental Studies (BA/BS) Environmental Studies (BS at UNL) and Public Health (MPH at UNMC) with a concentration in Environmental and Occupational Health (Collaborative Undergraduate and Professional Degree) Fisheries and Wildlife (BS) Food Safety and Defense (Graduate Certificate) Food Science (MS/PhD) Food Science and Technology (BS) Food Technology for Companion Animals (BS) Forensic Science (BS) Grassland Ecology and Management (BS) Grassland Management (Graduate Certificate) Grazing Livestock Systems (BS) Horticulture (MS) Human Science with a specialization Textiles, Merchandising, and Fashion Design and an option Textiles Science (PhD) Insect Science (BS) Integrated Science (BS)		NCTA - Computer Applications (Undergraduate Certificate)

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Industrial, Manufacturing and Engineering Systems			
S.T.E.M. (Science, Technology, Engineering, Math)			
UNL (continued)			
	Integrative Biomedical Sciences (PhD) Mathematics (BA/BS/MS/PhD) Mechanized Systems Management (BS/MS) Microbiology (BS) Natural Resource Sciences (MS/PhD) Natural Resources and Environmental Economics (BS) Nebraska Beef Industry Scholars (Undergraduate Certificate) Physics and Astronomy (BA/BS/MA/PhD) Plant Biology (BA/BS) Plant Health (Doctor) Statistics (MA/PhD) Textiles, Merchandising, and Fashion Design (BS/MA/MS) Toxicology (PhD) (Joint with UNMC) Turfgrass and Landscape Management (BS) Veterinary Medicine (DVM cooperative program with Iowa State University) Veterinary Science (BS) Veterinary Technology (BS) Water Science (BS)		
UNMC			
	Biochemistry and Molecular Biology (MS/PhD) Cancer Research (MS/PhD) Cellular and Integrative Physiology (MS/PhD) Environmental Studies (BS at UNL) and Public Health (MPH at UNMC) with a concentration in Environmental and Occupational Health (Collaborative Undergraduate and Professional Degree) Genetics, Cell Biology and Anatomy (MS/PhD) Medical Sciences Interdepartmental Area (MS/PhD) Pathology and Microbiology (Bioinformatics) (MS/PhD) Pharmaceutical Sciences (MS/PhD) Pharmacology and Experimental Neuroscience (MS/PhD) Toxicology (PhD) (Joint with UNL)	Biomedical Research Infrastructure Program Biomedical Research Training Program Center for Cell Signaling Center for Lymphoma and Leukemia Research Center for Staphylococcal Research Nebraska Advanced Biomedical Technology Innovation and Discovery Institute (with UNO) Science Education Partnership Program Summer Research Fellowship Training Program	
UNO			
	Chemistry (BA/BS/BGS) Engineering Physics (BS/BGS) Environmental Studies, General Studies concentration (BGS) General Science (BA/BGS) Geography (BA/MA) Geography (Graduate Certificate) Geology (BA/BS/BGS) Mathematics (BA/BS/MA/MAT)	Center for Research in Human Movement Variability Digital Portfolios NASA Partnership Grants Nebraska Advanced Biomedical Technology Innovation and Discovery Institute (with UNMC) STEP Project	Computer Science Education (MS) Data Science and Analytics (MS)

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Industrial, Manufacturing and Engineering Systems			
Transportation, Distribution, Warehousing, and Logistics			
UNK	Business Administration, Supply Chain Management Emphasis (BS) Geography Spatial/GIS Option (BS) Industrial Distribution (BS) Mathematics (BS/BA)		Supply Chain Management (Undergraduate Certificate)
UNL	Agricultural and Biological Systems Engineering (MS) Agricultural Engineering (BS) Biological Engineering (PhD) Biological Systems Engineering (BS) Engineering Management (MEM) Manufacturing Engineering (MS) Mechanized Systems Management (BS/MS) Supply Chain Management Systems (Graduate Certificate)		
UNO	Aviation (BS/BGS/MPA) Business Administration, Supply Chain Management concentration (BSBA)	NASA Nebraska Space Grant and EPSCoR Program	

Industrial, Manufacturing and Engineering Systems			
Electronics			
UNK	Mathematics (BS/BA) Physics (BA/BS)		
UNL	Computer Engineering (BS) Agricultural and Biological Systems Engineering (MS) Agricultural Engineering (BS) Biological Engineering (PhD) Biological Systems Engineering (BS) Electrical Engineering (BS/MS/PhD) Engineering Management (MEM) Mechanized Systems Management (BS/MS)		NCTA - Computer Applications (Undergraduate Certificate)

Industrial, Manufacturing and Engineering Systems			
Heavy Machinery			
UNL	Agricultural and Biological Systems Engineering (MS) Agricultural Engineering (BS) Biological Engineering (PhD) Biological Systems Engineering (BS) Mechanized Systems Management (BS/MS)		

**Future Workforce Opportunities and Academic Program Alignment
University of Nebraska Programs**

	Academic Programs	Related Programs	Programs Under Development
Industrial, Manufacturing and Engineering Systems			
Manufacturing/Engineering Industry			
UNK	Chemistry (BS) Industrial Technology (BS) Industrial Technology Applied Science (BS)		Advanced Occupational Safety Professional (Undergraduate Certificate) Occupational Safety Professional (Undergraduate Certificate)
UNL	Agricultural and Biological Systems Engineering (MS) Agricultural Engineering (BS) Architectural Engineering (BS/MS/PhD) Biological Systems Engineering (BS) Manufacturing Engineering (MS) Mechanical Engineering (BS/MS) Mechanical Engineering and Applied Mechanics (PhD) Mechanized Systems Management (BS/MS)		

Industrial, Manufacturing and Engineering Systems			
Metal Products			
UNK	Chemistry (BS)		
UNL	Agricultural and Biological Systems Engineering (MS) Agricultural Engineering (BS) Biological Engineering (PhD) Biological Systems Engineering (BS) Manufacturing Engineering (MS) Mechanical Engineering (BS) Mechanical Engineering and Applied Mechanics (MS/PhD) Mechanized Systems Management (BS/MS)		

TO: The Board of Regents
Academic Affairs Committee

MEETING DATE: April 10, 2015

SUBJECT: Strategic Framework Report on Entrepreneurship

RECOMMENDED ACTION: Report

PREVIOUS ACTION: March 21, 2014 – A report on entrepreneurship was provided to the Board of Regents by Senior Associate to the President for Innovation and Economic Competitiveness.

EXPLANATION: This report is on the accountability measures for the Strategic Framework goal 13, “Entrepreneurship, support entrepreneurship education, training and outreach.”

Based upon input by NU entrepreneurship faculty and staff and the recommendation of the Academic Affairs Committee, the entrepreneurship accountability measure was modified to focus on entrepreneurship education, entrepreneurship outreach, business creation and business support.

Surveys were sent out to participants that reflected the change in the metric. The compiled data is the latest available from the University entrepreneurship programs and covers July 1, 2013 through June 30, 2014. The values reported in these areas establish the baseline for the subsequent year’s target.

SPONSOR: Susan M. Fritz
Executive Vice President and Provost

APPROVED: James Linder, M.D., Interim President
University of Nebraska
President, University Technology Development Corporation

DATE: March 20, 2015

Strategic Framework 5-d

Support entrepreneurship education, training and outreach

- The goal for this reporting date was to establish baseline numbers in the following categories:
 - I. Entrepreneurship education
 - Formal coursework hours delivered
 - Number of students
 - II. Entrepreneurship outreach
 - Seminars provided
 - Website visits
 - III. Business Creation
 - NU-affiliated companies formed
 - NU licensing activity
 - IV. Business support
 - Clients served
 - Investments by clients in their businesses
 - Increase in sales by clients
 - Decrease in operating (savings) by clients
 - Jobs created and saved
- Based on the data collected, the future goal is to increase numbers from the previous year, evaluating and adjusting targets as appropriate.

Baseline Values for New Entrepreneurship Metric 2014

Entrepreneurship Education	
Entrepreneurship SCH	6,811
Entrepreneurship Students	2,292
Entrepreneurship Outreach Seminars	
Attendees at Seminars Provided	16,486
Website Visits	205,266
Business Creation	
NU-Affiliated Companies Formed	11
NU Licensing Activity	
Patents disclosed	164
Patents filed	200
Patents awarded	38
Business Support	
Clients Served	9,542
Average Investment	\$45,000
Average Sales Increase	\$64,000
Total Jobs Created	951
Total Jobs Saved	295

TO: The Board of Regents
Academic Affairs

MEETING DATE: April 10, 2015

SUBJECT: Expedited Approval of the Graduate Certificate in Alcohol and Drug Counseling in the Department of Counseling and School Psychology in the College of Education at the University of Nebraska at Kearney (UNK)

RECOMMENDED ACTION: Report

PREVIOUS ACTION: July 15, 2000 – The Board of Regents delegated to the President authority to give expedited approval to certain graduate certificates that were based on existing graduate courses. Such an arrangement allows the University to respond in a timely fashion to the needs and demands of our students and Nebraska businesses.

EXPLANATION: This proposed certificate draws upon courses offered in the MSED in Clinical and Mental Health Counseling. The certificate will assist clinical mental health students and practicing professional counselors to become dually-licensed as Mental Health Practitioners and Alcohol and Drug Counselors.

The proposed certificate has been reviewed by the Council of Academic Officers.

PROGRAM COST: This certificate is built on curriculum that already exists and will require no additional program costs.

SOURCE OF FUNDS: Not applicable

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

APPROVED: James Linder, Interim President
University of Nebraska

DATE: March 18, 2015

TO: The Board of Regents
Academic Affairs

MEETING DATE: April 10, 2015

SUBJECT: Expedited Approval of the Graduate Certificate in Sensory Disabilities in the Department of Special Education and Communication Disorders in the College of Education and Human Sciences at the University of Nebraska-Lincoln (UNL)

RECOMMENDED ACTION: Report

PREVIOUS ACTION: July 15, 2000 – The Board of Regents delegated to the President authority to give expedited approval to certain graduate certificates that were based on existing graduate courses. Such an arrangement allows the University to respond in a timely fashion to the needs and demands of our students and Nebraska businesses.

EXPLANATION: This proposed certificate draws upon the courses offered in the Masters in Special Education. Through targeted Special Education coursework about specific programs for the visually impaired and hearing impaired, services, instructional methods, and collaboration with families, graduate students and practicing professionals will gain an understanding of how to work with and support students who have sensory learning needs. Acquiring this certificate will enhance the marketability of students and will address the shortage of highly skilled personnel working with students with sensory disorders both in Nebraska and nationwide.

The proposed certificate has been reviewed by the Council of Academic Officers.

PROGRAM COST: The certificate is built on curriculum that already exists and will require no additional program costs.

SOURCE OF FUNDS: Not applicable

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

APPROVED: James Linder, Interim President
University of Nebraska

DATE: March 18, 2015

TO: The Board of Regents
Academic Affairs

MEETING DATE: April 10, 2015

SUBJECT: Expedited Approval of the Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL) in the Department of Teaching, Learning and Teacher Education in the College of Education and Human Sciences at the University of Nebraska-Lincoln (UNL)

RECOMMENDED ACTION: Report

PREVIOUS ACTION: July 15, 2000 – The Board of Regents delegated to the President authority to give expedited approval to certain graduate certificates that were based on existing graduate courses. Such an arrangement allows the University to respond in a timely fashion to the needs and demands of our students and Nebraska businesses.

EXPLANATION: This proposed certificate will draw upon the courses offered in the MA in Teaching, Learning and Teacher Education. The international and national demand for TESOL certified teachers is extremely high. Offering this TESOL certificate program will attract graduate students to UNL interested in acquiring this certificate and will enhance UNL graduates' marketability throughout the world.

The proposed certificate has been reviewed by the Council of Academic Officers.

PROGRAM COST: This certificate is built on curriculum that already exists and will require no additional program costs.

SOURCE OF FUNDS: Not applicable

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

APPROVED: James Linder, Interim President
University of Nebraska

DATE: March 18, 2015

TO: The Board of Regents
Academic Affairs

MEETING DATE: April 10, 2015

SUBJECT: Expedited Approval of the Graduate Certificate in Intelligence and National Security in the Department of Political Science in the College of Arts and Sciences at the University of Nebraska at Omaha (UNO)

RECOMMENDED ACTION: Report

PREVIOUS ACTION: July 15, 2000 – The Board of Regents delegated to the President authority to give expedited approval to certain graduate certificates that were based on existing graduate courses. Such an arrangement allows the University to respond in a timely fashion to the needs and demands of our students and Nebraska businesses.

EXPLANATION: This proposed graduate certificate within UNO’s MS in Political Science will address the growing need for the study of U.S. national security doctrines, defense policy and the intelligence community. The focus on national security and intelligence fields will be attractive to individuals working in the government as military personnel, civilian employees and contractors. The program also has the potential to attract students into the existing graduate program.

The potential interaction generated from this certificate program will enhance existing relationships with Great Plains National Security Education Consortium (of which UNO is a member), the StratCom Leadership Fellows Program (of which Political Science faculty serve as members and instructors), and the Nebraska University Affiliated Research Center (UARC).

The proposed certificate has been reviewed by the Council of Academic Officers.

PROGRAM COST: None

SOURCE OF FUNDS: None

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

APPROVED: James Linder, Interim President
University of Nebraska

DATE: March 18, 2015

TO: The Board of Regents Addendum IX-D-9
Business Affairs

MEETING DATE: April 10, 2015

SUBJECT: Business Affairs Committee Approval of Intermediate Design Reports

RECOMMENDED ACTION: Report

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

EXPLANATION: Following is an Intermediate Design Report, including the change in the Milo Bail budget, that was approved by the Business Affairs Committee:

UNL - College of Law Clinics Addition

Program Statement Approved: September 19, 2014
Intermediate Design Report: March 19, 2015

	<i>Program Statement</i>	<i>Approved</i>
Total Project Budget:	\$4,500,000	\$4,500,000
Non Construction Budget:	795,000	795,000
Construction Budget:	3,705,000	3,705,000
NSF:	10,610	10,760
GSF:	14,675	15,773
Substantial Completion:	February 2016	February 2016

UNO – Milo Bail Student Center Renovation

Program Statement Approved: May 30, 2014
Intermediate Design Report: March 19, 2015

	<i>Program Statement</i>	<i>Approved</i>
Total Project Budget:	\$19,500,000	\$20,000,000
Non Construction Budget:	3,600,000	3,600,000
Construction Budget:	15,900,000	16,400,000
NSF:	32,883	33,332
GSF:	62,880	63,230
Substantial Completion:	August 2016	August 2016

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

APPROVED: David E. Lechner, Senior Vice President | CFO
University of Nebraska

DATE: March 18, 2015

TO: The Board of Regents Addendum IX-D-10

Business Affairs

MEETING DATE: April 10, 2015

SUBJECT: Changes in Construction Projects by Budget or Use Categories

RECOMMENDED ACTION: Report

PREVIOUS ACTION: None

EXPLANATION: Board of Regents policies require the written approval of the President for any significant changes within a project, either in the scope or nature of the construction, or the programs to be served by the project. Further, any such presidential-approved changes shall be reported to the Board of Regents in writing at its next regular meeting. "Significant change" was defined as a change within the construction or non-construction budget category of a Board-approved project exceeding \$250,000 or 5% whichever is smaller; or an increase or decrease of 5% or more of the total net square feet (NSF) exceeding 1,000 NSF.

The attached report as provided by the campus explains the significant changes within a budget category. All changes requiring such action have been approved by the President.

The report outlines the approved budget and NSF and, if applicable, the revised budget, NSF, percent of change and dollar amount of the change. Reasons for significant changes are also provided. The construction budget and non-construction budget categories are displayed and totaled in order to illustrate the effect of the changes on the overall project budget.

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

APPROVED: David E. Lechner, Senior Vice President | CFO
University of Nebraska

DATE: March 18, 2015

University of Nebraska
Change in Scope - Construction Projects by Budget or Use Categories
Date: 2/6/15

Campus / Project	Budget Categories	Approved Budget	Revised Budget	Percent Change	Dollar Amount of Change	Approved Building NSF	Revised NSF	Reason for Report
UNK/UNMC - Health Science Education Building	1. Construction Costs	\$14,049,000	\$12,849,000	-8.5%	(\$1,200,000)	30,318	30,318	Construction bids received were much lower than anticipated allowing budget for the purchase of additional special and technical equipment.
	2. Non-construction Costs	\$4,951,000	\$6,151,000	24.2%	\$1,200,000			
	Total	\$19,000,000	\$19,000,000	0.0%	\$0	0.0%		

TO: The Board of Regents Addendum IX-D-11

Business Affairs

MEETING DATE: April 10, 2015

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 December 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
University of Nebraska

DATE: March 18, 2015

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

Quarter ending December 31, 2014

Campus	Project Title	Estimate	State Funding	Other Funding	State O&M
UN	Fire & Life Safety/Code Compliance	TBD (1)	TBD	\$ -	\$ -
UNL	Chemistry Labs (Hamilton Hall Renovations)	\$ 15,000,000 (2)	\$ 15,000,000	\$ -	TBD
UNK	Otto Olsen II	\$ 30,510,000	\$ 30,510,000	\$ -	TBD
UNCA	USPFO Building Renovation	\$ 5,100,000	\$ 5,100,000	\$ -	\$ 157,500
UNO	Metropolitan STEM Center	\$ 80,000,000	\$ 80,000,000	\$ -	TBD
		\$ 130,610,000	\$ 130,610,000	\$ -	\$ 157,500
Non-State Funded Projects					
UNK	Martin Hall Renovation	\$ 8,000,000	\$ -	\$ 8,000,000	TBD
UNK	University Heights II	\$ 14,500,000	\$ -	\$ 14,500,000	TBD
UNK	Early Childhood Education Center	\$ 6,000,000	\$ -	\$ 6,000,000	TBD
UNL	Life Science Teaching Labs	\$ 20,000,000	\$ -	\$ 20,000,000	TBD
UNL	Morrill Hall Renovation	\$ 11,500,000	\$ -	\$ 11,500,000	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	PKI Addition	\$ 32,300,000	\$ -	\$ 32,300,000	TBD
UNO	West Center Campus Development	\$ 35,000,000	\$ -	\$ 35,000,000	TBD
		\$ 223,700,000	\$ -	\$ 223,700,000	\$ -
Mixed Funded Projects					
UNK	Fine Arts Renovation/Addition	\$ 21,500,000	\$ 21,116,500	\$ 383,500	TBD
		\$ 21,500,000	\$ 21,116,500	\$ 383,500	\$ -
Total		\$ 375,810,000	\$ 151,726,500	\$ 224,083,500	\$ 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

Quarter ending December 31, 2014

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	East Campus Undergraduate Learning Space Revitalization	\$ 20,000,000	\$ 20,000,000		
UNL	Greater Nebraska Projects	\$ 45,000,000	\$ 45,000,000	\$ -	TBD
UNL	Interdisciplinary Education and Early Childhood Research Center	\$ 35,000,000	TBD	TBD	TBD
UNL	Interdisciplinary Engineering and Life Science Teaching & Research Complex	\$ 140,000,000	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
		\$ 386,432,000	\$ 211,432,000	\$ -	\$ 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	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	East Campus Housing	\$ 30,000,000	\$ -	\$ 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
UNO	Center of Excellence in Education	TBD	\$ -	TBD	TBD
UNO	Community Outreach/Childcare Facility	\$ 2,000,000	\$ -	\$ 2,000,000	TBD
UNO	Parking Structure on the Dodge Campus	\$ 17,500,000	\$ -	\$ 17,500,000	TBD
UNO	Parking Structure on the Pacific Campus	\$ 17,500,000	\$ -	\$ 17,500,000	TBD
UNO	Student Housing on the Pacific Campus	\$ 34,800,000	\$ -	\$ 34,800,000	TBD
UNO	Student Housing	TBD	\$ -	TBD	TBD
UNO	Proscenium Theater	TBD	\$ -	TBD	TBD
		\$ 261,700,000	\$ -	\$ 261,700,000	\$ 1,294,000

2014 On-Deck Projects

Quarter ending December 31, 2014

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	Global Center for Advanced Interprofessional Learning	\$ 102,000,000 (4)	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
		\$ 174,000,000	\$ -	\$ 6,000,000	\$ -
Total On Deck Projects		\$ 822,132,000	\$ 211,432,000	\$ 267,700,000	\$ 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	\$ -	\$ -

University of Nebraska
Quarterly Capital Construction Summary Report
for the quarter ending December 31, 2014

	Contract Method	Architect/ Engineer Contractor	State Funding	Total Project Cost	Approve Program	Approve A/E	Substantial Completion	Current Phase	
Mixed Funded									
NU KEARNEY									
Health Science Education Building (UNMC)	New Building	A/E Consultant Selection Conventional Bid Contractor	RDG Planning & Design Hausmann Construction	\$15,000,000.00	\$19,000,000.00	3/15/2013	3/11/2013	8/1/2015	Construction
NU LINCOLN									
J.G. Elliot Building	Renovation at Panhandle Research & Extension Center	A/E Four Year Consultant Conventional Bid Contractor	ALVINE & ASSOCIATES, INC Anderson-Shaw Construction	\$1,750,000.00	\$3,750,000.00	6/8/2012		6/15/2014	Warranty
Nebraska Veterinary Diagnostic Center	New Building	A/E Consultant Selection Conventional Bid Contractor	RDG Planning & Design Contractor TBD	\$40,644,000.00	\$45,644,000.00	1/25/2013	1/24/2014	5/29/2017	Design
NU MEDICAL CENTER									
Fred & Pamela Buffett Cancer Center	Research Tower	A/E By Owner's Representative Construction Manager at Risk	HDR Architecture, Inc. Kiewit Building Group	\$50,000,000.00	\$110,000,000.00	11/29/2012		3/1/2017	Construction
				\$107,394,000.00	\$178,394,000.00				
Non-state Funded									
NU KEARNEY									
Campus, UNK	Randall Hall and Mantor Entry	A/E Four Year Consultant Conventional Bid Contractor	Wilkins Hinrichs Stober Architects PAULSEN, INC.		\$1,300,000.00	9/14/2012		1/17/2014	Warranty
Campus, UNK	Centennial Towers Projects	A/E Four Year Consultant Conventional Bid Contractor	Wilkins Hinrichs Stober Architects Lund-Ross Constructors Lund-Ross Constructors		\$12,000,000.00	6/17/2011		7/1/2014	Warranty
Wellness Center	New Building	A/E Four Year Consultant Conventional Bid Contractor	Leo A. Daly Company Sampson Construction		\$6,500,000.00	6/8/2012		7/1/2014	Warranty
NU LINCOLN									
17th Street Dining Complex	New Building	A/E Four Year Consultant Design/Build	RDG Planning & Design Contractor TBD		\$33,088,000.00	11/20/2014		3/1/2017	Planning
18th & R Parking Garage	New Building	Design/Build	AF-18R-Lincoln (America First)		\$18,000,000.00	6/8/2012		8/1/2014	Warranty
Behlen Laboratory	Renovate Floors 1 to 3	A/E Consultant Selection Conventional Bid Contractor	Sinclair Hille Architects Contractor TBD		\$9,788,000.00	1/24/2014	5/30/2014	4/30/2016	Design
Breslow Ice Center	New Building	A/E By NU Foundation Construction Manager at Risk	DLR Group Inc Kingery Construction		\$11,000,000.00	3/21/2014		8/31/2015	Design
C.Y. Thompson Library	Renovation	A/E Consultant Selection Conventional Bid Contractor	DLR Group Inc Contractor TBD		\$22,500,000.00	9/19/2014	1/30/2015	9/30/2016	Design
College of Business Administration Replacement Building	Replacement Building	A/E Consultant Selection Conventional Bid Contractor	Alley Poyner Macchietto Architects Contractor TBD		\$84,000,000.00	9/14/2012	3/15/2013	5/30/2017	Design
Devaney Sports Center(w/Hendricks Training Complex)	Improvements	A/E Consultant Selection Conventional Bid Contractor	Sinclair Hille Architects Hausmann Construction		\$21,000,000.00	1/28/2011	2/18/2011	8/15/2014	Warranty
Devaney Sports Center(w/Hendricks Training Complex)	Replace Exterior Panels	A/E Four Year Consultant Conventional Bid Contractor	The Clark Enersen Partners Hausmann Construction Hausmann Construction		\$7,000,000.00	9/14/2012		9/1/2018	Construction

University of Nebraska
Quarterly Capital Construction Summary Report
for the quarter ending December 31, 2014

		Contract Method	Architect/ Engineer Contractor	State Funding	Total Project Cost	Approve Program	Approve A/E	Substantial Completion	Current Phase
Non-state Funded									
East Campus Recreation Center	New Building	A/E Consultant Selection Conventional Bid Contractor	Sinclair Hille Architects Sampson Construction		\$14,886,000.00	6/17/2011	10/28/2011	1/30/2015	Construction
East Campus Residential Center	New Building	A/E Four Year Consultant Design/Build	Specialized Engineering Solutions Contractor TBD		\$37,508,000.00	11/20/2014		5/1/2017	Planning
Love Library North & Link	Learning Commons	A/E Four Year Consultant Conventional Bid Contractor	Holland Basham Architects Sampson Construction		\$10,000,000.00	1/24/2014		7/30/2015	Construction
Manter Hall of Life Sciences	Renovation	A/E Four Year Consultant Conventional Bid Contractor	HDR Architecture, Inc. Contractor TBD		\$8,125,000.00	1/24/2014		12/15/2015	Design
McCollum Hall	Clinics Addition	A/E Four Year Consultant Conventional Bid Contractor	The Clark Enersen Partners Contractor TBD		\$4,500,000.00	9/19/2014		4/28/2016	Design
Morrison Life Sciences Research Center, Ken	Addition (ARRA)	A/E Consultant Selection Conventional Bid Contractor	Farris Engineering Lund-Ross Constructors		\$9,200,000.00	9/4/2009	6/11/2010	3/15/2014	Warranty
Nebraska Soccer and Tennis Complex	New Building	A/E Consultant Selection Conventional Bid Contractor	RDG Planning & Design Land Construction Sampson Construction		\$20,400,000.00	7/18/2013	9/20/2013	2/1/2015	Construction
Outdoor Adventures Center	New Building	A/E Four Year Consultant Conventional Bid Contractor	RDG Planning & Design Boyd Jones Construction		\$4,695,000.00	6/17/2011		2/21/2014	Warranty
Quilt Center	Quilt House Addition	A/E By NU Foundation Conventional Bid Contractor	Design Services Gifted Sampson Construction		\$7,000,000.00	3/6/2006	3/15/2013	2/9/2015	Construction
Stadium West and Skyboxes	Fan Experience Improvements	A/E Four Year Consultant Conventional Bid Contractor	The Clark Enersen Partners Downs Electric		\$12,300,000.00	1/24/2014		8/1/2014	Warranty
University Suites (18th & R)	New Building	Design/Build	Sampson Construction		\$71,382,000.00	6/17/2011		6/30/2014	Warranty
Whittier Research Center	Renovation - Phase II	A/E Four Year Consultant Conventional Bid Contractor	Sinclair Hille Architects Kingery Construction		\$4,300,000.00	4/13/2012		1/15/2014	Warranty
NU MEDICAL CENTER									
Central Utilities Plant	Upgrade Energy Management & Monitoring Systems and install new heating Water System	Conventional Bid Contractor	GRUNWALD MECHANICAL		\$8,036,457.00	3/21/2014			Planning
East Utility Plant	Expansion & Electrical Distribution Projects	Conventional Bid Contractor	Contractor TBD		\$9,397,766.00	3/21/2014		6/1/2015	Planning
Lozier Center for Pharmacy Sciences and Education	New Building	A/E Consultant Selection Conventional Bid Contractor	The Clark Enersen Partners Hausmann Construction		\$35,000,000.00	1/25/2013	3/15/2013	8/1/2015	Construction
Student Life Center	Addition & Renovation	A/E Four Year Consultant Conventional Bid Contractor	Leo A. Daly Company Contractor TBD		\$6,000,000.00	5/30/2014		3/31/2016	Design
NU OMAHA									
Community Engagement Center, Barbara Weitz	New Building	A/E Consultant Selection Construction Manager at Risk	Holland Basham Architects Hawkins Construction		\$23,593,161.00	10/15/2010	3/11/2011	2/1/2014	Warranty
Milo Bail Student Center	Addition & Renovation	A/E Consultant Selection Construction Manager at Risk	BCDM Architects Contractor TBD		\$19,500,000.00	5/30/2014	7/18/2014	8/1/2016	Design
Strauss Performing Arts Center, Janet A and Willis S.	Addition & Renovation	A/E Consultant Selection Construction Manager at Risk	HDR Architecture, Inc. Contractor TBD		\$14,354,000.00	5/30/2014		6/1/2016	Design

University of Nebraska
Quarterly Capital Construction Summary Report
for the quarter ending December 31, 2014

		Contract Method	Architect/ Engineer Contractor	State Funding	Total Project Cost	Approve Program	Approve A/E	Substantial Completion	Current Phase
Non-state Funded									
University/Community Arena	New Building	A/E Consultant Selection Construction Manager at Risk	HDR Architecture, Inc. Kiewit Building Group		\$76,300,000.00	3/15/2013	10/1/2012	8/1/2015	Construction
				\$0.00	\$622,653,384.00				
State Funded									
NU CENTRAL ADMINISTRATION									
United States Property and Fiscal Office (USPFO)	Renovation	A/E Four Year Consultant Conventional Bid Contractor	Consultant TBD Contractor TBD	\$5,100,000.00	\$5,100,000.00	9/14/2012		11/1/2014	On Hold
NU LINCOLN									
Brace Laboratory	Renovation	A/E Four Year Consultant Conventional Bid Contractor	Leo A. Daly Company Meco-Henne Contractors, Inc.	\$2,750,000.00	\$8,000,000.00	10/26/2012		6/16/2014	Warranty
College of Nursing	New Building (UNMC)	A/E Consultant Selection Conventional Bid Contractor	Consultant TBD Contractor TBD	\$17,500,000.00	\$17,500,000.00	9/5/2008		2/1/2012	On Hold
				\$25,350,000.00	\$30,600,000.00				
Total Capital Construction Projects				\$132,744,000.00	\$831,647,384.00				

TO: The Board of Regents
Business Affairs

MEETING DATE: April 10, 2015

SUBJECT: Status of Capital Projects exceeding \$5 million as of December 31, 2014

RECOMMENDED ACTION: Report

PREVIOUS ACTION: None

EXPLANATION: The attached status report is a summary of all capital projects exceeding \$5 million in total project costs and outlines the campus and project, contract status, stage of construction, budget categories and budgets for the period December 31, 2014.

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

APPROVED: David E. Lechner, Senior Vice President | CFO
University of Nebraska

DATE: March 18, 2015

University of Nebraska
Status Report of Construction Projects Exceeding \$5.0 Million
for the period ending December 31, 2014

Contracting Method	Vendor Name	Contract Date	Substantial Comp. Date	Change No.	Orders Amount	Approved Budget	ID
University of Nebraska at NU CENTRAL ADMINISTRATION							
United States Property and Fiscal Office (USPFO)							26
A/E Four Year Consultant	Consultant TBD					Construction:	\$4,386,000.00
Conventional Bid Contractor	Contractor TBD					Non Construction:	\$714,000.00
						Total Project Cost:	\$5,100,000.00
						% funds expended:	0%
University of Nebraska at NU KEARNEY							
Campus, UNK							5
Centennial Towers Projects							
A/E Four Year Consultant	Wilkins Hinrichs Stober Architects	5/1/2011				Construction:	\$10,852,000.00
Conventional Bid Contractor	Lund-Ross Constructors	4/2/2013	7/1/2014			Non Construction:	\$1,148,000.00
Conventional Bid Contractor	Lund-Ross Constructors	4/4/2012	5/31/2013	11	\$491,363.00	Total Project Cost:	\$12,000,000.00
						% funds expended:	96%
Health Science Education Building (UNMC)							19
A/E Consultant Selection	RDG Planning & Design	3/11/2013				Construction:	\$14,049,000.00
Conventional Bid Contractor	Hausmann Construction	4/3/2014	8/1/2015			Non Construction:	\$4,951,000.00
						Total Project Cost:	\$19,000,000.00
						% funds expended:	15%
Wellness Center							27
A/E Four Year Consultant	Leo A. Daly Company	9/30/2011				Construction:	\$4,736,666.00
Conventional Bid Contractor	Sampson Construction	3/1/2013	7/1/2014	9	\$81,621.00	Non Construction:	\$1,763,334.00
						Total Project Cost:	\$6,500,000.00
						% funds expended:	72%
University of Nebraska at NU LINCOLN							
17th Street Dining Complex							62
A/E Four Year Consultant	RDG Planning & Design	11/6/2014				Construction:	\$24,765,000.00
Design/Build	Contractor TBD					Non Construction:	\$8,323,000.00
						Total Project Cost:	\$33,088,000.00
						% funds expended:	0%
18th & R Parking Garage							127
Design/Build	AF-18R-Lincoln (America First)	3/29/2013	9/1/2014			Construction:	\$15,872,000.00
						Non Construction:	\$2,128,000.00
						Total Project Cost:	\$18,000,000.00
						% funds expended:	92%
Behlen Laboratory							15
A/E Consultant Selection	Sinclair Hille Architects	7/8/2014				Construction:	\$8,124,000.00
Conventional Bid Contractor	Contractor TBD					Non Construction:	\$1,664,000.00
						Total Project Cost:	\$9,788,000.00
						% funds expended:	1%
Brace Laboratory							23
A/E Four Year Consultant	Leo A. Daly Company	3/20/2013				Construction:	\$6,346,000.00
Conventional Bid Contractor	Meco-Henne Contractors, Inc.	10/1/2013	6/16/2014	1	\$55,306.00	Non Construction:	\$1,654,000.00
						Total Project Cost:	\$8,000,000.00
						% funds expended:	45%
Breslow Ice Center							11
A/E By NU Foundation	DLR Group Inc	3/21/2008				Construction:	\$9,500,000.00
Construction Manager at Risk	Kingery Construction	11/11/2014				Non Construction:	\$1,500,000.00
						Total Project Cost:	\$11,000,000.00
						% funds expended:	0%
C.Y. Thompson Library							80
A/E Consultant Selection	DLR Group Inc	2/11/2015				Construction:	\$16,477,000.00
Conventional Bid Contractor	Contractor TBD					Non Construction:	\$6,023,000.00
						Total Project Cost:	\$22,500,000.00
						% funds expended:	0%
College of Business Administration Replacement Building							24
A/E Consultant Selection	Alley Poyner Macchietto Architecture	3/15/2013				Construction:	\$67,363,000.00
Conventional Bid Contractor	Contractor TBD					Non Construction:	\$16,637,000.00
						Total Project Cost:	\$84,000,000.00
						% funds expended:	3%

University of Nebraska
Status Report of Construction Projects Exceeding \$5.0 Million
for the period ending December 31, 2014

Contracting Method	Vendor Name	Contract Date	Substantial Comp. Date	Change No.	Orders Amount	Approved Budget	ID
University of Nebraska at NU LINCOLN							
College of Nursing							137
New Building (UNMC)							
A/E Consultant Selection	Consultant TBD					Construction:	\$14,149,000.00
Conventional Bid Contractor	Contractor TBD					Non Construction:	\$3,351,000.00
						Total Project Cost:	\$17,500,000.00
						% funds expended:	0%
Devaney Sports Center(w/Hendricks Training Complex)							121
Improvements							
A/E Consultant Selection	Sinclair Hille Architects	2/18/2011				Construction:	\$18,388,000.00
Conventional Bid Contractor	Hausmann Construction	4/20/2012	8/15/2014	20	\$72,941.94	Non Construction:	\$2,612,000.00
						Total Project Cost:	\$21,000,000.00
						% funds expended:	93%
Devaney Sports Center(w/Hendricks Training Complex)							44
Replace Exterior Panels							
A/E Four Year Consultant	The Clark Enersen Partners	10/9/2012				Construction:	\$6,527,799.00
Conventional Bid Contractor	Hausmann Construction	7/29/2014	2/1/2016			Non Construction:	\$472,201.00
Conventional Bid Contractor	Hausmann Construction	3/27/2013	9/1/2018	3	\$238,872.13	Total Project Cost:	\$7,000,000.00
						% funds expended:	16%
East Campus Recreation Center							36
New Building							
A/E Consultant Selection	Sinclair Hille Architects	11/8/2011				Construction:	\$12,072,000.00
Conventional Bid Contractor	Sampson Construction	10/14/2013	1/15/2015			Non Construction:	\$2,814,000.00
						Total Project Cost:	\$14,886,000.00
						% funds expended:	29%
East Campus Residential Center							132
New Building							
A/E Four Year Consultant	Specialized Engineering Solutions	8/20/2014				Construction:	\$31,542,000.00
Design/Build	Contractor TBD					Non Construction:	\$5,966,000.00
						Total Project Cost:	\$37,508,000.00
						% funds expended:	0%
Love Library North & Link							13
Learning Commons							
A/E Four Year Consultant	Holland Basham Architects					Construction:	\$7,373,000.00
Conventional Bid Contractor	Sampson Construction	12/16/2014	7/30/2015			Non Construction:	\$2,627,000.00
						Total Project Cost:	\$10,000,000.00
						% funds expended:	2%
Manter Hall of Life Sciences							14
Renovation							
A/E Four Year Consultant	HDR Architecture, Inc.	10/2/2013	12/5/2014	1	\$14,615.00	Construction:	\$6,972,000.00
Conventional Bid Contractor	Contractor TBD					Non Construction:	\$1,153,000.00
						Total Project Cost:	\$8,125,000.00
						% funds expended:	2%
Morrison Life Sciences Research Center, Ken							30
Addition (ARRA)							
A/E Consultant Selection	Farris Engineering	1/29/2010				Construction:	\$8,221,000.00
Conventional Bid Contractor	Lund-Ross Constructors	6/8/2012	3/15/2014	3	\$54,088.23	Non Construction:	\$979,000.00
						Total Project Cost:	\$9,200,000.00
						% funds expended:	91%
Nebraska Soccer and Tennis Complex							16
New Building							
A/E Consultant Selection	RDG Planning & Design	11/12/2013				Construction:	\$18,421,000.00
Conventional Bid Contractor	Sampson Construction	5/1/2014	2/1/2015			Non Construction:	\$1,979,000.00
Conventional Bid Contractor	Land Construction	11/6/2013	2/11/2014			Total Project Cost:	\$20,400,000.00
						% funds expended:	8%
Nebraska Veterinary Diagnostic Center							21
New Building							
A/E Consultant Selection	RDG Planning & Design	2/4/2014				Construction:	\$35,942,000.00
Conventional Bid Contractor	Contractor TBD					Non Construction:	\$9,702,000.00
						Total Project Cost:	\$45,644,000.00
						% funds expended:	1%
Quilt Center							130
Quilt House Addition							
A/E By NU Foundation	Design Services Gifted					Construction:	\$4,177,485.00
Conventional Bid Contractor	Sampson Construction	6/4/2014	2/9/2015			Non Construction:	\$2,822,515.00
						Total Project Cost:	\$7,000,000.00
						% funds expended:	1%

University of Nebraska
Status Report of Construction Projects Exceeding \$5.0 Million
for the period ending December 31, 2014

Contracting Method	Vendor Name	Contract Date	Substantial Comp. Date	Change No.	Orders Amount	Approved Budget	ID	
University of Nebraska at NU LINCOLN								
Stadium West and Skyboxes		Fan Experience Improvements						12
A/E Four Year Consultant	The Clark Enersen Partners	1/27/2014				Construction: \$3,237,000.00		
Conventional Bid Contractor	Downs Electric	4/14/2014	9/1/2014	5	\$59,258.44	Non Construction: \$9,063,000.00		
						Total Project Cost: \$12,300,000.00		
						% funds expended: 17%		
University Suites (18th & R)		New Building						35
Design/Build	Sampson Construction	10/14/2011		4	\$392,374.00	Construction: \$57,393,102.00		
						Non Construction: \$13,988,898.00		
						Total Project Cost: \$71,382,000.00		
						% funds expended: 86%		
University of Nebraska at NU MEDICAL CENTER								
Central Utilities Plant		Upgrade Energy Management & Monitoring Systems and install new heati						10
Conventional Bid Contractor	GRUNWALD MECHANICAL	7/1/2014	6/30/2015			Construction: \$8,036,457.00		
						Non Construction: \$0.00		
						Total Project Cost: \$8,036,457.00		
						% funds expended: 0%		
East Utility Plant		Expansion & Electrical Distribution Projects						9
Conventional Bid Contractor	Contractor TBD					Construction: \$9,397,766.00		
						Non Construction: \$0.00		
						Total Project Cost: \$9,397,766.00		
						% funds expended: 0%		
Fred & Pamela Buffett Cancer Center		Research Tower						50
A/E By Owner's Representative	HDR Architecture, Inc.					Construction: \$82,296,000.00		
Construction Manager at Risk	Kiewit Building Group	1/1/2013	3/1/2017			Non Construction: \$27,704,000.00		
						Total Project Cost: \$110,000,000.00		
						% funds expended: 14%		
Lozier Center for Pharmacy Sciences and Education		New Building						20
A/E Consultant Selection	The Clark Enersen Partners	3/15/2013				Construction: \$28,997,000.00		
Conventional Bid Contractor	Hausmann Construction	5/28/2014				Non Construction: \$6,003,000.00		
						Total Project Cost: \$35,000,000.00		
						% funds expended: 10%		
Student Life Center		Addition & Renovation						7
A/E Four Year Consultant	Leo A. Daly Company	11/6/2014				Construction: \$5,000,000.00		
Conventional Bid Contractor	Contractor TBD					Non Construction: \$1,000,000.00		
						Total Project Cost: \$6,000,000.00		
						% funds expended: 0%		
University of Nebraska at NU OMAHA								
Community Engagement Center, Barbara Weitz		New Building						52
A/E Consultant Selection	Holland Basham Architects	3/1/2011				Construction: \$14,978,154.00		
Construction Manager at Risk	Hawkins Construction	3/31/2011	2/1/2014			Non Construction: \$8,615,007.00		
						Total Project Cost: \$23,593,161.00		
						% funds expended: 88%		
Milo Bail Student Center		Addition & Renovation						3
A/E Consultant Selection	BCDM Architects	12/11/2014				Construction: \$15,900,000.00		
Construction Manager at Risk	Contractor TBD					Non Construction: \$3,600,000.00		
						Total Project Cost: \$19,500,000.00		
						% funds expended: 0%		
Strauss Performing Arts Center, Janet A and Willis S.		Addition & Renovation						6
A/E Consultant Selection	HDR Architecture, Inc.	11/18/2014				Construction: \$10,215,000.00		
Construction Manager at Risk	Contractor TBD					Non Construction: \$4,139,000.00		
						Total Project Cost: \$14,354,000.00		
						% funds expended: 0%		
University/Community Arena		New Building						18
A/E Consultant Selection	HDR Architecture, Inc.					Construction: \$58,286,780.00		
Construction Manager at Risk	Kiewit Building Group					Non Construction: \$18,013,220.00		
						Total Project Cost: \$76,300,000.00		
						% funds expended: 1%		

TO: The Board of Regents Addendum IX-D-13

Business Affairs

MEETING DATE: April 10, 2015

SUBJECT: Status Report on Fire Safety and Protection

RECOMMENDED ACTION: Report

PREVIOUS ACTION: April 24, 2010 – The Board of Regents approved variances for UNL Colonial Terrace and University Park apartments as well as 1 six plex, 11 plex, and 2 duplexes at UNMC.

September 6, 2007 – The Board of Regents approved the establishment of *Policies of the Board of Regents 6.4.9 - Fire Safety and Protection*.

EXPLANATION: Board policy requires sprinkling of University-sanctioned housing by 2017, unless otherwise exempted; designation of a Campus Fire Safety Officer; establishment of student conduct regulations; and confirmation of inspection to assure compliance with state law and Board of Regents policies reported annually. The full report for 2014 can be found at http://nebraska.edu/docs/facilities/NU_Fire_Safety_Protection_Report_2014.pdf

During 2014, UNK completed renovation of Centennial Towers East. NCTA West Residence Hall sprinkling and code updates were completed.

No proposed exceptions are included in the 2014 report.

As of December 31, 2014, University sanctioned housing consisted of over 14,000 beds in 80 buildings or complexes. 232 inspections were conducted in 2014 and 40 violations have been corrected. 293 fire alarms occurred during the 2014 calendar year, 77 due to planned fire drills. 10 incidents involved fire, one major (Scott Village). No injuries occurred and property damage exceeded \$2 million.

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

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

APPROVED: David E. Lechner, Senior Vice President | CFO
University of Nebraska

DATE: March 18, 2015

TO: The Board of Regents Addendum IX-D-14

Business Affairs

MEETING DATE: April 10, 2015

SUBJECT: University of Nebraska at Kearney
Report of Gifts, Grants, Contracts and Bequests accepted during the
Quarter October 1, 2014 through December 31, 2014.

RECOMMENDED ACTION: Report

	Gifts A	Grants B	Bequests C	Contracts D	Totals
Description					
7/1/14-9/30/14	\$1,591,221	\$4,760,245	\$0	\$ 55,539	\$ 6,407,005
10/1/14-12/31/14	1,085,822	518,647	0	327,183	1,931,652
1/1/15-3/31/15	0	0	0	0	0
4/1/15-6/30/15	0	0	0	0	0
	_____	_____	_____	_____	_____
Fiscal YTD Totals	<u>\$2,677,043</u>	<u>\$ 5,278,892</u>	<u>\$0</u>	<u>\$382,722</u>	<u>\$ 8,338,657</u>
2013-14 Totals	<u>\$2,977,844</u>	<u>\$ 9,812,292</u>	<u>\$0</u>	<u>\$186,767</u>	<u>\$ 12,976,903</u>
2012-13 Totals	<u>\$2,282,316</u>	<u>\$10,196,839</u>	<u>\$0</u>	<u>\$173,196</u>	<u>\$ 12,652,351</u>

A - Gifts of \$100,000 and more are itemized on the attached pages
B - Grants of \$1,000,000 and more are itemized on the attached pages
C - All bequests are itemized on the attached pages
D - Contracts of \$400,000 and more are itemized on the attached pages

SPONSOR: Barbara Johnson
Vice Chancellor for Business and Finance

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

DATE: March 18, 2015

**UNIVERSITY OF NEBRASKA AT KEARNEY
 REPORT OF AWARDS
 WHICH REQUIRE SEPARATE ITEMIZATION
 ACCEPTED DURING THE QUARTER OCTOBER 1 - DECEMBER 31, 2014**

Gifts/Bequests \$100,000 and over

<u>Donor</u>	<u>Purpose</u>	<u>Amount</u>
NU Foundation	NU Foundation Scholarships	\$ 977,524
	Subtotal	\$ 977,524
	Total amount of gifts under \$100,000	<u>108,298</u>
	Total Gifts for the Quarter	<u>\$1,085,822</u>

Grants \$1,000,000 and over

<u>Grantor</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u>
		Subtotal	\$ 0
		Total amount of all Grants under \$1,000,000	<u>518,647</u>
		Total Grants for the Quarter	<u>\$ 518,647</u>

Contracts \$400,000 and over

<u>Grantor</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u>
None			
		Subtotal	\$0
		Total amount of all Contracts under \$400,000	<u>327,183</u>
		Total Contracts for the Quarter	<u>\$327,183</u>

TO: The Board of Regents

Business Affairs

MEETING DATE: April 10, 2015

SUBJECT: University of Nebraska-Lincoln
Report of Gifts, Grants, Contracts and Bequests accepted during the
Quarter October 1, 2014 through December 31, 2014

RECOMMENDED ACTION: Report

	Gifts A	Grants B	Bequests C	Contracts D	Totals
Description					
7/1/14-9/30/2014	\$23,840	\$50,088,834	\$0	\$6,354,410	\$56,467,084
10/1/14-12/31/2014	49,114	27,975,569	0	7,710,678	35,735,361
1/1/15-3/31/2015	0	0	0	0	0
4/1/15-6/30/2015	0	0	0	0	0
Fiscal YTD Totals	<u>\$72,954</u>	<u>\$78,064,403</u>	<u>\$0</u>	<u>\$14,065,088</u>	<u>\$92,202,445</u>
2013-14 Totals	<u>\$352,102</u>	<u>\$186,105,346</u>	<u>\$7,000</u>	<u>\$31,823,149</u>	<u>\$218,287,597</u>
2012-13 Totals	<u>\$3,553,184</u>	<u>\$165,930,132</u>	<u>\$0</u>	<u>\$25,722,894</u>	<u>\$195,206,210</u>

A - Gifts of \$100,000 or more are itemized on the attached pages
B - Grants of \$1,000,000 and more are itemized on the attached pages
C - All bequests are itemized on the attached pages
D - Contracts of \$400,000 and more are itemized on the attached pages

SPONSOR: Prem S. Paul
Vice Chancellor for Research & Economic Development

APPROVED: Harvey Perlman, Chancellor
University of Nebraska-Lincoln

DATE: March 18, 2015

**UNIVERSITY OF NEBRASKA-LINCOLN
REPORT OF AWARDS**

**WHICH REQUIRE SEPARATE ITEMIZATION
ACCEPTED DURING THE QUARTER OCTOBER 1- DECEMBER 31, 2014**

Gifts/Bequests \$100,000 and over

<u>Donor</u>	<u>Purpose</u>	<u>Amount</u>
	Subtotal	\$ 0
	Total amount of gifts under \$100,000	<u>49,114</u>
	Total Gifts for the Quarter	<u>\$49,114</u>

Grants \$1,000,000 and over

<u>Grantor</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u>
NSF	Evgeny Tsymbal Department of Physics and Astronomy	Materials Research Science and Engine Center: Polarization and Spin	\$3,200,000
Sherwood Foundation /Lozier Foundation	William Lewis Department of Mathematics	NebraskaMATH - Strengthening the OPS-UNL Partnership	2,073,088
Dept of Energy	Wei Qiao Department of Electrical Engineering	An Online Intelligent Prognostic Health Monitoring System for Wind Turbines	1,499,981
Dept of Agriculture -NIFA	Bradley Lubben Department of Agricultural Economics	North Central Risk Management Education Center	1,084,750
	Subtotal		\$ 7,857,819
	Total amount of all Grants under \$1,000,000		<u>20,117,750</u>
	Total Grants for the Quarter		<u>\$27,975,569</u>

Contracts \$400,000 and over

<u>Grantor</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u>
Semiconductor Rsch Corp- Nanoelec Rsch Corp	Evgeny Tsymbal Department of Physics : Center for Nanoferroic Devices Astronomy		\$1,500,000
Amunix Operating Inc	Wallace Buchholz Biological Process Development Facility	Tech Transfer, Scale Up, and GMP Production of XTEN	820,206
	Subtotal		\$2,320,206
	Total amount of all Contracts under \$400,000		<u>5,390,472</u>
	Total Contracts for the Quarter		<u>\$7,710,678</u>

TO: The Board of Regents

Business Affairs

MEETING DATE: April 10, 2015

SUBJECT: University of Nebraska Medical Center
Report of Gifts, Grants, Contracts and Bequests Accepted During the
Quarter October 1, 2014 through December 31, 2014

RECOMMENDED ACTION: Report

Description	A Gifts	B Grants	C Bequests	D Contracts	TOTAL
07/01/2014 - 09/30/2014	\$620,347	\$36,183,449	\$0	\$12,900,246	\$49,704,042
10/01/2014 - 12/31/2014	362,434	10,259,304	0	9,463,847	20,085,585
01/01/2015 - 03/31/2015	0	0	0	0	0
04/01/2015 - 06/30/2015	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Fiscal YTD Totals	<u>\$982,781</u>	<u>\$46,442,753</u>	<u>\$0</u>	<u>\$22,364,093</u>	<u>\$69,789,627</u>
2013-2014 Totals	<u>\$1,588,377</u>	<u>\$72,958,452</u>	<u>\$607,303</u>	<u>\$33,721,088</u>	<u>\$108,875,220</u>
2012-2013 Totals	<u>\$1,618,360</u>	<u>\$82,777,506</u>	<u>\$0</u>	<u>\$30,203,727</u>	<u>\$114,599,593</u>

A - Gifts of \$100,000 or more are itemized on the attached pages
B - Grants of \$1,000,000 or more are itemized on the attached pages
C - All bequests are itemized on the attached pages
D - Contracts of \$400,000 or more are itemized on the attached pages

SPONSOR: Jennifer L. Larsen, M.D.
Vice Chancellor of Research

APPROVED: Jeffrey P. Gold, Chancellor
University of Nebraska Medical Center

DATE: March 18, 2015

**UNIVERSITY OF NEBRASKA MEDICAL CENTER
REPORT OF AWARDS
WHICH REQUIRE SEPARATE ITEMIZATION
ACCEPTED DURING THE QUARTER OCTOBER 1 - DECEMBER 31, 2014**

Gifts/Bequests \$100,000 and over

<u>Donor</u>	<u>Purpose</u>	<u>Amount</u>
Foundation, The	ASSISTANCE TO INDIVIDUALS	\$126,626
	Subtotal	\$126,626
	Total amount of Gifts under \$100,000	<u>235,811</u>
	Total Gifts for the Quarter	<u>\$362,437</u>

Grants \$1,000,000 and over

<u>Grantee</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u>
DHHS/NIH/NIGMS	Genetics Cell Biology & Anatomy	Nebraska Research Network in Functional Genomics	\$2,520,319
	Subtotal		\$2,520,319
	Total amount of Grants under \$1,000,000		<u>7,242,040</u>
	Total Grants for the Quarter		<u>\$9,762,359</u>

Contracts \$400,000 and over

<u>Grantee</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u>
NE DHHS	Pediatrics Metabolism	Special Nutritional Formulas	\$572,577
NE DHHS	Pathology/Microbiology	Bioterrorism Laboratory Services Agreement	615,000
NE DHHS	COPH Biosecurity & Biopreparedness	The Nebraska Center for Bioterrorism Education	786,863
National Strategic Research Institute University of Kansas Medical Center	Pathology/Microbiology	Medical Countermeasures Against Nerve Agents	\$749,938
Vivonics Inc.	Emergency Medicine	Greater Plains Collaborative Clinical Data Research Network Highly Stable Human Plasma Butyrylcholinesterase for Intra- Muscular Delivery	608,441
George Washington University	COP Pharmaceutical Science	GRADE [Glycemic Reduction Approaches for Diabetes: A Comparative Effectiveness Study]	417,501
	Int Med DEM		544,898
	Subtotal		\$4,295,218
	Total amount of Contracts under \$400,000		<u>4,523,834</u>
	Total Contracts for the Quarter		<u>\$8,819,052</u>

TO: The Board of Regents

Business Affairs

MEETING DATE: April 10, 2015

SUBJECT: University of Nebraska at Omaha
Report of Gifts, Grants, Contracts and Bequests accepted during the
Quarter October 1, 2014 through December 31, 2014.

RECOMMENDED ACTION: Report

	Gifts A	Grants B	Bequests C	Contracts D	Totals
Description					
7/1/14-9/30/2014	\$875,842	\$15,248,674	\$0	\$381,701	\$16,506,217
10/1/14-12/31/2014	\$2,491,667	\$3,991,255	\$9,502	\$193,023	\$6,685,448
1/1/15-3/31/2015	\$0	\$0	\$0	\$0	\$0
4/1/15-6/30/2015	\$0	\$0	\$0	\$0	\$0
	_____	_____	_____	_____	_____
Fiscal YTD Totals	\$3,367,509	\$19,239,929	\$9,502	\$574,724	\$23,191,665
2013-2014 Totals	<u>\$6,153,674</u>	<u>\$32,757,715</u>	<u>\$17,222</u>	<u>\$1,112,733</u>	<u>\$40,041,345</u>
2012-2013 Totals	<u>\$5,941,892</u>	<u>\$28,546,248</u>	<u>\$33,940</u>	<u>\$379,549</u>	<u>\$34,901,629</u>

A - Gifts of \$100,000 and more are itemized on the attached pages
B - Grants of \$1,000,000 and more are itemized on the attached pages
C - All bequests are itemized on the attached pages
D - Contracts of \$400,000 and more are itemized on the attached pages

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

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

DATE: March 18, 2015

**UNIVERSITY OF NEBRASKA AT OMAHA
 REPORT OF AWARDS
 WHICH REQUIRE SEPARATE ITEMIZATION
 ACCEPTED DURING THE QUARTER OCTOBER 1 – DECEMBER 31, 2014**

Gifts \$100,000 and over

<u>Donor</u>	<u>Purpose</u>	<u>Amount</u>
NU Foundation	Mammel CBA Excellence Dean	\$166,233
NU Foundation	Professorships—First Semester	279,940
NU Foundation	Scholarships—Fall, 2014	1,403,326
	Subtotal	\$1,849,499
	Total amount of gifts under \$100,000	<u>642,168</u>
	Total Gifts for the Quarter	<u>\$2,491,667</u>

Grants \$1,000,000 and over

<u>Grantor</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u>
Natl. Science Fdn.	Computer Science	Increase Access to Computer Science Edu.	\$1,144,424
	Subtotal		\$1,144,424
	Total amount of all Grants under \$1,000,000		<u>2,846,831</u>
	Total Grants for the Quarter		<u>\$3,991,255</u>

Bequests

<u>Donor</u>	<u>Purpose</u>	<u>Amount</u>
Myer & Dorothy Kripke	Instruction in Judaic Studies or Judaica	\$9,502
	Subtotal	<u>\$9,502</u>
	Total Bequests for the Quarter	<u>\$9,502</u>

Contracts \$400,000 and over

<u>Grantor</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u>
	Subtotal		\$0
	Total amount of all Contracts under \$400,000		<u>193,023</u>
	Total Contracts for the Quarter		<u>\$193,023</u>

TO: The Board of Regents Addendum IX-D-15

Business Affairs

MEETING DATE: April 10, 2015

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 March 18, 2015.

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
University of Nebraska

DATE: March 18, 2015

Type of Action	Campus	Description	Funding Source	Approved Budget Amount*	Contract Amount	Contractor / Vendor	Bid Review or Explanation
Personal Property	UNL	Installation of audio visual for IANR Food Science & Technology Department	Cash Funds	\$388,256	\$388,256	Conference Technologies, Inc.	Low Responsible Bid
Personal Property	UNL	Purchase of network storage platform for Information Technology Services	Cash Funds, Revolving Funds	298,938	298,938	GovConnection, Inc.	Low Responsible Bid
Construction Contract	UNO	University Village Building 1-4, Soffit Improvements	Bond Surplus Funds	425,000	406,592	JFK Contruction, Inc.	Sole Source Approval

*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-16

Business Affairs

MEETING DATE: April 10, 2015

SUBJECT: Report on Debt Refinancing

RECOMMENDED ACTION: Report

PREVIOUS ACTION: None.

EXPLANATION: *Board of Regents Policies* 6.3.1 allows the President, in consultation with the Chair of the Board of Regents, to approve contracts and all other documents as may be required in connection with the issuance of indebtedness to refund outstanding indebtedness. The refunding is then to be reported to the Board at its next regularly scheduled meeting.

University of Nebraska at Kearney Revenue Bonds, Series 2006, (UNK Student Housing – Nestor/Antelope Project) approximating \$19,770,000 with a rate of 4.93% were refunded on March 12 through a negotiated sale held on February 25, 2015.

The result of the refunding transaction yielded approximately \$3.9 million in gross savings on debt service on the foregoing bonds. The net present value savings was \$2.95 million. The net present value benefit was 15% of the outstanding 2006 bonds, versus an internal benchmark of 5% for refunding transactions. The new bonds are fixed rate, have level amortization, have same term (20 years) as the remaining term of the original refunded bonds, and a true interest cost of 2.95%.

Concurrently, remaining Series 2005 bonds approximating \$3 million were called, utilizing trustee held funds. This transaction allowed the campus to avoid approximately \$400,000 of scheduled interest payments had the bonds been outstanding to their 2020 maturity. This process also allows the campus to streamline its trustee relationship using the same bond indenture as those employed by the other campuses, versus the structure used by the state colleges.

PROJECT COST: N/A

SOURCE OF FUNDS: N/A

SPONSOR: Barbara L. Johnson
Vice Chancellor for Business and Finance
University of Nebraska at Kearney

APPROVED: David E. Lechner, Senior Vice President | CFO
University of Nebraska

DATE: March 18, 2015

TO: The Board of Regents Addendum IX-D-17

Business Affairs

MEETING DATE: April 10, 2015

SUBJECT: Naming the University of Nebraska at Kearney Volleyball Locker Room in the Health and Sports Complex

RECOMMENDED ACTION: Report

PREVIOUS ACTION: None

EXPLANATION: A valued supporter, Sharron Altmaier, has made a donation that will enable UNK to significantly renovate the women's volleyball locker room in the UNK Health and Sport Center. The gift will be recognized by naming the renovated room as the "Sharron Altmaier Volleyball Locker Room."

PROJECT COST: None

ON-GOING
FISCAL IMPACT: None

SOURCE OF FUNDS: None

SPONSORS: Barbara Johnson
Vice Chancellor for Business & Finance

Douglas A. Kristensen, Chancellor
University of Nebraska at Kearney

APPROVED: James Linder, Interim President
University of Nebraska

DATE: March 23, 2015

TO: The Board of Regents Addendum IX-D-18
Business Affairs

MEETING DATE: April 10, 2015

SUBJECT: Semi-Annual Report of Licenses

RECOMMENDED ACTION: Report

EXPLANATION: The attached report is a summary of licenses as provided by the campuses pursuant to Regents Policy RP-6.3.1.4.v (2) of the Board of Regents of the University of Nebraska for the period.

The report outlines the following: type of action; campus; description and use of the product, service, or project; term of the license; and financial terms of the license.

APPROVED: David E. Lechner, Senior Vice President | CFO
University of Nebraska

DATE: March 18, 2015

**SEMI-ANNUAL REPORT OF LICENSES
06/30/2014 THROUGH 12/31/2014**

Type of Action	Campus	Licensee	Description of Technology	Term of License	Contractual Requirements
Research Tool License (Non-Exclusive)	UNMC	Covance	Cadherin 11 (16G5) Antibody	Perpetual	License Fee, Royalty bearing
Intellectual Property License (Exclusive)	UNMC	Chrysalis	Hemodialysis Catheter	Life of Patents	Royalty bearing, Minimum Royalties
Intellectual Property License (Exclusive)	UNMC	Immuno-Care	Immune Stimulating Antigen-Presenting Cells	Life of Patents	Royalty bearing
Research Tool License (Non-Exclusive)	UNMC	EMD Millipore	TTBK1 Antibody	Until 12/31/2030 (Renewable)	License Fee, Royalty bearing
Research Tool License (Non-Exclusive)	UNMC	Cell Signaling Technology	TTBK1 Antibody	Perpetual	License Fee, Royalty bearing
Research Tool License (Non-Exclusive)	UNMC	Applied Biological Materials	K5+/k19+ hMECs	Perpetual	Licensee Fee, Royalty bearing
Intellectual Property License (Exclusive)	UNMC	Johnson & Johnson Consumer	Delivery System for Human Teeth Whitening	Life of Patents	License Fee, Royalty bearing, Sponsored Research
Research Tool License (Exclusive)	UNMC	MD Biosciences	Neuronal Freezing Media	Perpetual	License Fee, Royalty bearing
Intellectual Property License (Exclusive)	UNMC	DrugsForEyes, LLC	Cataract Treatment	Life of Patents	None
Intellectual Property License (Exclusive)	UNMC	DrugsForEyes, LLC	Multifunctional Antioxidants	Life of Patents	License Fee, Royalty bearing