



Board of Regents Meeting

Varner Hall, 3835 Holdrege Street, Lincoln, Nebraska

Thursday, June 20, 2024

9:00 a.m.

Board of Regent Meeting

June 20, 2024

Agenda

2024-06-20 AGENDA - DRAFT.docx 6

Resolutions

Consent Agenda

Academic Affairs

X-A-1

Addendum X-A-1.docx 9

X-A-2

Addendum X-A-2 2024-05-28.docx 10

Addendum X-A-2 2024-05-28 Supporting Materials.pdf 11

X-A-3

Addendum X-A-3 2024-05-28.docx 77

Addendum X-A-3 2024-05-28 Supporting Materials.pdf 78

Administrative Agenda

Academic Affairs

XI-A-1

Addendum XI-A-1 2024-05-28.docx 82

Addendum XI-A-1 2024-05-28 Supporting Materials.pdf 83

XI-A-2

Addendum XI-A-2 2024-05-28.docx 93

Addendum XI-A-2 2024-05-28 Supporting Materials.pdf 94

XI-A-3

Addendum XI-A-3 2024-05-28.docx 101

Addendum XI-A-3 2024-05-28 Supporting Materials.pdf 102

XI-A-4

Addendum XI-A-4 2024-05-28.docx 112

Addendum XI-A-4 2024-05-28 Supporting Materials.pdf 113

XI-A-5

Addendum XI-A-5 2024-05-28.docx 190

Addendum XI-A-5 2024-05-28 Supporting Materials.pdf 191

XI-A-6

Addendum XI-A-6 2024-05-28.docx 195

Addendum XI-A-6 2024-05-28 Supporting Materials.pdf 196

Business and Finance

XI-B-1		
	Addendum XI-B-1 2024-05-28.docx	224
XI-B-2		
	Addendum XI-B-2 2024-05-28.docx	225
XI-B-3		
	Addendum XI-B-3 2024-05-28.docx	227
XI-B-4		
	Addendum XI-B-4 2024-05-28.docx	228
XI-B-5		
	Addendum XI-B-5 06-12-2024.pdf	230
XI-B-6		
	Addendum XI-B-6 2024-06-12.docx	241
XI-B-7		
	Addendum XI-B-7 2024-05-28.docx	244
XI-B-8		
	Addendum XI-B-8 2024-05-28.docx	245
	Addendum XI-B-8 2024-05-08 Contract.DOCX	246
XI-B-9		
	Addendum XI-B-9 2024-05-28.docx	250
XI-B-10		
	Addendum XI-B-10 2024-05-28.docx	252
XI-B-11		
	Addendum XI-B-11 2024-05-28.docx	253
XI-B-12		
	Addendum XI-B-12 2024-05-28.docx	254
Executive		
XI-C-1		
	Addendum XI-C-1 2024-05-30 agenda.docx	255
	Addendum XI-C-1 2024-06-12 Employment Contract.DOCX	257
	Addendum XI-C-1 2024-06-12 Deferred Compensation Agreement.DOCX	268
XI-C-2		
	Addendum XI-C-2 2024-05-28.docx	275
	Addendum XI-C-2 2024-05-28 Supporting Materials.pdf	276
Reports		
XI-D-1		
	Addendum XI-D-1 2024-05-28.docx	278
	Addendum XI-D-1 2024-05-28 Supporting Materials.pdf	279
XI-D-2		

Addendum XI-D-2 2024-05-28.docx	292
Addendum XI-D-2 2024-05-28 Supporting Materials.pdf	293
XI-D-3	
Addendum XI-D-3 2024-05-28.docx	304
Addendum XI-D-3 2024-05-28 Supporting Materials.pdf	305
XI-D-4	
Addendum XI-D-4 2024-05-28.docx	315
Addendum XI-D-4 2024-05-28 Supporting Materials.pdf	316
XI-D-5	
Addendum XI-D-5 2024-05-28.docx	319
Addendum XI-D-5 2024-05-28 Supporting Materials.pdf	320
XI-D-6	
Addendum XI-D-6 2024-05-28.docx	324
Addendum XI-D-6 2024-05-28 Supporting Materials.pdf	325
XI-D-7	
Addendum XI-D-7 2024-05-28.docx	336
Addendum XI-D-7 2024-05-28 Supporting Materials.pdf	337
XI-D-8	
Addendum XI-D-8 2024-05-28.docx	386
Addendum XI-D-8 2024-05-28 Supporting Materials.pdf	387
XI-D-9	
Addendum XI-D-9 2024-05-28.docx	412
Addendum XI-D-9 2024-05-28 Supporting Materials.pdf	413
XI-D-10	
Addendum XI-D-10 2024-05-28.docx	418
Addendum XI-D-10 2024-05-28 Supporting Materials.pdf	419
XI-D-11	
Addendum XI-D-11 2024-06-04.docx	420
Addendum XI-D-11 2024-05-28 Supporting Materials.pdf	421
XI-D-12	
Addendum XI-D-12 2024-05-28.docx	422
XI-D-13	
Addendum XI-D-13 2024-05-28.docx	423
XI-D-14	
Addendum XI-D-14 2024-05-28.docx	424
XI-D-15	
Addendum XI-D-15 2024-05-28.docx	425
XI-D-16	
Addendum XI-D-16a 2024-05-28.docx	

Addendum XI-D-16b 2024-05-28.docx	427
	430
Addendum XI-D-16c 2024-05-28 agenda.docx	433
Addendum XI-D-16d 2024-05-28.docx	434
Addendum XI-D-16e 2024-05-28.docx	437
XI-D-17	
Addendum XI-D-17 2024-05-28 agenda.docx	439
Addendum XI-D-17 2024-05-28 details.pdf	440
XI-D-18	
Addendum XI-D-18 2024-05-28 agenda.docx	448
Addendum XI-D-18 2024-05-28 details.pdf	449
XI-D-19	
Addendum XI-D-19 2024-05-30 agenda.docx	451
Addendum XI-D-19 2024-05-28.pdf	452
Additional Business	
Minutes for Approval	
Minutes 4-19-24.pdf	458
Minutes 4-26-24.pdf	472

AGENDA
THE BOARD OF REGENTS
OF THE UNIVERSITY OF NEBRASKA
Varner Hall, 3835 Holdrege Street
Lincoln, Nebraska 68583-0745
Thursday, June 20, 2024
9:00 a.m.

- I. CALL TO ORDER
- II. ROLL CALL
- III. APPROVAL OF MINUTES AND RATIFICATION OF ACTIONS TAKEN ON APRIL 19, 2024 AND APRIL 26, 2024
- IV. PRESENTATIONS
- V. KUDOS
 - Eileen Jahn, University of Nebraska at Kearney*
 - Nebraska Vet Diagnostic Center, University of Nebraska-Lincoln*
 - Jacqueline Pavlik, University of Nebraska Medical Center*
 - Chris Lode, University of Nebraska at Omaha*
- VI. RESOLUTIONS
 - Recognition for Executive Assistant to the President Jayne Sutton*
- VII. HEARINGS
- VIII. PRESIDENT’S REMARKS
- IX. 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.
- X. UNIVERSITY CONSENT AGENDA
 - A. ACADEMIC AFFAIRS
 - 1. President’s Personnel Recommendations, Addendum X-A-1
 - 2. Approve the academic program reviews report required by the Nebraska Coordinating Commission for Postsecondary Education (CCPE) and approve forwarding the program review reports to the CCPE, Addendum X-A-2
 - 3. Approve the in-depth reports required by Neb. Rev. Stat. § 85-1414(5) and the Nebraska Coordinating Commission for Postsecondary Education (CCPE) and approve forwarding the in-depth reports and action plans to the CCPE, Addendum X-A-3
- XI. UNIVERSITY ADMINISTRATIVE AGENDA

- A. **ACADEMIC AFFAIRS**
University of Nebraska-Lincoln
1. Approve the elimination of the Master of Arts (MA) in Mathematics program administered by the Department of Mathematics in the College of Arts and Sciences at UNL, Addendum XI-A-1
 2. Approve the elimination of the US Legal Studies LLM in the College of Law at UNL, Addendum XI-A-2
 3. Approve the elimination of the Master of Science for Teachers in Mathematics (MScT) in the Department of Mathematics in the College of Arts and Sciences at UNL, Addendum XI-A-3
 4. Approve the establishment of a new undergraduate major in Business Analytics (granted as a BS in Business Administration) administered by the Department of Supply Chain Management and Analytics in the College of Business at UNL, Addendum XI-A-4
- University of Nebraska at Omaha
5. Approve the transition of the Graduate Certificate in Applied Behavioral Analysis (ABA) administered by the Department of Psychology in the College of Arts and Sciences at UNO, Addendum XI-A-5
- University of Nebraska Medical Center
6. Approve establishment of a new Bachelor of Science in Pharmaceutical Sciences (BSPS) in the College of Pharmacy at UNMC, Addendum XI-A-6
- B. **BUSINESS AND FINANCE**
Operating Budget
1. Approve the Fund B, University Program and Facilities Fee (UPFF) 2024-25 Allocation for UNK, Addendum XI-B-1
 2. Approve the Fund B, University Program and Facilities Fee (UPFF) 2024-25 Allocation for UNL, Addendum XI-B-2
 3. Approve the Fund B, University Program and Facilities Fee (UPFF) 2024-25 Allocation for UNMC, Addendum XI-B-3
 4. Approve the Fund B, University Program and Facilities Fee (UPFF) 2024-25 Allocation for UNO, Addendum XI-B-4
 5. Approve the FY2024-25 Operating Budget and 2024-25 tuition rates for the University of Nebraska System, Addendum XI-B-5 **UPDATED**
 6. Approve the FY2024-25 Operating Budget and 2024-25 tuition rates for the Nebraska College of Technical Agriculture, Addendum XI-B-6
- University of Nebraska System
7. Approve the renewal of the FM Global Property Insurance policy for the period July 1, 2024 to July 1, 2025, Addendum XI-B-7
- University of Nebraska-Lincoln
8. Approve and authorize execution of a new Cellular Neutral Host Distributed Antenna System (DAS) for Memorial Stadium, Addendum XI-B-8
 9. Approve and authorize execution of outside food service vendor to be utilized in Nebraska Athletics' new performance nutrition facility in the Osborne Legacy Complex, Addendum XI-B-9
- University of Nebraska Medical Center
10. Approve and authorize execution of Ground Lease for development of row housing on real property currently designated as Parking Lot 64 at UNMC, Addendum XI-B-10

11. Approve and authorize execution of Change Order #1 for the construction agreement with Valley Corporation for the Saddle Creek Public Improvements project at UNMC, Addendum XI-B-11
12. Approve and authorize disposal of The International House, 428 South 38th Street, Omaha, Nebraska, Addendum XI-B-12

C. EXECUTIVE

1. Approve the Contract of Employment and First Amended and Restated Deferred Compensation Agreement for Jeffrey P. Gold, M.D., as President of the University of Nebraska, Addendum XI-C-1
2. Approve amendments to Board of Regents Policy RP-5.3.1 relating to denial of transcripts, Addendum XI-C-2

D. REPORTS

1. Report on establishment of new expedited Graduate Certificate in English Dual Enrollment in the College of Arts and Sciences at UNO, Addendum XI-D-1
2. Report on establishment of new expedited Graduate Certificate in Geographic Education in the College of Arts and Sciences at UNO, Addendum XI-D-2
3. Report on establishment of new expedited Graduate Certificate in Internal Audit, Fraud, and Control (IAFC) administered by the School of Accounting in the College of Business Administration at UNO, Addendum XI-D-3
4. Report on renaming the Bachelor of Arts (BA) in Foreign Language and Literature to World Languages and Literature at UNO, Addendum XI-D-4
5. Report on renaming the Center for Patient, Family and Community Engagement in Chronic Care Management (CENTRIC) to the Center for Chronic Illness Self-Management and Prevention (CRISP) administered by the College of Nursing at UNMC, Addendum XI-D-5
6. Annual Program Monitoring Reports, Addendum XI-D-6
7. Report on Student, Laboratory, and Miscellaneous Fees for Academic Year 2024-2025, Addendum XI-D-7 **UPDATED**
8. Quarterly Personnel Reports for Q1: January, February, and March 2024, Addendum XI-D-8 **UPDATED**
9. Report on Spring 2024 Enrollment, Addendum XI-D-9
10. Report on Five-Year Strategy Accountability Measures, Addendum XI-D-10
11. Current List of Graduate Professional Post-Baccalaureate Programs, Addendum XI-D-11
12. Report on contract between Nebraska Athletics and Teamworks Innovations, Inc. Addendum XI-D-12
13. Report on naming of Constance M. Ryan Wellness Innovation (WIN) Lab at UNMC, Addendum XI-D-13
14. Review of Microsoft Active Directory and Microsoft 365 Tenant Consolidation Project, Addendum XI-D-14
15. Report on Bids and Contracts, Addendum XI-D-15
16. Quarterly Report on Gifts, Grants, Contracts, and Bequests, Addendum XI-D-16
17. Quarterly Report on Capital Projects, Addendum XI-D-17
18. Report on Six-Year Capital Planning Plan, Addendum XI-D-18
19. Report on revisions to rules and regulations for faculty and student self-government organizations: UNMC McGoogan Health Sciences Library faculty bylaws, Addendum XI-D-19

XII. ADDITIONAL BUSINESS



BOARD OF REGENTS AGENDA ITEM SUMMARY

June 20, 2024

AGENDA ITEM: Consent Agenda

Review Review + Action Action Discussion

This is a report required by Regents' policy.

PRESENTERS: Chris Kabourek, Interim President

PURPOSE & KEY POINTS

Academic Affairs

1. President's Personnel Recommendations

Section 3.2 of the *Bylaws of the Board of Regents* provides that appointments to the positions of Vice Chancellor, Dean, and equivalent ranks, shall be made by the President, subject to approval by the Board. Approval of the following appointment is recommended.

- Charlie Bicak, Interim Chancellor (Special), University of Nebraska at Kearney, effective June 1, 2024 (\$325,000, FY, 1.00 FTE).
- Gaylene Armstrong, Dean, College of Public Affairs and Community Service, University of Nebraska at Omaha, effective July 1, 2024 (\$235,000, FY, 1.00 FTE).
- Neal Grandgenett, Dean, College of Education, Health, and Human Sciences, University of Nebraska at Omaha, effective July 1, 2024 (\$220,000, FY, 1.00 FTE).
- Stacia Palser, Interim Corporation Secretary (Special), Vice President General Counsel (Special), \$327,357 FY (includes \$ 302,357 base salary and \$25,000 stipend), 1.0 FTE. Add Interim Corporation Secretary title and \$25,000 stipend effective 05/08/2024 until 08/09/2024.

PRESIDENT'S RECOMMENDATION

The Interim President recommends approval of the Consent Agenda.



BOARD OF REGENTS AGENDA ITEM SUMMARY

Academic Affairs

June 20, 2024

AGENDA ITEM: Existing Academic Program Reviews required by the Nebraska Coordinating Commission for Postsecondary Education (CCPE)

Review **Review + Action** **Action** **Discussion**

This is a report required by Regents' Policy.

PRESENTERS: Jeffrey P. Gold, Provost

PURPOSE & KEY POINTS

This report includes programs reviewed at the University of Nebraska at Kearney (UNK), University of Nebraska-Lincoln (UNL), University of Nebraska Medical Center (UNMC), and University of Nebraska at Omaha (UNO). The Nebraska College of Technical Agriculture (NCTA) had no reports due this year. Each major/individual degree slated for review has been analyzed using the productivity thresholds established by the CCPE. CCPE, however, will often combine similar degree types (e.g., a BS and BA degree in Mathematics) when determining if a threshold has been met.

The Board of Regents is asked to approve the report and that it be forwarded to the CCPE. It is recommended to the CCPE that the degree programs included in the report be continued.

When programs do not appear to meet CCPE's numerical thresholds, Neb. Rev. Stat. § 85-1414(5) requires that an in-depth review be conducted. Programs potentially requiring such reviews are noted, and upon confirmation from CCPE, reviews will be requested and reported to the Board in 2025.

BACKGROUND INFORMATION

The Nebraska Coordinating Commission for Postsecondary Education (CCPE) review process focuses on degree and credit hour production. Every University program/major is evaluated on a rotating basis, once every seven years.

RECOMMENDATION

The President recommends approval.

**Summary of 2023-2024 Program Review Results at the University of Nebraska at Kearney (UNK)
Academic Year 2018/19-2022/23**

UNK Programs	Degree	5-Year Mean of Degrees Granted	Undergraduate Degrees ONLY 5-Year Mean of SCH/ Instructional Faculty FTE	Recommended Action	Appears not to meet numeric CCPE criteria
Chemistry					
Chemistry	BA	0.6		Continuation	X
Chemistry 7-12	BSE	0.6			X
Chemistry Comprehensive	BS	6.4			X
Professional Chemist Comprehensive	BS	0.6			X
	Total		434.3		
Physics & Astronomy					
Astronomy & Astrophysics Comprehensive	BS	3.6		Continuation	X
Physical Science	BA/BS	1.6			X
Physics	BA/BS	3.6			X
Physics Education 7-12	BSE	1.8			X
Physics Comprehensive/Engineering	BS	1.8			X
	Total		282.2		X

Performance Standards:	Degrees per Year
Total Less than Two Years and Associate	10 or greater
Total Bachelors	7 or greater
Total Masters	5 or greater
Total Ph.D.	3 or greater
Undergraduate SCH/Instructional Faculty FTE	300 or greater

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska at Kearney **Program:** Chemistry

I certify the following:

- the information provided regarding this program is accurate
- the above-named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 20, 2024
- the governing board's action was: Continuation of the BA/BS and BSE in Chemistry

Signed: Julie Shaffer
(Chief Academic Officer or designated representative)

3-12-24
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	18-19	19-20	20-21	21-22	22-23	5 yr avg
Student Credit Hours (SCH)	3684	3651	3441	3161	3222	3432
Faculty Full-time Equivalency (FTE)¹	11	11	11	11	11	11
Instructional Full-time Equivalency (FTE)²	8.54	8.27	7.78	7.43	7.48	7.90
SCH/Faculty FTE¹	334.9	331.9	312.8	287.4	292.9	312.0
SCH/Instructional Faculty FTE²	431.4	441.6	442.2	425.2	431.0	434.3

¹ Faculty FTE defined as the headcount FTE of full-time (1.0 FTE) faculty with any percentage teaching appointment expectation.

² Faculty FTE defined as the apportioned instructional/teaching FTE (any faculty rank FTE devoted to instruction – i.e.: 0.8 FTE faculty member with 60% Teaching appointment = 0.48 Instructional faculty FTE).

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:	18-19	19-20	20-21	21-22	22-23	5 yr avg	
Number of Degrees and Awards <i>(list degrees/awards separately)</i>	Chemistry – BA	0	1	1	0	1	0.6
	Chemistry 7-12 – BSE	1	0	1	0	1	0.6
	Chemistry Comprehensive – BS	3	7	12	4	6	6.4
	Professional Chemist Comp – BS	1	0	2	0	0	0.6
	Total Chemistry Degrees	5	8	16	4	8	8.2

Evidence of Need (provide a detailed explanation below or attach documentation)

The department provides coursework in the General Studies program as well as background coursework for a variety of disciplines including pre-professional health programs. The degrees offered prepare students for graduate programs and teacher preparation. The department recently approved a comprehensive chemistry degree with 5 separate emphases (Professional Chemist, Biochemistry, Health Science, Pharmacy, and General) that will be on the 2024-2025 catalog. This will allow for all our chemistry majors except for the Chemistry 7-12 Teaching BSE and the Chemistry BA to be counted in a single category.

For CCPE use: reviewer/date

Justification if the program is below either or both CCPE thresholds—check one or more boxes and provide a detailed explanation or attach a document

Program is critical to the role and mission of the institution (detailed explanation).

UNK has made health professions and teacher education as priority areas. General Chemistry, Organic chemistry, and Biochemistry are required for all or most health science majors. General Chemistry is required of all science teachers and chemistry is an area of great need for rural teachers.

Program contains courses supporting general education or other programs (detailed explanation).

Much of the credit hour production for the department supports General Studies. Faculty also teach graduate courses for the STEM masters that focuses on helping teachers become highly qualified.

Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs) (explain).

Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program (explain).

Many of the faculty in the Chemistry Department has numerous grants. Two faculty were recently awarded NIH R15's on the UNK campus. One of the faculty helped start our Delfin program. Two other faculty have NASA grants and collaborate closely with UNL.

Program provides unique access to an underserved population or geographical area (explain).

Program meets a unique need in the region, state, or nation (explain).

Program is newly approved within the last five years (no additional justification needed).

Other (detailed explanation). Collectively the degree threshold is met. Course options permit students to specialize in their area of interest.

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska at Kearney **Program:** Physics & Astronomy

I certify the following:

- the information provided regarding this program is accurate
- the above-named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 20, 2024
- the governing board's action was: Continuation of the BA/BS, and the BSE in Physics & Astronomy

Signed: *Julie Shaffer* 3-12-24
(Chief Academic Officer or designated representative) (Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	18-19	19-20	20-21	21-22	22-23	5 yr avg
Student Credit Hours (SCH)	2081	1974	1562	1660	1559	1767
Faculty Full-time Equivalency (FTE)¹	7	8	7	8	8	7.6
Instructional Full-time Equivalency (FTE)²	6.03	6.81	5.81	6.23	6.47	6.3
SCH/Faculty FTE¹	297.3	246.8	223.1	207.5	194.9	233.9
SCH/Instructional Faculty FTE²	345.1	289.9	268.8	266.5	241.0	282.2

¹ Faculty FTE defined as the headcount FTE of full-time (1.0 FTE) faculty with any percentage teaching appointment expectation.

² Faculty FTE defined as the apportioned instructional/teaching FTE (any faculty rank FTE devoted to instruction – i.e.: 0.8 FTE faculty member with 60% Teaching appointment = 0.48 Instructional faculty FTE).

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		18-19	19-20	20-21	21-22	22-23	5 yr avg
Number of Degrees and Awards <i>(list degrees/awards separately)</i>	BS Astronomy & Astrophysics Comp	0	0	0	0	0	0
	BA/BS Physical Science	0	0	0	0	0	0
	BA/BS Physics	0	0	0	2	1	0.6
	BSE Physics Education 7/12	0	0	0	0	0	0
	BS Physics Comprehensive/Engineering	2	1	1	1	1	1.2
	Total	2	1	1	3	2	1.8

Evidence of Need (provide a detailed explanation below or attach documentation)

The department continues to generate considerable student credit hours via its major programs and General Studies offerings. Many courses offered in the program are required for students in Health Science programs, Chemistry, Teachers Education, and Engineering.

For CCPE use: reviewer/date

Justification if the program is below either or both CCPE thresholds—check one or more boxes and provide a detailed explanation or attach a document

Program is critical to the role and mission of the institution (detailed explanation).

UNK has made health professions and teacher education as priority areas. Physics is required of all health science majors. Physical Science is required of all science teachers and physics is an area of great need for rural teachers. Therefore, although this department does not meet CCPE graduation averages, we would like to maintain the degree and continue to find ways to increase enrollment, such as our 2+2 engineering program with UNL.

Program contains courses supporting general education or other programs (detailed explanation).

Much of the credit hour production for the department supports General Studies courses. Many of these general studies courses are required courses for other programs, including essential courses that are required for students pursuing degrees in Health Sciences, Chemistry, and students in the teacher's education programs.

In addition, the department of physics supplies required courses for the STEM MS program. These courses overlap with courses provided for majors in Physics and Astronomy and provide additional credit hours not included above. These courses provide continuing education opportunities for students in Nebraska and beyond with minimal additional resources.

Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs) (explain).

The Department of Physics and Astronomy is partnering with UNL in the delivery of 2+2 and 3+2 Engineering programs. This is an interdisciplinary collaboration across conventional physical science STEM (Physics) and applied STEM (Engineering). Physics emphasizes science knowledge and critical thinking (Questioning assumptions). Engineering emphasizes technical knowledge, modeling and application skills. The two are bridged by quantitative problem solving, analytical skills and logical thinking.

The 2+2 option allows direct articulation with any one of the 12 Engineering programs in UNL at the third-year level. The 3+2 option allows completion of dual degrees; Physics at UNK and Engineering at UNL. The program was launched in the Fall 2016 and is still growing. This partnership with UNL has seen UNK students transfer to UNL and complete degrees in engineering with a high success rate.

Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program (explain).

Program provides unique access to an underserved population or geographical area (explain).

The last degree in Physics Education was conferred in 2010-11. However, because of the science teacher shortage we think it important to maintain the opportunity for students to pursue a physics teaching degree, should they desire. The methods courses required enroll students from other science disciplines, so there are no additional resources required to maintain the degree.

Program meets a unique need in the region, state, or nation (explain)

The program provides training for future science teachers for the State of Nebraska. It also enables students to pursue an interest in Physics and Astronomy to be utilized in other employment opportunities. Finally, the demand for engineers in rural Nebraska is increasing, and students from UNK's engineering program are returning to the region to fill those needs.

Program is newly approved within the last five years (no additional justification needed).

Other (detailed explanation).

The department is currently undergoing the process to consolidate programs to better represent our offerings. Similar programs that have been separate in the past are being combined. For example, the Physics BS, Physical Science BS, and the Astronomy BS all contain the same core classes. These are being combined into a single Physics BS with emphasis options in Physics, Physical Sciences, and Astronomy. Similar steps are being taken with the BA and Comprehensive degree programs.

**Summary of 2023-2024 Program Review Results at the University of Nebraska-Lincoln (UNL)
Academic Year 2018/19-2022/23**

UNL Programs	Degree	5-Year Mean of Degrees Granted	Undergraduate Degrees ONLY 5-Year Mean of SCH/ Instructional Faculty FTE	Recommended Action	Appears not to meet numeric CCPE criteria
Anthropology	BA/BS	16.8	807.7	Continuation	
Chemistry Bioanalytical Chemistry Chromatography and Analytical Separations	BA/BS	22.2	2324.4	Continuation	
	MS	4.0		Continuation	X
	PhD	14.4			
	Graduate Certificate	n/a			
Graduate Certificate	n/a				
Biochemistry CASNR College of Arts and Sciences	BSBC	25.0		Continuation	
	BS	50.0			
	Total		556.49		
	MS	1.4		Continuation	X
	PhD	4.4			
Applied Climate Science	BS	1.4	n/a	*	n/a
*The degree has been eliminated by the Board of Regents.					
Complex Biosystems	PhD	2.2		Continuation	X
Earth and Atmospheric Science	MS	8.2		Continuation	
	PhD	2.2			
Geography	BA/BS	8.6	952.85	Continuation	

UNL Programs	Degree	5-Year Mean of Degrees Granted	Undergraduate Degrees ONLY 5-Year Mean of SCH/ Instructional Faculty FTE	Recommended Action	Appears not to meet numeric CCPE criteria
Geology	BA/BS	11.0	849.6	Continuation	
Global Studies	BA	40.0	500.61	Continuation	
Global Integrative Studies					
Anthropology	MA	7.0	2210.05	Continuation	
Geography	MA	2.8			X
Global Integrative Studies	PhD	1.8			X
Forensic Anthropology	Graduate Certificate	n/a		Continuation	
Museum Studies	Graduate Certificate	n/a			
Geographic Information Science	Graduate Certificate	n/a			
Meteorology Climatology	BS	7.2		Continuation	
Philosophy					
	BA/BS	10.8	1337.92	Continuation	
	MA	1.4		Continuation	X
	PhD	2.2			X
Physics	BA/BS	13.6	975.11	Continuation	
Physics and Astronomy					
	MS	10.4		Continuation	
	PhD	7.8			
Agricultural Leadership, Education, and Communication	BS	41.2	724.9	Continuation	
Leadership Education					
	MS	4.8		Continuation	X
Personal Leadership	Graduate Certificate	n/a			

UNL Programs	Degree	5-Year Mean of Degrees Granted	Undergraduate Degrees ONLY 5-Year Mean of SCH/ Instructional Faculty FTE	Recommended Action	Appears not to meet numeric CCPE criteria
--------------	--------	--------------------------------	--	--------------------	---

Performance Standards:	Degrees per Year
Total Less than Two Years and Associate	10 or greater
Total Bachelors	7 or greater
Total Masters	5 or greater
Total Ph.D.	3 or greater
Undergraduate SCH/Instructional Faculty FTE	300 or greater

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska-Lincoln

Program: Anthropology

I certify the following:

- the information provided regarding this program is accurate
- the above-named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 20, 2024
- the governing board's action was: continuation of the Bachelor of Arts and Bachelor of Science in Anthropology

Signed: Katherine S. Anderson
(Chief Academic Officer or designated representative)

April 25, 2024
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	18-19	19-20	20-21	21-22	22-23	5 yr avg
Student Credit Hours (SCH)	5166	5440	5075	4927	4921	5105.8
Faculty Full-time Equivalency (FTE) ¹	8	12.3	19	15.5	16	14.16
Instructional Full-time Equivalency (FTE) ²	3.46	6.76	8.46	8.56	8.71	7.19
SCH/Faculty FTE¹	645.75	442.28	267.11	317.87	307.56	396.11
SCH/Instructional Faculty FTE²	1493.06	804.73	599.88	575.58	565.24	807.7

¹ Faculty FTE defined as the headcount FTE of full-time (1.0 FTE) faculty with any percentage teaching appointment expectation.

² Faculty FTE defined as the apportioned instructional/teaching FTE (any faculty rank FTE devoted to instruction – i.e.: 0.8 FTE faculty member with 60% Teaching appointment = 0.48 Instructional faculty FTE).

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		18-19	19-20	20-21	21-22	22-23	5 yr avg
Number of Degrees and Awards	BA/BS	16	13	21	16	18	16.8

Evidence of Need

Anthropology synthesizes knowledge and approaches from the social sciences, natural sciences, and the humanities to study humankind — from its earliest evolutionary ancestors to its contemporary challenges and successes. Interest in the program has been consistent; graduates are well-rounded, global citizens capable of investigating, navigating, communicating, doing business, and improving conditions across borders, oceans, and cultures.

A team of external evaluators conducted an Academic Program Review of the Department of Anthropology and its curricula in April 2016 and highlighted student engagement in undergraduate research as a particular strength of the program. Its next review will take place in Spring 2025 as part of the review of the School of Global and Integrative Studies where it is now located. The program's efficiency is evident in its SCH/ Instructional Faculty FTE: 807.7 for the five-year average.

For CCPE use: reviewer/date

Additional Justification is not needed.

Program is critical to the role and mission of the institution (detailed explanation).

Program contains courses supporting general education or other programs (detailed explanation).

Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs) (explain).

Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program (explain).

Program provides unique access to an underserved population or geographical area (explain).

Program meets a unique need in the region, state, or nation (explain).

Program is newly approved within the last five years (no additional justification needed).

Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska-Lincoln

Program: Chemistry

I certify the following:

- the information provided regarding this program is accurate
- the above-named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 20, 2024
- the governing board's action was: continuation of the Bachelor of Arts and Bachelor of Science in Chemistry

Chemistry

Signed: Katherine S. Anderson
(Chief Academic Officer or designated representative)

April 25, 2024
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	18-19	19-20	20-21	21-22	22-23	5 yr avg
Student Credit Hours (SCH)	21734	20367	20843	20315	19342	20520.2
Faculty Full-time Equivalency (FTE) ¹	22	26	26.33	21.25	21.33	23.38
Instructional Full-time Equivalency (FTE) ²	9.87	11.27	8.21	7.45	8.26	9.01
SCH/Faculty FTE¹	987.91	783.35	791.61	956	906.8	885.13
SCH/Instructional Faculty FTE²	2203.14	1807.99	2540.28	2727.72	2343.06	2324.44

¹ Faculty FTE defined as the headcount FTE of full-time (1.0 FTE) faculty with any percentage teaching appointment expectation.

² Faculty FTE defined as the apportioned instructional/teaching FTE (any faculty rank FTE devoted to instruction – i.e.: 0.8 FTE faculty member with 60% Teaching appointment = 0.48 Instructional faculty FTE).

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		18-19	19-20	20-21	21-22	22-23	5 yr avg
Number of Degrees and Awards	BA/BS	19	21	21	25	25	22.2

Evidence of Need

Students of chemistry study the composition, structure, properties, and change of matter. The program was last reviewed by an external team in Oct. 2017 and is scheduled to be reviewed again in Spring 2025. The program has a more than 130-year tradition of academic excellence and is noted for immersing students in research. Graduates of the program are employed by a range of industry employers such as Celerion, Streck, Zoetis, Novartis and many graduates choose to continue their education in graduate or professional school.

In addition to serving its majors, the program prepares students in more than forty different majors across the College of Arts and Sciences and the University. The extraordinary efficiency of the program is evident in both the SCH/Faculty FTE (885.13 5 yr avg) and SCH/Instructional Faculty FTE (2324.44 5 yr avg).

For CCPE use: reviewer/date

Additional Justification is not needed.

Program is critical to the role and mission of the institution (detailed explanation).

Program contains courses supporting general education or other programs (detailed explanation).

Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs) (explain).

Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program (explain).

Program provides unique access to an underserved population or geographical area (explain).

Program meets a unique need in the region, state, or nation (explain).

Program is newly approved within the last five years (no additional justification needed).

Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska-Lincoln

Program: Chemistry – Graduate Programs

I certify the following:

- the information provided regarding this program is accurate
- the above-named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 20, 2024
- the governing board's action was: continuation of the MS and PhD in Chemistry; Bioanalytical Chemistry Graduate Certificate and Chromatography and Analytical Separations Graduate Certificate.

Signed: Katherine S. Anderson
(Chief Academic Officer or designated representative)

April 25, 2024
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	18-19	19-20	20-21	21-22	22-23	5 yr avg
Student Credit Hours (SCH)						
Faculty Full-time Equivalency (FTE) ¹						
Instructional Full-time Equivalency (FTE) ²						
SCH/Faculty FTE ¹						
SCH/Instructional Faculty FTE ²						

¹ Faculty FTE defined as the headcount FTE of full-time (1.0 FTE) faculty with any percentage teaching appointment expectation.

² Faculty FTE defined as the apportioned instructional/teaching FTE (any faculty rank FTE devoted to instruction – i.e.: 0.8 FTE faculty member with 60% Teaching appointment = 0.48 Instructional faculty FTE).

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		18-19	19-20	20-21	21-22	22-23	5 yr avg
Number of Degrees and Awards	MS	7	3	3	5	2	4
	PhD	15	12	13	20	12	14.4
	Bioanalytical Chemistry Grad Cert	0	0	0	0	1	.2
	Chromatography and Analytical Separations Grad Cert	0	0	0	0	0	0

Evidence of Need

Chemistry's graduate programs train students and conduct basic and applied research in the study of chemistry and innovative applied research in interdisciplinary fields such as nanomaterials, energy science, macromolecular assembly. The Department of Chemistry underwent Academic Program Review in Fall 2017 and is scheduled for review in spring 2025.

Chemistry is a critical and outstanding graduate program that makes major contributions to the State of Nebraska. The program is the leading research graduate Chemistry program in the State of Nebraska with on average 90-120 graduate students in the program in any given year and more than \$10M in annual research funding from external grants and awards. Total Student Credit Hours in Chemistry are the fourth highest at UNL. The department taught 21,207 SCH in 22-23.

Demand for the Chemistry graduate program remains very high with more than 175 applications under review for Fall 2024. Chemistry has experienced a 16% increase over two years in total applications to the graduate program. Because demand for the Chemistry program is both high and accelerating, the program is one of the most highly selective in the College for admission.

The chemistry master's degree program provides a credential to a student who, for a variety of reasons, may not progress in their program of study to complete a doctoral degree. In these cases, the master's degree program is an incremental academic program that does not have a cost associated because the student was progressing toward the Ph.D., and there is no desire to increase total enrollment or degrees awarded. This aspect of graduate education is not unique to the University of Nebraska-Lincoln and these programs are often called "non-admitting" master's degree programs at other institutions.

Placement rates for Chemistry graduates in the last five years have been exceptionally strong—out of 97 total graduate degrees more than half (47) went into non-academic, industrial lab positions, including at national labs such as Los Alamos, Oak Ridge, and Sandia, and corporations such as Teledyne, FogPharma, and Thermo Fischer.

For CCPE use: reviewer/date

Justification for the MS which is below CCPE thresholds for completers: 5 for Masters.—check one or more boxes and provide a detailed explanation or attach a document

Program is critical to the role and mission of the institution (detailed explanation).

The M.S. program is critical to the overall success of the Chemistry graduate program at UNL. Students in the Ph.D. program may find long-term research training not suitable for their career goals. The MS program provides an alternative pathway to complete their graduate training in shorter terms. Thus, it is critical to the overall success of the Chemistry graduate program at UNL.

Program contains courses supporting general education or other programs (detailed explanation).

Graduate and undergraduate students from other departments and programs take 400/800 and 800 level courses provided by the Department of Chemistry.

Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs) (explain).

Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program (explain).

Employer demand for advanced degrees in Chemistry is high nationally and in Nebraska. The Nebraska Workforce Trends study (September/October 2023) places Chemical Manufacturing as one of the highest hourly wages in the state. The job placement record of the department's graduate programs over the last five years demonstrates the high employer demand at the national level. A partial list of companies hiring UNL Chemistry's graduate students in the last five years includes: KBI Biopharma, Cour Pharma, Celerion, Elemental Biosciences, Novum Nano, Incyte, Pearson SEM, Teardx, LLC, Haleon, Catalent Pharma Solutions, Evolved by Nature, Biogen, PPD, and Intertek.

Program provides unique access to an underserved population or geographical area (explain).

Program meets a unique need in the region, state, or nation (explain).

Program is newly approved within the last five years (no additional justification needed).

Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska-Lincoln

Program: Biochemistry

I certify the following:

- the information provided regarding this program is accurate
- the above-named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 20, 2024
- the governing board's action was: continuation of the Bachelor of Science in Biochemistry

Signed: Katherine S. Anterson
(Chief Academic Officer or designated representative)

April 25, 2024
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	18-19	19-20	20-21	21-22	22-23	5 yr avg
Student Credit Hours (SCH)	3233	3371	3596	3719	3757	3535.2
Faculty Full-time Equivalency (FTE) ¹	22	23	23	21	21.35	22.07
Instructional Full-time Equivalency (FTE) ²	6.52	6.77	6.21	6.02	6.34	6.37
SCH/Faculty FTE¹	146.95	146.57	156.35	177.1	175.97	160.59
SCH/Instructional Faculty FTE²	495.86	497.93	578.69	617.77	592.21	556.49

¹ Faculty FTE defined as the headcount FTE of full-time (1.0 FTE) faculty with any percentage teaching appointment expectation.

² Faculty FTE defined as the apportioned instructional/teaching FTE (any faculty rank FTE devoted to instruction – i.e.: 0.8 FTE faculty member with 60% Teaching appointment = 0.48 Instructional faculty FTE).

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		18-19	19-20	20-21	21-22	22-23	5 yr avg
Number of Degrees and Awards	BSBC (CASNR)	21	34	26	16	28	25
	BS (CAS)	38	46	59	57	50	50

Evidence of Need

The Biochemistry BS program at UNL offers a comprehensive curriculum designed to equip students with a deep understanding of the molecular processes that govern life. Through hands-on laboratory experiences and rigorous coursework, students gain practical skills in biochemical analysis and research methodologies. Nebraska is one of the few Big Ten universities accredited by the American Society for Biochemistry and Molecular Biology. The Biochemistry BS Degree was recently reaccredited by ASBMB until 2030.

Graduates excel in their careers — both academic and in private industry — focusing their talents on medicine, law, pharmaceutical, biotechnology, agriculture, environment, dental and many other fields. Additionally, this program is a major pipeline for professional programs in medicine, pharmacy, dentistry, and other health areas. Between five and ten percent of the graduates pursue graduate degrees at other institutions and have been successful at admission into elite institutions.

Students can complete the program requirements through the Colleges of Arts and Sciences or the College of Agricultural Sciences and Natural Resources. The program was last reviewed in Fall 2023 which affirmed the quality and relevance of our offerings.

For CCPE use: reviewer/date

Additional Justification is not needed.

Program is critical to the role and mission of the institution (detailed explanation).

Program contains courses supporting general education or other programs (detailed explanation).

Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs) (explain).

Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program (explain).

Program provides unique access to an underserved population or geographical area (explain).

Program meets a unique need in the region, state, or nation (explain).

Program is newly approved within the last five years (no additional justification needed).

Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska-Lincoln **Program:** Biochemistry – Graduate Programs

I certify the following:

- the information provided regarding this program is accurate
- the above-named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution’s governing board on June 20, 2024
- the governing board’s action was: continuation of the MS and PhD in Biochemistry

Signed: Katherine S. Anterson
(Chief Academic Officer or designated representative)

April 25, 2024
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	18-19	19-20	20-21	21-22	22-23	5 yr avg
Student Credit Hours (SCH)						
Faculty Full-time Equivalency (FTE) ¹						
Instructional Full-time Equivalency (FTE) ²						
SCH/Faculty FTE¹						
SCH/Instructional Faculty FTE²						

¹ Faculty FTE defined as the headcount FTE of full-time (1.0 FTE) faculty with any percentage teaching appointment expectation.

² Faculty FTE defined as the apportioned instructional/teaching FTE (any faculty rank FTE devoted to instruction – i.e.: 0.8 FTE faculty member with 60% Teaching appointment = 0.48 Instructional faculty FTE).

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		18-19	19-20	20-21	21-22	22-23	5 yr avg
Number of Degrees and Awards	MS	0	3	3	1	0	1.4
	PhD	4	4	3	5	6	4.4

Evidence of Need

The MS and Ph.D. in Biochemistry are vital credentials within our academic offerings, serving multiple crucial purposes and aligning with the evolving needs of both our students and the broader scientific community. Graduates excel in their careers — both academic and in private industry — focusing their talents on medicine, law, pharmaceutical, biotechnology, agriculture, environment, dental and many other fields. UNL offers the only MS and PhD in Biochemistry credential for Nebraska.

The MS program provides a credential to a student who, for a variety of reasons, may not progress in their program of study to complete a doctoral degree. In these cases, the master’s degree program is an incremental academic program that does not have a cost associated because the student was progressing toward the Ph.D., and there is no desire to increase total enrollment or degrees awarded. As you know, this aspect of graduate education is not unique to the University of Nebraska-Lincoln and are often called “non-admitting” master’s degree MS programs at other institutions.

The programs were last reviewed in Fall 2023 which affirmed the quality and relevance of our offerings.

For CCPE use: reviewer/date

Justification for the MS which is below CCPE thresholds for completers: 5 for Masters.—check one or more boxes and provide a detailed explanation or attach a document

Program is critical to the role and mission of the institution (detailed explanation).

The MS and PhD programs offered through the Department of Biochemistry are critical to the role and mission of the institution and of central importance to Nebraska's economic development.

Program contains courses supporting general education or other programs (detailed explanation).

Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs) (explain).

Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program (explain).

Program provides unique access to an underserved population or geographical area (explain).

Program meets a unique need in the region, state, or nation (explain).

Graduates from the MS and Ph.D. program have been successfully placed within Nebraska and the region. This program is serving an important employment and expertise niche for the state.

Program is newly approved within the last five years (no additional justification needed).

Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska-Lincoln

Program: Applied Climate Science - Interdisciplinary

I certify the following:

- the information provided regarding this program is accurate
- the above-named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 20, 2024
- the governing board's action was: continuation of the BS in Applied Climate Science

Signed: Katherine S. Anterson
(Chief Academic Officer or designated representative)

April 25, 2024
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	18-19	19-20	20-21	21-22	22-23	5 yr avg
Student Credit Hours (SCH)						
Faculty Full-time Equivalency (FTE) ¹						
Instructional Full-time Equivalency (FTE) ²						
SCH/Faculty FTE¹						
SCH/Instructional Faculty FTE²						

¹ Faculty FTE defined as the headcount FTE of full-time (1.0 FTE) faculty with any percentage teaching appointment expectation.

² Faculty FTE defined as the apportioned instructional/teaching FTE (any faculty rank FTE devoted to instruction – i.e.: 0.8 FTE faculty member with 60% Teaching appointment = 0.48 Instructional faculty FTE).

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		18-19	19-20	20-21	21-22	22-23	5 yr avg
Number of Degrees and Awards	BS	1	1	2	3	0	1.4

Evidence of Need

The Applied Climate Science BS has been discontinued and the proposal for deletion is pending CCPE approval.

For CCPE use: reviewer/date

Justification for the BS which is below CCPE threshold for completers: 2 for Interdisciplinary Baccalaureate—check one or more boxes and provide a detailed explanation or attach a document

Program is critical to the role and mission of the institution (detailed explanation).

Program contains courses supporting general education or other programs (detailed explanation).

Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs) (explain).

Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program (explain).

Program provides unique access to an underserved population or geographical area (explain).

Program meets a unique need in the region, state, or nation (explain).

Program is newly approved within the last five years (no additional justification needed).

Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska-Lincoln

Program: Complex Biosystems

I certify the following:

- the information provided regarding this program is accurate
- the above-named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 20, 2024
- the governing board's action was: continuation of the PhD in Complex Biosystems

Signed: Katherine S. Anderson
(Chief Academic Officer or designated representative)

April 25, 2024
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	18-19	19-20	20-21	21-22	22-23	5 yr avg
Student Credit Hours (SCH)						
Faculty Full-time Equivalency (FTE) ¹						
Instructional Full-time Equivalency (FTE) ²						
SCH/Faculty FTE¹						
SCH/Instructional Faculty FTE²						

¹ Faculty FTE defined as the headcount FTE of full-time (1.0 FTE) faculty with any percentage teaching appointment expectation.

² Faculty FTE defined as the apportioned instructional/teaching FTE (any faculty rank FTE devoted to instruction – i.e.: 0.8 FTE faculty member with 60% Teaching appointment = 0.48 Instructional faculty FTE).

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		18-19	19-20	20-21	21-22	22-23	5 yr avg
Number of Degrees and Awards	PhD	0	1	0	3	7	2.2

Evidence of Need

The PhD in Complex Biosystems (CBIO) offers a comprehensive curriculum designed to facilitate interdisciplinary graduate training at the forefront of big data approaches to life sciences research.

The program is consistent with the University's role and mission by providing PhD training in a rapidly expanding research area that challenges students to integrate skills in quantitative computational methods with in-depth knowledge of basic and applied physical and life science concepts. These students advance the cutting edge of research in their fields by promoting collaboration and a culture of team science, developing new and innovative solutions to existing global challenges, and contributing to paradigm-shifting discoveries more rapidly achieved by team science.

The National Science Foundation, the National Institutes of Health, and other agencies have compiled statistics on workforce development that indicate over 60% of graduates in science, technology, engineering, and math (STEM) fields enter non-academic positions following completion of their PhD degree. The outcomes demographic emphasizes a need to train students in a more holistic manner that prepares them for the diverse career options they will face, and training programs supported by these agencies emphasize the need to be attentive to advances in research approaches. One of the most rapidly expanding demand within STEM graduate training is in quantitative biosystems-level research. This is broadly defined as the use of AI/statistical analysis and computational models, coupled with high throughput experimental design that permits simultaneous collection of highly complex data, to quantify and/or quantitatively interpret responses within

whole systems. Examples include microbial ecosystems for bioenergy, plant and animal genetics/genomics, and responses of ecosystems to climate change. Publication rates in this field have increased more than four-fold per year over the past ten years.

Current students and alumni have contributed and will continue to contribute to research areas that are of primary importance to the State of Nebraska and at UNL. These include:

- impacts of root traits and soil microbes on maize seedling health
- roles of dietary exosome-like nanoparticles on gut health and obesity
- increased bioproduction of microbial biopolymers through synthetic biology
- AI-based discovery of genetic variants that influence leaf angle in production sorghum
- Identification of viral proteins that determine host resistance to plant pathogens

These contributions require the interdisciplinary graduate training that is unique to the PhD in Complex Biosystems. Graduates excel in their careers — both academic and in private industry.

The most recent review of the program took place in 2022-23 and resulted in a recommendation for continuation of the Ph.D., affirming the quality and relevance of the offering.

For CCPE use: reviewer/date

Justification for the PhD which is below CCPE thresholds for completers: 3 for PhD—check one or more boxes and provide a detailed explanation or attach a document

Program is critical to the role and mission of the institution (detailed explanation).
The PhD program in Complex Biosystems provides doctoral level training in a rapidly expanding research area that challenges students to integrate skills in computational and life sciences. Bioinformatics as a national and global training emphasis has undergone a significant redefinition as evidenced by a notable change in terminology to “Systems Biology” or “AI-driven Biology”, and by a radical increase in the number of researchers at UNL and the scientific community who now self-identify as systems biologists. Thus, the program is necessary to maintain global competitiveness of our university and our students in this contemporary workforce. The coursework and emphasis on interdisciplinary team-oriented research, with training in proposal writing, teaching, and quantitative research methods, better prepares students to be competitive in meeting changing global needs.

Program contains courses supporting general education or other programs (detailed explanation).

Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs) (explain).

Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program (explain).
Over the past five years the average number of applications to the program – 20.8 students - has exceeded program capacity. The number of students enrolled has increased from 5 in 2020 to 9 in 2023 and 10 are anticipated for Fall 2024. Students from other graduate programs including Biochemistry, Computer Science and Engineering, and Agronomy and Horticulture have become more interested in the interdisciplinary Complex Biosystems program. The program is expected to exceed CCPE minimum requirements for number of graduates starting this year (AY23-24).

The faculty and students affiliated with the Complex Biosystems program are among the most research productive at UNL. Students average at least three peer-reviewed publications prior to graduation. Current faculty advisors hold over 20 grants of \$250k or more, including several that exceed \$10M in total funding. The program supports research centers that are among UNL’s most successful including the Center for Plant Science Innovation and the Nebraska Food for Health Center. Discontinuing the program would jeopardize the research of the faculty advisors who would be unable to secure graduate students with the necessary skills.

All graduates are employed upon graduation. Demand is only expected to increase with the adoption of AI-based methods in the agricultural and biomedical sciences.

Program provides unique access to an underserved population or geographical area (explain).

Program meets a unique need in the region, state, or nation (explain).
UNL offers the only PhD in Complex Biosystems in Nebraska.

Program is newly approved within the last five years (no additional justification needed).

Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska-Lincoln **Program:** Earth and Atmospheric Sciences

I certify the following:

- the information provided regarding this program is accurate
- the above-named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 20, 2024
- the governing board's action was: continuation of the MS and PhD in Earth and Atmospheric Sciences

Signed: Katherine S. Anderson
(Chief Academic Officer or designated representative)

April 25, 2024
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	18-19	19-20	20-21	21-22	22-23	5 yr avg
Student Credit Hours (SCH)						
Faculty Full-time Equivalency (FTE) ¹						
Instructional Full-time Equivalency (FTE) ²						
SCH/Faculty FTE¹						
SCH/Instructional Faculty FTE²						

¹ Faculty FTE defined as the headcount FTE of full-time (1.0 FTE) faculty with any percentage teaching appointment expectation.

² Faculty FTE defined as the apportioned instructional/teaching FTE (any faculty rank FTE devoted to instruction – i.e.: 0.8 FTE faculty member with 60% Teaching appointment = 0.48 Instructional faculty FTE).

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		18-19	19-20	20-21	21-22	22-23	5 yr avg
Number of Degrees and Awards	MS	12	6	6	12	5	8.2
	PhD	4	3	1	0	3	2.2

Evidence of Need

Earth and Atmospheric Sciences graduate programs train graduate students and conduct advanced research on geology, meteorology, and the interaction of natural and human systems. The program is focused on major environmental challenges including how weather and climate affects much of the state's economy, especially agricultural production. The program trains scientists for service across the state in research areas such as flood mitigation, lead pollution in the vicinity of industrial sites, carbon sequestration, and the contamination and quality of well water in Nebraska. The graduate programs meet a critical need in the State of Nebraska for a STEM workforce with competence needed to understand and mitigate these earth system science challenges.

The Department of Earth and Atmospheric Sciences underwent Academic Program Review in Fall 2015 and is scheduled for review in fall 2024.

Demand for the Ph.D. program in Earth and Atmospheric Sciences has been steady. Applications to the M.S. program have risen by 38% in the last two years. The program has a strong placement record.

For CCPE use: reviewer/date

Justification for PhD which is below CCPE thresholds for completers: 3 for PhD—check one or more boxes and provide a detailed explanation or attach a document

Program is critical to the role and mission of the institution (detailed explanation).
The graduate program is integral to the land-grant mission of UNL and supports the high level of research activity in the geological, atmospheric and interdisciplinary sciences undertaken in the Department of Earth and Atmospheric Sciences. Because a high level of specialized expertise is essential for solving problems in earth and atmospheric sciences, graduate degrees are considered a fundamental requirement for careers in energy exploration, water resources, environmental services, and weather and climate forecasting.

Program contains courses supporting general education or other programs (detailed explanation).

The Department of Earth and Atmospheric Sciences regularly teaches general education courses in geology, meteorology that contribute to UNL's Achievement Centered Education (ACE) requirements. Graduate courses continue to support related graduate programs and attract students from computer science, natural resources, global integrative studies, etc.

Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs) (explain).

Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program (explain).

The program has had a successful placement of Ph.D. graduates indicating that the employer demand for graduates is high. In the last five years the program has placed students in both academic and industry positions, including in the Nebraska Department of Environmental Protection, National Weather Service, Colorado River Basin Forecast Center, Spanish National Oil Company, Pacific Northwest National Lab, and CRH Americas.

Program provides unique access to an underserved population or geographical area (explain).

Program meets a unique need in the region, state, or nation (explain).

Program is newly approved within the last five years (no additional justification needed).

Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska-Lincoln

Program: Geography

I certify the following:

- the information provided regarding this program is accurate
- the above-named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 20, 2024
- the governing board's action was: continuation of the Bachelor of Arts and Bachelor of Science in Geography

Signed: Katherine S. Anderson
(Chief Academic Officer or designated representative)

April 25, 2024
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	18-19	19-20	20-21	21-22	22-23	5 yr avg
Student Credit Hours (SCH)	5916	5140	4763	4950	5279	5209.6
Faculty Full-time Equivalency (FTE) ¹	3.83	10.5	19	15.5	16	12.97
Instructional Full-time Equivalency (FTE) ²	2.63	6.7	8.46	8.56	8.71	7.01
SCH/Faculty FTE¹	1544.65	489.52	250.68	319.35	329.94	586.85
SCH/Instructional Faculty FTE²	2249.43	767.16	563	578.27	606.36	952.85

¹ Faculty FTE defined as the headcount FTE of full-time (1.0 FTE) faculty with any percentage teaching appointment expectation.

² Faculty FTE defined as the apportioned instructional/teaching FTE (any faculty rank FTE devoted to instruction – i.e.: 0.8 FTE faculty member with 60% Teaching appointment = 0.48 Instructional faculty FTE).

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		18-19	19-20	20-21	21-22	22-23	5 yr avg
Number of Degrees and Awards	BA/BS	13	11	7	6	6	8.6

Evidence of Need

Geography is the science of the spatial dimensions of social, cultural, environmental, and ecological issues. Geography majors learn how to use state-of-the-art technologies such as computer cartography, geographic information systems (GIS) and remote sensing. The Geography program was last reviewed as part of the review of the School of Natural Resources in October 2015. The program moved to the College of Arts and Sciences in 2017 and became part of the new School of Global and Integrative Studies (SGIS). SGIS will have its first academic Program review in Spring 2025. Demand for the undergraduate program has fluctuated through these changes and COVID, but has maintained student interest; the program's efficiency is evident in the SCH/Instructional FTE 952.85.

For CCPE use: reviewer/date

Additional Justification is not needed.

Program is critical to the role and mission of the institution (detailed explanation).

Program contains courses supporting general education or other programs (detailed explanation).

Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs) (explain).

Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program (explain).

Program provides unique access to an underserved population or geographical area (explain).

Program meets a unique need in the region, state, or nation (explain).

Program is newly approved within the last five years (no additional justification needed).

Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska-Lincoln

Program: Geology

I certify the following:

- the information provided regarding this program is accurate
- the above-named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 20, 2024
- the governing board's action was: continuation of the Bachelor of Arts and Bachelor of Science in Geology

Signed: Katherine S. Anderson
(Chief Academic Officer or designated representative)

April 25, 2024
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	18-19	19-20	20-21	21-22	22-23	5 yr avg
Student Credit Hours (SCH)	3517	3698	3447	2714	3048	3284.8
Faculty Full-time Equivalency (FTE)¹	11	11	11	9	10	10.4
Instructional Full-time Equivalency (FTE)²	3.9	4.2	4.2	3.4	3.6	3.86
SCH/Faculty FTE¹	319.7	336.2	313.4	301.6	304.8	315.14
SCH/Instructional Faculty FTE²	901.8	880.5	820.8	798.2	846.7	849.6

¹ Faculty FTE defined as the headcount FTE of full-time (1.0 FTE) faculty with any percentage teaching appointment expectation.

² Faculty FTE defined as the apportioned instructional/teaching FTE (any faculty rank FTE devoted to instruction – i.e.: 0.8 FTE faculty member with 60% Teaching appointment = 0.48 Instructional faculty FTE).

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		18-19	19-20	20-21	21-22	22-23	5 yr avg
Number of Degrees and Awards	BA/BS	13	12	8	9	13	11

Evidence of Need

Geology majors study the Earth's minerals, rocks and landforms, and the processes that cause them to change over time. They learn about the causes of geological hazards and the occurrence of the elements and materials necessary for a clean energy future. Students in the program gain practical experience through laboratory analysis and fieldwork and many engage in internships for the State of Nebraska Department of Natural Resources or with other related agencies and businesses such as the United States Geological Survey or Shell, Inc. Graduates pursue graduate study or or employment as professional geologists who work in resource exploration and environmental-sector jobs, addressing real-world problems.

The program was last reviewed in Fall 2015 as part of the Department of Earth and Atmospheric Sciences and will be reviewed again in Fall 2024. The program's efficiency is evident in its SCH/instructional FTE (849.6 5 yr avg).

For CCPE use: reviewer/date

Additional Justification is not needed.

Program is critical to the role and mission of the institution (detailed explanation).

Program contains courses supporting general education or other programs (detailed explanation).

Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs) (explain).

Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program (explain).

Program provides unique access to an underserved population or geographical area (explain).

Program meets a unique need in the region, state, or nation (explain).

Program is newly approved within the last five years (no additional justification needed).

Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska-Lincoln

Program: Global Studies

I certify the following:

- the information provided regarding this program is accurate
- the above-named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 20, 2024
- the governing board's action was: continuation of the Bachelor of Arts and Bachelor of Science in Global Studies

Signed: Katherine S. Anterson
(Chief Academic Officer or designated representative)

April 25, 2024
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	18-19	19-20	20-21	21-22	22-23	5 yr avg
Student Credit Hours (SCH)	669	751	803	751	744	743.6
Faculty Full-time Equivalency (FTE) ¹	1	2	3	3	3	2.4
Instructional Full-time Equivalency (FTE) ²	.8	1.6	1.6	2.2	2.1	1.66
SCH/Faculty FTE¹	669	375.5	267.7	250.3	248	362.1
SCH/Instructional Faculty FTE²	836.25	469.4	501.9	341.4	354.1	500.61

¹ Faculty FTE defined as the headcount FTE of full-time (1.0 FTE) faculty with any percentage teaching appointment expectation.

² Faculty FTE defined as the apportioned instructional/teaching FTE (any faculty rank FTE devoted to instruction – i.e.: 0.8 FTE faculty member with 60% Teaching appointment = 0.48 Instructional faculty FTE).

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		18-19	19-20	20-21	21-22	22-23	5 yr avg
Number of Degrees and Awards	BA	51	60	34	27	28	40

Evidence of Need

Global Studies is an interdisciplinary program analyzing critical global issues and developing students' skills in critical thinking, cross-cultural communication, and logical analysis. Graduates are able to navigate the growing interconnectedness and diversity of interactions at the global level, integrate information and perspectives from multiple disciplines to solve problems, and communicate confidently and appropriately with individuals of different cultures. Although the pandemic caused a brief dip in student interest, the program has continued to attract students. Last reviewed in December 2017, it will be reviewed again as part of the Academic Program review for the School of Global and Integrated Studies in Spring 2025. An efficient program, the SCH/Instructional Faculty FTE is 500.61.

For CCPE use: reviewer/date

Justification if the program is below either or both CCPE thresholds—check one or more boxes and provide a detailed explanation or attach a document

Program is critical to the role and mission of the institution (detailed explanation).

Program contains courses supporting general education or other programs (detailed explanation).

Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs) (explain).

Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program (explain).

Program provides unique access to an underserved population or geographical area (explain).

Program meets a unique need in the region, state, or nation (explain).

Program is newly approved within the last five years (no additional justification needed).

Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska-Lincoln

Program: Global Integrative Studies

I certify the following:

- the information provided regarding this program is accurate
- the above-named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 20, 2024
- the governing board's action was: continuation of the MA in Anthropology; MA in Geography; PhD in Global Integrative Studies; Museum Studies Graduate Certificate; Geographic Information Science Graduate Certificate; and the Forensic Anthropology Graduate Certificate

Signed: Katherine S. Anderson
(Chief Academic Officer or designated representative)

April 25, 2024
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	18-19	19-20	20-21	21-22	22-23	5 yr avg
Student Credit Hours (SCH)						
Faculty Full-time Equivalency (FTE) ¹						
Instructional Full-time Equivalency (FTE) ²						
SCH/Faculty FTE¹						
SCH/Instructional Faculty FTE²						

¹ Faculty FTE defined as the headcount FTE of full-time (1.0 FTE) faculty with any percentage teaching appointment expectation.

² Faculty FTE defined as the apportioned instructional/teaching FTE (any faculty rank FTE devoted to instruction – i.e.: 0.8 FTE faculty member with 60% Teaching appointment = 0.48 Instructional faculty FTE).

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		18-19	19-20	20-21	21-22	22-23	5 yr avg
Number of Degrees and Awards	MA- Anthropology	7	5	5	13	5	7
	MA-Geography	5	0	0	7	2	2.8
	PhD-Global Integrative Studies	2	3	1	3	0	1.8
	Forensic Anthropology Graduate Certificate	-	-	1	5	7	4.3
	Museum Studies Graduate Certificate	-	-	0	1	0	.33
	Geographic Information Science Graduate Certificate	0	0	0	1	0	0.2

Evidence of Need

Global Integrative Studies is an interdisciplinary graduate program that trains students and conducts basic and applied research on critical global issues, cultures, and human systems.

Global Integrative Studies is scheduled for review in March 2025. The Anthropology and Geography programs were reviewed as part of individual APRs prior to merging into the School of Global Integrative Studies.

The Ph.D. program in Global Integrative Studies (formerly Geography) was modified in 2022-23 to integrate the strengths of geography and anthropology to forge a program that, in effect, returns to geography's roots of people, place, and environment, exploits its recent prowess in geospatial information science, and harnesses strengths that have flourished in anthropology, with its foci in human behavior, culture, human biology, heritage, evolution, and materiality. The program modification is expected to be more attractive to more prospective students and increase the number of degrees awarded.

The program has 18 students currently enrolled.

The Forensic Anthropology Graduate Certificate was approved in December 2019. The first student to complete the certificate was in spring 2021. There was growth in enrollment and completions, in 21-22 and 22-23. Currently, there are 13 active students enrolled in the certificate program.

The Museum Studies Graduate Certificate was approved in April 2020. Currently, five students are enrolled in the certificate.

The Geographic Information Science Graduate Certificate revision was approved in March 2022. Three new students enrolled in the program in 2022-23 academic year.

The Anthropology MA is highly efficient and has experienced growth over the last five years. Current applications to the program for Fall 2024 (45) are nearly double the number of applicants last year (23) and two years ago (25). The certificate program in Forensic Anthropology has driven up the number of applications and increased enrollment and the number of degrees awarded in this program. This degree program is vital to the Defense POW/MIA Accounting Agency (DPAA) partnership with UNL, including an MOU with National Forensic Sciences University of India (NSFU) to develop academic exchanges and cooperation in teaching and research.

The Geography MA provides geospatial knowledge and skills for essential professional development that industry, local, state, and federal agencies, non-profits, universities, and other institutions demand. Students seek out the MA program in Geography to build critical skills in conjunction with unique opportunities to address real-world applications and challenges. Students with a MA in Geography from UNL are prepared for employment in numerous fields requiring geospatial knowledge and skills such as geospatial data collection, geospatial data analysis, geospatial data visualization, problem-solving, map design, writing reports and analytical arguments, computational methodologies, qualitative analysis, mixed-methods (quantitative and qualitative), database design, python scripting, historic perspectives (temporal analysis), and Geospatial Artificial Intelligence (GeoAI).

For CCPE use: reviewer/date

Program is critical to the role and mission of the institution (detailed explanation).

The disciplinary area of geography is critical to the role and mission of UNL in research, teaching, and service.. The Geography Program at the University of Nebraska, Lincoln, established in 1868, is among the oldest in the country, and the PhD program, developed in 1908, was one of the first west of the Mississippi River (<https://digitalcommons.unl.edu/geography/>). Given the recent elimination of three departments at the University of Nebraska at Kearney (i.e., [1] Geography 7-12th grade teaching endorsement, [2] Geography and GIScience (BS), and [3] Geography (BS/BA)), the MA in Geography at UNL and Ph.D. in Global Integrative Studies is essential for land-grant responsibilities for Nebraska's citizens.

The MA in Geography is an essential component of the Global Integrative Studies PhD in which doctoral graduates are outfitted with theory and concepts derived from the complementary discipline of geography and anthropology, and become prepared to operate at the nexus of several domains—spatial, societal, cultural, biological, and material—where solutions to some of the grand challenges we face, for example, global climate change and globalization.

Program contains courses supporting general education or other programs (detailed explanation).

These programs, including the certificate programs, make significant contributions to the general education program. One example is the area of geospatial information science and technologies which represents a cornerstone of research, education, and outreach across diverse fields (e.g., geography, anthropology, community and regional planning, precision agriculture, disaster management, engineering, computer science).

Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs) (explain).

Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program (explain).

External funding and research outputs would be jeopardized with the discontinuation of the MA in Geography. Geography MA students carry out research with faculty in various disciplines at UNL such as Anthropology, Community and Regional Planning, Earth and Atmospheric Sciences, History, and more. This research results in professional presentations, publications, and is integral to external funding. The MA Geography program offers training in specialized areas and many of these students enter the PhD program prepared to collaborate with faculty in their research areas.

In addition, faculty in the College of Architecture, rely on Geography MA and Global Integrative Studies PhD students to provide GIS support in their research community assessment projects, analyses of the interrelationship among urban walkability (walk/bike), built environment, social environment, public health, commercial activity and neighborhood characteristics and, research projects including Innovative regional planning system to enhance regional competitiveness.

Program provides unique access to an underserved population or geographical area (explain).

Program meets a unique need in the region, state, or nation (explain).

Program is newly approved within the last five years (no additional justification needed).

Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska-Lincoln

Program: Meteorology-Climatology

I certify the following:

- the information provided regarding this program is accurate
- the above-named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 20, 2024
- the governing board's action was: continuation of the Bachelor of Science in Meteorology Climatology

Signed: Katherine S. Anderson
(Chief Academic Officer or designated representative)

April 25, 2024
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	18-19	19-20	20-21	21-22	22-23	5 yr avg
Student Credit Hours (SCH)	1706	1728	1773	1685	1586	1695.6
Faculty Full-time Equivalency (FTE) ¹	6	6	6	6	5	5.8
Instructional Full-time Equivalency (FTE) ²	2.7	2.7	2.8	2.7	2.3	2.64
SCH/Faculty FTE¹	284.3	288	295.5	280.8	317.2	293.2
SCH/Instructional Faculty FTE²	631.9	640	633.2	624.1	733	652.44

¹ Faculty FTE defined as the headcount FTE of full-time (1.0 FTE) faculty with any percentage teaching appointment expectation.

² Faculty FTE defined as the apportioned instructional/teaching FTE (any faculty rank FTE devoted to instruction – i.e.: 0.8 FTE faculty member with 60% Teaching appointment = 0.48 Instructional faculty FTE).

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		18-19	19-20	20-21	21-22	22-23	5 yr avg
Number of Degrees and Awards	BS	9	10	5	8	4	7.2

Evidence of Need

Meteorology-climatology majors study the Earth's atmosphere and long-term weather patterns and trends, and the processes that create weather and climate. Weather and climate have large impacts on the state's economy and this major is the only undergraduate atmospheric science program in Nebraska. The major in meteorology-climatology fulfills the recommended curriculum of the American Meteorological Society (AMS) and the University Corporation for Atmospheric Research (UCAR). The major and degree also meets or exceeds the minimum hiring requirements for employment as a meteorologist with the Federal government, thus preparing students for employment with federal agencies such as the National Weather Service, National Aeronautics and Space Administration, Environmental Protection Agency, National Park Service, and military. With this major, graduates can also work in private weather consulting; broadcast meteorology; and the agriculture, education, and energy sectors.

The program was last reviewed in Fall 2015 as part of the Department of Earth and Atmospheric Sciences and will be reviewed again in Fall 2024. The program's efficiency is evident in its SCH/instructional FTE (652.44 5 yr avg).

For CCPE use: reviewer/date

No Justification Needed

Program is critical to the role and mission of the institution (detailed explanation).

Program contains courses supporting general education or other programs (detailed explanation).

Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs) (explain).

Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program (explain).

Program provides unique access to an underserved population or geographical area (explain).

Program meets a unique need in the region, state, or nation (explain).

Program is newly approved within the last five years (no additional justification needed).

Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska-Lincoln

Program: Philosophy

I certify the following:

- the information provided regarding this program is accurate
- the above-named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 20, 2024
- the governing board's action was: continuation of the Bachelor of Arts and Bachelor of Science in Philosophy

Signed: Katherine S. Anterson
(Chief Academic Officer or designated representative)

April 25, 2024
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	18-19	19-20	20-21	21-22	22-23	5 yr avg
Student Credit Hours (SCH)	6364	6393	6489	6102	5616	6192.8
Faculty Full-time Equivalency (FTE) ¹	11	11	12	11	10.5	11.1
Instructional Full-time Equivalency (FTE) ²	4.8	4.8	4.6	4.8	4.16	4.63
SCH/Faculty FTE¹	578.55	581.18	540.75	554.73	534.86	558.01
SCH/Instructional Faculty FTE²	1325.83	1331.88	1410.65	1271.25	1350	1337.92

¹ Faculty FTE defined as the headcount FTE of full-time (1.0 FTE) faculty with any percentage teaching appointment expectation.

² Faculty FTE defined as the apportioned instructional/teaching FTE (any faculty rank FTE devoted to instruction – i.e.: 0.8 FTE faculty member with 60% Teaching appointment = 0.48 Instructional faculty FTE).

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		18-19	19-20	20-21	21-22	22-23	5 yr avg
Number of Degrees and Awards	BA/BS	10	15	6	11	12	10.8

Evidence of Need

Through the study of general and fundamental problems concerning matters such as existence, knowledge, values, reason, mind, and language, Philosophy students learn to analyze critically, argue cogently, write persuasively, and communicate clearly. Demand for the major has been steady. The interdisciplinary character of philosophy, together with its focus on evaluative issues and its unique emphasis on general methods of reasoned argument and analysis, leads to an unusually broad and intellectually sound major for students preparing themselves for such professions as law, medicine, social work, government service, and the ministry. Philosophy is a core component of a liberal arts education and students across the University enroll in its courses. The program is highly efficient with an SCH/Instructional Faculty FTE of 1337.92, 5 yr avg.

The program underwent an Academic Program Review (APR) in Fall 2018 and is scheduled to be reviewed again in Spring 2026.

For CCPE use: reviewer/date

Additional Justification is not needed.

- Program is critical to the role and mission of the institution (detailed explanation).

- Program contains courses supporting general education or other programs (detailed explanation).

- Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs) (explain).

- Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program (explain).

- Program provides unique access to an underserved population or geographical area (explain).

- Program meets a unique need in the region, state, or nation (explain).

- Program is newly approved within the last five years (no additional justification needed).

- Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska-Lincoln **Program:** Philosophy – Graduate Programs

I certify the following:

- the information provided regarding this program is accurate
- the above-named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution’s governing board on June 20, 2024
- the governing board’s action was: continuation of the MA and PhD in Philosophy

Signed: Katherine S. Anderson
(Chief Academic Officer or designated representative)

April 25, 2024
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	18-19	19-20	20-21	21-22	22-23	5 yr avg
Student Credit Hours (SCH)						
Faculty Full-time Equivalency (FTE) ¹						
Instructional Full-time Equivalency (FTE) ²						
SCH/Faculty FTE¹						
SCH/Instructional Faculty FTE²						

¹ Faculty FTE defined as the headcount FTE of full-time (1.0 FTE) faculty with any percentage teaching appointment expectation.

² Faculty FTE defined as the apportioned instructional/teaching FTE (any faculty rank FTE devoted to instruction – i.e.: 0.8 FTE faculty member with 60% Teaching appointment = 0.48 Instructional faculty FTE).

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		18-19	19-20	20-21	21-22	22-23	5 yr avg
Number of Degrees and Awards	MA	0	2	1	2	2	1.4
	PhD	3	5	0	1	2	2.2

Evidence of Need

Philosophy graduate programs train students in advanced knowledge and conduct research in ethics, the mind, cognition, values, reason, and language, and several innovative interdisciplinary fields. The Department of Philosophy underwent Academic Program Review in Fall 2018 and will undergo its next review in Spring 2026.

The Philosophy graduate program at UNL is the only Ph.D. program in philosophy in the State of Nebraska.

Demand for the graduate program has remained stable and steady over five years with on average 25 applications to the M.A. and Ph.D. program each year. There is limited funding available to support doctoral students in the Humanities. As a result, the graduate program is small. Philosophy’s graduate program is rated by the Philosophy Data and Analysis Project as 3.9/.5.0 (equivalent to Princeton, Notre Dame, and Syracuse). Philosophy’s placement rate for graduate students is in the top half of all graduate programs. UNL Philosophy placed 82% of their 2012-2021 PhD’s in academic jobs, putting them in the top half of all philosophy graduate programs. The M.A. program provides a first pathway to graduate study in Philosophy for UNL undergraduate students, a feeder into the Philosophy Ph.D. program, and an alternative pathway to complete graduate training in shorter terms. Thus, the M.A. is critical to the overall success of the Philosophy graduate program at UNL. The department may consider a dual enrollment program to consolidate the degrees.

For CCPE use: reviewer/date

Justification for the MA and PhD which are both below CCPE thresholds for completers: 5 for Masters; 3 for PhD—check one or more boxes and provide a detailed explanation or attach a document

Program is critical to the role and mission of the institution (detailed explanation).

Through the study of general and fundamental problems concerning matters such as existence, knowledge, values, reason, mind, and language, Philosophy students learn to analyze critically, argue cogently, write persuasively, and communicate clearly. The interdisciplinary character of philosophy, together with its focus on evaluative issues and its unique emphasis on general methods of reasoned argument and analysis, leads to an unusually broad and intellectually sound education. Philosophy is a core component of a liberal arts education. Every other Big 10 University has a Philosophy Ph.D. program, and all but two members of the AAU (excluding predominantly undergraduate institutions, like Dartmouth, and technology institutes, like Cal Tech and Georgia Tech) have Philosophy Ph.D. programs.

Philosophy's M.A. and PhD program enables the department to attract and retain quality faculty, and enables productive research programs, which have borne fruit in recent publications from Cambridge and Oxford University Press.

Program contains courses supporting general education or other programs (detailed explanation).

UNL's Department of Philosophy regularly teaches approximately 6000 Student Credit Hours (SCH) per year in rigorous courses at all levels, with just 9 faculty members. M.A. and PhD students, who serve as Graduate Teaching Assistants (GTAs), are essential to their ability to do this. M.A. students support teaching in the lower-level courses. These large courses comprise a significant contribution to Achievement Centered Education (ACE) requirements. In particular, many of these courses satisfy the ACE 8 Requirement, which concerns Ethics, Stewardship, and Civic Responsibility.

Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs) (explain).

Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program (explain).

Program provides unique access to an underserved population or geographical area (explain).

Program meets a unique need in the region, state, or nation (explain).
UNL's Department of Philosophy as the only Ph.D. program in the state of Nebraska. Many of their Ph.D. graduates serve as temporary faculty at other universities in Nebraska such as Chadron State, University of Nebraska-Omaha, Doane, and Creighton.

Program is newly approved within the last five years (no additional justification needed).

Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska-Lincoln

Program: Physics

I certify the following:

- the information provided regarding this program is accurate
- the above-named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 20, 2024
- the governing board's action was: continuation of the Bachelor of Arts and Bachelor of Science in Physics

Signed: Katherine S. Anterson
(Chief Academic Officer or designated representative)

April 25, 2024
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	18-19	19-20	20-21	21-22	22-23	5 yr avg
Student Credit Hours (SCH)	11633	10551	9837	10078	10371	10494
Faculty Full-time Equivalency (FTE)¹	28	28	29	26.5	29	28.1
Instructional Full-time Equivalency (FTE)²	10.99	10.99	10.14	9.97	11.85	10.79
SCH/Faculty FTE¹	415.46	376.82	339.21	380.3	357.62	373.88
SCH/Instructional Faculty FTE²	1058.56	960.1	970.36	1011.34	875.19	975.11

¹ Faculty FTE defined as the headcount FTE of full-time (1.0 FTE) faculty with any percentage teaching appointment expectation.

² Faculty FTE defined as the apportioned instructional/teaching FTE (any faculty rank FTE devoted to instruction – i.e.: 0.8 FTE faculty member with 60% Teaching appointment = 0.48 Instructional faculty FTE).

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		18-19	19-20	20-21	21-22	22-23	5 yr avg
Number of Degrees and Awards	BA/BS	15	15	15	10	13	13.6

Evidence of Need

Physics involves the study of matter and its motion and behavior through space and time, along with related concepts such as energy and force; astronomy studies celestial objects and phenomena. Interest in the program has remained roughly constant over the last few years, and graduates of the program have been successful, enrolling in graduate programs in Physics at institutions such as Rutgers, University of Colorado, Boulder, University of Michigan, California Institute of Technology, and University of California, Berkeley and finding positions with employers such as Duncan Aviation, Neogen, Nebraska Public Power District, and Bryan Health.

The program was reviewed in February 2022 and will be reviewed again in Fall 2029. The program's efficiency is evident in its SCH/Instructional Faculty FTE (975.11 for the five-year average).

For CCPE use: reviewer/date

Additional Justification is not needed.

Program is critical to the role and mission of the institution (detailed explanation).

Program contains courses supporting general education or other programs (detailed explanation).

Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs) (explain).

Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program (explain).

Program provides unique access to an underserved population or geographical area (explain).

Program meets a unique need in the region, state, or nation (explain).

Program is newly approved within the last five years (no additional justification needed).

Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska-Lincoln **Program:** Physics and Astronomy

I certify the following:

- the information provided regarding this program is accurate
- the above-named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 20, 2024
- the governing board's action was: continuation of the MS and PhD in Physics and Astronomy

Signed: Katherine S. Anderson
(Chief Academic Officer or designated representative)

April 25, 2024
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	18-19	19-20	20-21	21-22	22-23	5 yr avg
Student Credit Hours (SCH)						
Faculty Full-time Equivalency (FTE) ¹						
Instructional Full-time Equivalency (FTE) ²						
SCH/Faculty FTE¹						
SCH/Instructional Faculty FTE²						

¹ Faculty FTE defined as the headcount FTE of full-time (1.0 FTE) faculty with any percentage teaching appointment expectation.

² Faculty FTE defined as the apportioned instructional/teaching FTE (any faculty rank FTE devoted to instruction – i.e.: 0.8 FTE faculty member with 60% Teaching appointment = 0.48 Instructional faculty FTE).

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		18-19	19-20	20-21	21-22	22-23	5 yr avg
Number of Degrees and Awards	MS	10	11	6	18	7	10.4
	PhD	5	5	11	8	10	7.8

Evidence of Need

The Department of Physics and Astronomy conducts basic and applied research and trains graduate students in advanced study, with special emphasis on research in Atomic, Molecular, Optical, and Plasma Physics (AMOP), Condensed Matter and Materials Physics (CMMP), and High Energy Physics (HEP). The program was reviewed in February 2022 and will be reviewed again in Fall 2029.

The graduate program in Physics and Astronomy is the only Ph.D. program in physics the State of Nebraska. The Masters degree is not a terminal degree, students can meet the requirements for the masters as part of their studies in the PhD program.

The department leads UNL with the highest research expenditures and awards with \$17.6 million in FY 2023.

The demand for the graduate program is exceptionally strong with more than 287 applications for 2024-25, making the Physics graduate program one of the most selective at UNL, admitting less than 5 % of students who apply. The Physics program is highly efficient, averaging 6.5 years to the Ph.D. degree.

For CCPE use: reviewer/date

Additional Justification is not needed.

Program is critical to the role and mission of the institution (detailed explanation).

Program contains courses supporting general education or other programs (detailed explanation).

Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs) (explain).

Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program (explain).

Program provides unique access to an underserved population or geographical area (explain).

Program meets a unique need in the region, state, or nation (explain).

Program is newly approved within the last five years (no additional justification needed).

Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska-Lincoln **Program:** Agricultural Leadership, Education and Communication

I certify the following:

- the information provided regarding this program is accurate
- the above-named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 20, 2024
- the governing board's action was: continuation of the Bachelor of Science in Agricultural Leadership, Education and Communication

Signed: Katherine S. Ankerson
(Chief Academic Officer or designated representative)

April 25, 2024
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	18-19	19-20	20-21	21-22	22-23	5 yr avg
Student Credit Hours (SCH)	6285	6343	5751	5777	5094	5850
Faculty Full-time Equivalency (FTE) ¹	11.34	13.4	11.7	10.84	11.84	11.82
Instructional Full-time Equivalency (FTE) ²	7	8.91	7.73	8.11	9.14	8.18
SCH/Faculty FTE¹	554.23	473.36	491.54	532.93	430.24	496.46
SCH/Instructional Faculty FTE²	898.43	712.14	743.98	712.33	557.64	724.9

¹ Faculty FTE defined as the headcount FTE of full-time (1.0 FTE) faculty with any percentage teaching appointment expectation.

² Faculty FTE defined as the apportioned instructional/teaching FTE (any faculty rank FTE devoted to instruction – i.e.: 0.8 FTE faculty member with 60% Teaching appointment = 0.48 Instructional faculty FTE).

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		18-19	19-20	20-21	21-22	22-23	5 yr avg
Number of Degrees and Awards	BS	44	46	38	40	38	41.2

Evidence of Need

The Department of Agricultural Leadership, Education and Communication (ALEC) offers Nebraska's sole comprehensive degree program in agricultural education, leadership, and communication for the state of Nebraska. With over 80% of Nebraska's high schools offering comprehensive agricultural education programs, there is an urgent demand for certified agricultural education instructors to meet the growing needs of these programs. This demand stems from the expansion of programs across the state (80 school-based agricultural education programs added in Nebraska over the past 12 years), teacher attrition rates, and the burgeoning participation in Nebraska FFA, which boasts over 13,000 students.

The Employment Report, released by the USDA National Institute of Food and Agriculture (NIFA) and Purdue University, shows a strong job demand for new college graduates in agricultural programs, including agricultural education, leadership, and communication. It is predicted that employer demand will exceed the supply of available graduates with a bachelor's degree or higher in agriculture-related fields (<https://nifa.usda.gov/press-release/employment-outlook-promising-new-college-graduates-agriculture>). Our graduates have consistently found success in securing placements within Nebraska and the broader region.

The most recent review was in Spring 2022 which affirmed the quality and relevance of our offerings to the agricultural community and beyond.

For CCPE use: reviewer/date

Additional Justification is not needed.

Program is critical to the role and mission of the institution (detailed explanation).

Program contains courses supporting general education or other programs (detailed explanation).

Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs) (explain).

Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program (explain).

Program provides unique access to an underserved population or geographical area (explain).

Program meets a unique need in the region, state, or nation (explain).

Program is newly approved within the last five years (no additional justification needed).

Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska-Lincoln

Program: Leadership Education

I certify the following:

- the information provided regarding this program is accurate
- the above-named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 20, 2024
- the governing board's action was: continuation of the MS and Personal Leadership Graduate Certificate

Signed: Katherine S. Anderson
(Chief Academic Officer or designated representative)

April 25, 2024
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	18-19	19-20	20-21	21-22	22-23	5 yr avg
Student Credit Hours (SCH)						
Faculty Full-time Equivalency (FTE) ¹						
Instructional Full-time Equivalency (FTE) ²						
SCH/Faculty FTE¹						
SCH/Instructional Faculty FTE²						

¹ Faculty FTE defined as the headcount FTE of full-time (1.0 FTE) faculty with any percentage teaching appointment expectation.

² Faculty FTE defined as the apportioned instructional/teaching FTE (any faculty rank FTE devoted to instruction – i.e.: 0.8 FTE faculty member with 60% Teaching appointment = 0.48 Instructional faculty FTE).

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		18-19	19-20	20-21	21-22	22-23	5 yr avg
Number of Degrees and Awards	MS	3	5	3	5	8	4.8
	Personal Leadership Graduate Certificate	-	-	-	-	0	0

Evidence of Need

The MS program in Leadership Education is a unique and essential asset within our state, offering a specialized pathway for agriculture educators and professionals to advance their expertise. The program has demonstrated resilience and success, with the number of graduates between 2018-2023 just shy of meeting the cumulative 5-year target of 25 graduates (1 graduate below, 24 graduates) or an average of 5 per year (4.8 per year). Faculty have engaged in broadening the audience for this important degree program by 1) adding a Teaching and Extension Specialization resulting in an increase of Leadership Education MS students, and 2) adding a Personal Leadership Certificate (in 2022 – 2023) that can be achieved completely online and that enhances all other graduate degrees at UNL.

The MS in Leadership Education plays a role in advancing the institution's mission. Further support for the program's significance is demonstrated in the Employment Outlook Report from the USDA's National Institute of Food and Agriculture (NIFA). According to this report, there is a substantial gap in the number of graduates with bachelor's degrees or higher in agriculture-related fields compared to the available job openings. Specifically, there are approximately 35,400 new graduates, which falls short by 22,500 of the annual job demand. Moreover, the accessibility of the Leadership Education degree through an online platform enhances its impact. This online credential serves as an asset for the state, especially given the growing number of schools in Nebraska offering agricultural education programs (approximately 85% of Nebraska schools). The demand for educators with advanced degrees is increasing, and the online option allows teachers to acquire the necessary credential while

continuing to teach. Eliminating the credential would not be a significant cost savings, as the MS curriculum is strategically designed to leverage and complement offerings and resources from the PhD in Educational Studies with a specialization in Leadership Studies.

The most recent review was in Spring 2022 which affirmed the quality and relevance of our offerings to the agricultural community and beyond.

For CCPE use: reviewer/date

Justification for the MS which is below CCPE thresholds for completers: 5 for Masters —check one or more boxes and provide a detailed explanation or attach a document

Program is critical to the role and mission of the institution (detailed explanation).

UNL offers the only comprehensive MS degree pathway in Leadership Education with a focus on agriculture in Nebraska. Graduates have been successfully placed within Nebraska and the region.

Program contains courses supporting general education or other programs (detailed explanation).

The MS curriculum is strategically designed to leverage and complement offerings and resources from the PhD in Educational Studies with a specialization in Leadership Studies.

Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs) (explain).

Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program (explain).

Program provides unique access to an underserved population or geographical area (explain).

Program meets a unique need in the region, state, or nation (explain).

This program is serving an important employment and expertise niche for Nebraska. The Employment Outlook Report by the USDA's National Institute of Food and Agriculture (NIFA) and Purdue University also supports the need for this program. According to the report, there is an average of 35,400 new U.S. graduates with a bachelor's degree or higher in agriculture/natural resources related fields, which is 22,500 short of the jobs available annually.

Program is newly approved within the last five years (no additional justification needed).

Other (detailed explanation).

**Summary of 2023-2024 Program Review Results at the University of Nebraska Medical Center (UNMC)
Academic Year 2018/19-2022/23**

UNMC Program	Degree	5-Year Mean of Degrees Granted	Undergraduate Degrees ONLY 5-Year Mean of SCH/ Instructional Faculty FTE	Recommended Action	Appears not to meet numeric CCPE criteria
Clinical Perfusion	MPS	18.8		Continuation	
Medical Anatomy	MS	15.6		Continuation	

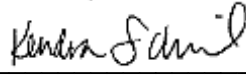
Performance Standards:	Degrees per Year
Total Less than Two Years and Associate	10 or greater
Total Bachelors	7 or greater
Total Masters	5 or greater
Total Ph.D.	3 or greater
Undergraduate SCH/Instructional Faculty FTE	300 or greater

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska Medical Center Program: 51.0906 Clinical Perfusion

I certify the following:

- the information provided regarding this program is accurate
- the above-named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 20, 2024
- the governing board's action was: _____

Signed:  03/21/2024 _____
(Chief Academic Officer or designated representative) (Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY): Not Applicable

Academic Year:	17-18	18-19	19-20	20-21	22-23	5 yr avg
Student Credit Hours (SCH)						
Faculty Full-time Equivalency (FTE) ¹						
Instructional Full-time Equivalency (FTE) ²						
SCH/Faculty FTE¹						
SCH/Instructional Faculty FTE²						

¹ Faculty FTE defined as the headcount FTE of full-time (1.0 FTE) faculty with any percentage teaching appointment expectation.

² Faculty FTE defined as the apportioned instructional/teaching FTE (any faculty rank FTE devoted to instruction – i.e.: 0.8 FTE faculty member with 60% Teaching appointment = 0.48 Instructional faculty FTE).

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		18-19	19-20	20-21	21-22	22-23	5 yr avg
Number of Degrees and Awards <i>(list degrees/awards separately)</i>	Master of Perfusion Science	17	17	17	18	25	18.8

Evidence of Need (provide a detailed explanation below or attach documentation)

The UNMC Clinical Perfusion Program is the only educational program for perfusion in the state and one of only 19 programs in the US accredited by the Commission. Currently, the UNMC Clinical Perfusion Program has trained 96% of all licensed perfusionists in the state of Nebraska. Moreover, the program has established a Clinical Perfusion Training and Simulation Program, which is one of just 11 such programs nationwide recognized as a high-fidelity simulation center by the American Board of Cardiovascular Perfusion. The program's ability to market and attract quality, prospective applicants has enabled them to grow enrollment while maintaining and exceeding program outcomes.

For CCPE use: reviewer/date

Justification if the program is below either or both CCPE thresholds—check one or more boxes and provide a detailed explanation or attach a document.

- Program is critical to the role and mission of the institution (detailed explanation).
- Program contains courses supporting general education or other programs (detailed explanation).
- Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs (explain).
- Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program (explain).
- Program provides unique access to an underserved population or geographical area (explain).
- Program meets a unique need in the region, state, or nation (explain).
- Program is newly approved within the last five years (no additional justification needed).
- Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: __ University of Nebraska Medical Center __ **Program:** __ 26.0407 __ MS in Medical Anatomy __

I certify the following:

- the information provided regarding this program is accurate
- the above-named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 20, 2024
- the governing board's action was: _____

Signed:  03/21/2024
(Chief Academic Officer or designated representative) (Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY): Not applicable

Academic Year:	18-19	19-20	20-21	21-22	22-23	5 yr avg
Student Credit Hours (SCH)						
Faculty Full-time Equivalency (FTE)¹						
Instructional Full-time Equivalency (FTE)²						
SCH/Faculty FTE¹						
SCH/Instructional Faculty FTE²						

¹ Faculty FTE defined as the headcount FTE of full-time (1.0 FTE) faculty with any percentage teaching appointment expectation.

² Faculty FTE defined as the apportioned instructional/teaching FTE (any faculty rank FTE devoted to instruction – i.e.: 0.8 FTE faculty member with 60% Teaching appointment = 0.48 Instructional faculty FTE).

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		18-19	19-20	20-21	21-22	22-23	5 yr avg
Number of Degrees and Awards <i>(list degrees/awards separately)</i>	MS	17	20	14	11	16	15.6

Evidence of Need (provide a detailed explanation below or attach documentation)

Medical Anatomy is the foundation for all students aspiring to health professions or health science careers. The Medical Anatomy program prepares students for the rigors of professional studies in the health professions (e.g. medicine, dentistry, physician assistant, physical therapy), education, and research. Students will acquire a strong foundation in the anatomical sciences, including gross anatomy (through whole body dissection), microanatomy/histology (using virtual microscopy), neuroanatomy (via examination of human specimens), and embryology.

For CCPE use: reviewer/date

Justification if the program is below either or both CCPE thresholds—check one or more boxes and provide a detailed explanation or attach a document

Program is critical to the role and mission of the institution (detailed explanation).

Program contains courses supporting general education or other programs (detailed explanation).

Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs) (explain).

Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program (explain).

Program provides unique access to an underserved population or geographical area (explain).

Program meets a unique need in the region, state, or nation (explain).

Program is newly approved within the last five years (no additional justification needed).

Other (detailed explanation).

**Summary of 2023-2024 Program Review Results at the University of Nebraska at Omaha (UNO)
Academic Year 2018/19-2022/23**

UNO Programs	Degree	5-Year Mean of Degrees Granted	Undergraduate Degrees ONLY 5-Year Mean of SCH/ Instructional Faculty FTE	Recommended Action	Appears not to meet numeric CCPE criteria
Environmental Science					
Bachelor of Multidisciplinary Studies	BMS	3.4		Continuation	X
Bachelor of Science	BS	23.4			
	Total		358.50		
Philosophy					
Bachelor of Arts	BA	7.8		Continuation	
Bachelor of Multidisciplinary Studies	BMS	0.6			X
	Total		411.95		
Physics	BA/BS	8.2	718.85	Continuation	
Religion	BA	3.0	419.41	Continuation	X

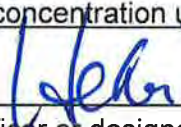
Performance Standards:	Degrees per Year
Total Less than Two Years and Associate	10 or greater
Total Bachelors	7 or greater
Total Masters	5 or greater
Total Ph.D.	3 or greater
Undergraduate SCH/Instructional Faculty FTE	300 or greater

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska at Omaha **Program:** Environmental Science

I certify the following:

- the information provided regarding this program is accurate
- the above named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 20, 2024
- the governing board's action was: Continuation of the BS degree in Environmental Science and the Environmental Science concentration under the BMS degree.

Signed: 
(Chief Academic Officer or designated representative)

4/9/24
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	18-19	19-20	20-21	21-22	22-23	5 yr avg
Student Credit Hours (SCH)	825	884	772	787	848	823
Faculty Full-time Equivalency (FTE)¹	5.33	7.33	8.67	7.67	11.67	8.13
Instructional Full-time Equivalency (FTE)²	1.99	2.15	2.28	2.33	2.92	2.33
SCH/Faculty FTE¹	154.78	120.60	89.04	102.61	72.66	107.94
SCH/Instructional Faculty FTE²	414.57	411.16	338.60	337.77	290.41	358.50

¹ Faculty FTE defined as the headcount FTE of full-time (1.0 FTE) faculty with any percentage teaching appointment expectation.

² Faculty FTE defined as the apportioned instructional/teaching FTE (any faculty rank FTE devoted to instruction – i.e.: 0.8 FTE faculty member with 60% Teaching appointment = 0.48 Instructional faculty FTE).

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		18-19	19-20	20-21	21-22	22-23	5 yr avg
Environmental Science	BMS	4	3	1	4	5	3.40
Environmental Science	BS	15	22	25	18	37	23.4

Evidence of Need (provide a detailed explanation below or attach documentation)

For CCPE use: reviewer/date

Justification if the program is below either or both CCPE thresholds—check one or more boxes and provide a detailed explanation or attach a document

- Program is critical to the role and mission of the institution (detailed explanation).
- Program contains courses supporting general education or other programs (detailed explanation).
- Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs) (explain).
- Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program (explain).
- Program provides unique access to an underserved population or geographical area (explain).
- Program meets a unique need in the region, state, or nation (explain).
- Program is newly approved within the last five years (no additional justification needed).
- Other (detailed explanation).

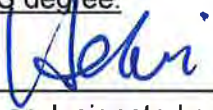
The BS Environmental Science draws extensively on coursework from Geography, Geology, Biology, and Chemistry and only has a small number of courses of its own. Additionally, Environmental Science offers a concentration under the BMS degree, coordinated by the College of Public Affairs and Community Service, that relies on a similar mix of courses from ENVN and the supporting departments.

**Coordinating Commission for Postsecondary Education
Review of Existing Instructional Programs**

Institution: University of Nebraska at Omaha **Program:** Philosophy

I certify the following:

- the information provided regarding this program is accurate
- the above named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June June 20, 2024
- the governing board's action was: Continuation of the BA degree in Philosophy and the Philosophy concentration under the BMS degree.

Signed: 
(Chief Academic Officer or designated representative)

4/9/24
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	18-19	19-20	20-21	21-22	22-23	5 yr avg
Student Credit Hours (SCH)	3,195	3,030	2,808	2,703	2,863	2,920
Faculty Full-time Equivalency (FTE) ¹	8.67	8.33	8.33	8.67	8.33	8.67
Instructional Full-time Equivalency (FTE) ²	7.06	7.56	6.03	7.84	7.23	7.34
SCH/Faculty FTE ¹	368.65	363.60	336.96	311.88	343.56	344.93
SCH/Instructional Faculty FTE ²	452.55	400.79	465.67	344.77	395.99	411.95

¹ Faculty FTE defined as the headcount FTE of full-time (1.0 FTE) faculty with any percentage teaching appointment expectation.

² Faculty FTE defined as the apportioned instructional/teaching FTE (any faculty rank FTE devoted to instruction - i.e.: 0.8 FTE faculty member with 60% Teaching appointment = 0.48 Instructional faculty FTE).

All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		18-19	19-20	20-21	21-22	22-23	5 yr avg
Philosophy	Bachelor of Arts (BA)	7	9	8	4	11	7.80
	Bachelor of Multidisciplinary Studies (BMS)	0	2	0	0	1	0.60

Evidence of Need (provide a detailed explanation below or attach documentation)

For CCPE use: reviewer/date

Justification if the program is below either or both CCPE thresholds—check one or more boxes and provide a detailed explanation or attach a document

Program is critical to the role and mission of the institution (detailed explanation).

Program contains courses supporting general education or other programs (detailed explanation).

Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs) (explain).

Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program (explain).

Program provides unique access to an underserved population or geographical area (explain).

Program meets a unique need in the region, state, or nation (explain).

Program is newly approved within the last five years (no additional justification needed).

Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska at Omaha **Program:** Physics

I certify the following:

- the information provided regarding this program is accurate
- the above named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 20, 2024
- the governing board's action was: Continuation of BA/BS degrees in Physics

Signed: _____
(Chief Academic Officer or designated representative)

4/9/24
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	18-19	19-20	20-21	21-22	22-23	5 yr avg
Student Credit Hours (SCH)	10,542	9,930	8,837	8,383	7,386	9,016
Faculty Full-time Equivalency (FTE)¹	14.00	14.33	13.67	13.67	12.33	13.60
Instructional Full-time Equivalency (FTE)²	12.81	13.16	12.86	12.09	11.61	12.51
SCH/Faculty FTE¹	753.00	692.79	646.61	613.39	598.86	660.93
SCH/Instructional Faculty FTE²	822.95	754.56	687.17	693.38	636.18	718.85

¹ Faculty FTE defined as the headcount FTE of full-time (1.0 FTE) faculty with any percentage teaching appointment expectation.

² Faculty FTE defined as the apportioned instructional/teaching FTE (any faculty rank FTE devoted to instruction – i.e.: 0.8 FTE faculty member with 60% Teaching appointment = 0.48 Instructional faculty FTE).

All Programs (certificates, undergraduate and graduate degrees):

		Academic Year:		18-19	19-20	20-21	21-22	22-23	5 yr avg
Physics	BA/BS			7	6	11	7	10	8.20

Evidence of Need (provide a detailed explanation below or attach documentation)

For CCPE use: reviewer/date

Justification if the program is below either or both CCPE thresholds—check one or more boxes and provide a detailed explanation or attach a document

Program is critical to the role and mission of the institution (detailed explanation).

Program contains courses supporting general education or other programs (detailed explanation).

Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs) (explain).

Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program (explain).

Program provides unique access to an underserved population or geographical area (explain).

Program meets a unique need in the region, state, or nation (explain).

Program is newly approved within the last five years (no additional justification needed).

Other (detailed explanation).

Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

Institution: University of Nebraska at Omaha **Program:** Religion

I certify the following:

- the information provided regarding this program is accurate
- the above named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on June 20, 2024
- the governing board's action was: Continuation of the BA degree in Religion

Signed: _____
(Chief Academic Officer or designated representative)

4/9/24
(Date)

Evidence of Demand and Efficiency

Undergraduate Programs/Coursework (ONLY):

Academic Year:	18-19	19-20	20-21	21-22	22-23	5 yr avg
Student Credit Hours (SCH)	4,139	3,505	3,241	2,782	2,936	3,321
Faculty Full-time Equivalency (FTE)¹	9.00	9.00	9.67	10.33	10.67	9.73
Instructional Full-time Equivalency (FTE)²	7.69	7.44	7.07	8.95	9.22	8.07
SCH/Faculty FTE¹	459.89	389.44	335.28	269.23	275.25	345.82
SCH/Instructional Faculty FTE²	538.23	471.10	458.42	310.84	318.44	419.41

¹ Faculty FTE defined as the headcount FTE of full-time (1.0 FTE) faculty with any percentage teaching appointment expectation.

² Faculty FTE defined as the apportioned instructional/teaching FTE (any faculty rank FTE devoted to instruction – i.e.: 0.8 FTE faculty member with 60% Teaching appointment = 0.48 Instructional faculty FTE).

All Programs (certificates, undergraduate and graduate degrees):

		Academic Year:	18-19	19-20	20-21	21-22	22-23	5 yr avg
Religion	Bachelor of Arts (BA)		3	1	4	5	2	3.00

Evidence of Need (provide a detailed explanation below or attach documentation)

For CCPE use: reviewer/date

Justification if the program is below either or both CCPE thresholds—check one or more boxes and provide a detailed explanation or attach a document

Program is critical to the role and mission of the institution (detailed explanation).

We have a high degree of community engagement, e.g., creating public events that are often cosponsored with local organizations, and partnering with a variety of organizations that are local, national, or global in scope. Public understanding of diverse religions is enhanced as a result, improving the quality of life in the state as well as beyond it.

Program contains courses supporting general education or other programs (detailed explanation).

We offer multiple cross-listed courses with other departments (e.g., History, International Studies, Sociology) that assist students with completing requirements for multiple majors and minors; we offer graduate level courses that meet requirements for the MACCT (Master of Arts in Critical and Creative Thinking); and we deliver multiple sections of courses meeting Gen Ed requirements (especially RELI 1010, Intro to World Religions) which enroll well, meet a need for students, and enhance their education.

Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs) (explain)

Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program (explain).

Program provides unique access to an underserved population or geographical area (explain).

Program meets a unique need in the region, state, or nation (explain).

The only fully online Religious Studies major offered within 200 miles, and one of few programs in the nation (6%) that do so. We plan to develop this market to increase our number of majors and expand the range of this unique educational opportunity.

Program is newly approved within the last five years (no additional justification needed).

Other (detailed explanation).

Our program is responsible for bringing in over \$4,000,000 to Nebraska University Foundation Funds which support our work and engagement in the community. We continue to seek ways to deepen and develop our relationship with current donors as well as potential future donors. Without our program's involvement in this fundraising, this work would not have been as successful, and the continuance of our program is crucial to the ongoing success of these fundraising efforts.



BOARD OF REGENTS AGENDA ITEM SUMMARY

Academic Affairs

June 20, 2024

AGENDA ITEM: In-Depth Reports required by the Nebraska Coordinating Commission for Postsecondary Education (CCPE)

Review **Review + Action** **Action** **Discussion**

This is a report required by Regents' Policy.

PRESENTERS: Jeffrey P. Gold, Provost

PURPOSE & KEY POINTS

Approval is requested to continue the MA and PhD degrees in Economics, and the MS in Chemical Engineering at the University of Nebraska—Lincoln (UNL) and to forward the associated review reports and action plans to the CCPE. If the in-depth report is accepted by CCPE, the program will be monitored annually by the Board until such time as monitoring is deemed no longer necessary.

- UNL MA and PhD in Economics
 - The College of Business will invest and additional funding will be available to allow the department to admit sufficient PhD students in order to reach the CCPE Threshold of at least 3 graduates per year; the goal is to reach that number by AY27-28. The MA degree is typically a non-admitting degree that allows PhD students who are unable to complete the degree to leave with a credential.
- UNL MS in Chemical Engineering
 - The Department, starting in Fall 2024, plans to require all PhD students to also enroll in a program that will allow them to receive an MS degree. This degree laddering is common in some STEM fields. No additional coursework or time will be added to their program of study; this greater opportunity to obtain a credential will also be important to students unable to complete the PhD degree.

BACKGROUND INFORMATION

The University of Nebraska In-Depth Reports are required by Neb. Rev. Stat. § 85-1414(5) for programs identified by CCPE as not meeting its performance standards.

RECOMMENDATION

The President recommends approval.

CCPE In-depth Review 2023-24
Economics M.A. and Ph.D.
University of Nebraska-Lincoln
January 4, 2024

The Department of Economics requests continuance of the M.A. and Ph.D. degrees in Economics. We offer the following action plan to fulfill the CCPE in-depth review requirements.

Because the Economics MA is not a terminal master's degree, this plan will address the minimum CCPE requirements for the master's degree as it pertains to the PhD program. Students can meet requirements for and obtain the MA in Economics as part of their studies in the PhD program. The department's graduate programs are structured in a way that its MA program does not create an added financial, academic or administrative burden, as its structure is consistent with the department's PhD program. This aspect of graduate education is not unique to the Department of Economics or the University of Nebraska-Lincoln and is often called "non-admitting" master's degree programs at other institutions. In these programs, the master's degree is a credential to a student who, for a variety of reasons, may not progress in their program of study to complete a doctoral degree.

Background

Over the last 10 years, the number of new students entering the PhD program has been below the level necessary to maintain at least three PhD students per year. This was the outcome of funding challenges to support PhD students in the College of Business in the mid-2010s. Further challenges arose during the period surrounding the Covid-19 Pandemic, which significantly increased the difficulty of recruiting international graduate students.

The PhD Program in Economics meets a unique need in the region and state and contributes to Nebraska's educated work force: The doctoral program in Economics at UNL is the only PhD degree granting program in economics in the State of Nebraska and covers key topics such as labor economics and public economics which are not only core subjects within the field of economics but address key topics related to public policy. While PhD graduates obtain employment throughout the country, the Department provides an important service by graduating highly trained PhD economists who then fulfill key positions in Nebraska including the Revenue Economist Manager at the Nebraska Department of Revenue, Professor and Associate Dean in the College of Business and Technology at the University of Nebraska Kearney, Dean of the College of Business at Doane University, and Associate Professor of Economics and the Director of the Center for Economic Education at the University of Nebraska-Omaha. PhD program graduates regularly place in prestigious research positions such as at the U.S. Bureau of Census. Placements of PhD graduates overall include a mix of private sector, public sector, and university positions, consistent with the pattern of most doctoral programs in economics.

The PhD Program in Economics is central and critical to the role and mission of UNL: Through its study of the behavior of people and businesses, economics is a foundational discipline in both the social sciences and business. The Department offers doctoral courses in economic theory and econometric methods that are taken by students in many other programs. Enrollment is high in economics graduate level courses relative to the number of PhD students in the Department of Economics because they are required or elective courses in other PhD programs, primarily the PhD in Business and the PhD in Agricultural Economics program. These other PhD programs rely on the PhD in Economics Program to

support their students which creates efficiencies in graduate education at UNL. Economics faculty and doctoral students participate in multi-disciplinary research teams and grants throughout the university, contributing to UNL's research enterprise. Nearly all R1 universities offer a Ph.D. in Economics, it is important that UNL not be an exception.

The PhD Program in Economics is a well-respected national program: The Department of Economics at the University of Nebraska-Lincoln is an emerging national leader in the area of applied microeconomics, especially as it pertains to labor and public economics. Faculty publish their research in leading economics journals including the *Quarterly Journal of Economics*, *American Economic Review*, *Journal of Political Economy*, and *Journal of Econometrics*, as well as highly regarded academic and government associations, such as the National Bureau of Economic Research. In the last year, Department faculty have received two research grants from the National Science Foundation. The College of Business and University of Nebraska-Lincoln have invested in the Department of Economics in recent years, building up a cohort of eight assistant professors who along with the department's five full professors have impactful research records and success in grantmaking. These faculty will support the expansion of the doctoral program in the coming years as their growing research accomplishments facilitate more grant activity and increased mentoring of graduate students.

Action Plan

A. The Department will expand the number of PhD Students in the Economics Program

Students typically need 5 years to complete an Economics PhD. This requires between 18 and 21 high quality doctoral students in the program on an ongoing basis and five new graduate students entering the program per year, to allow for attrition as students leave the program after earning a Master's degree, either by choice or requirement. The Department of Economics will increase admission to the doctoral program from the current 3 students per year to 5 students per year. This pace of new students entering the program will allow the Department to reach the goal of graduating at least 3 PhD students each year by the end of the 2027-28 academic year.

B. The College and Department will leverage investments in the Economics Program to support additional PhD students

The College of Business will redirect funding to support additional assistantships for Economics PhD students, leverage existing resources, seek additional external funding and fellowships, and recruit additional self-funded students (frequently international students). The investments in faculty will also positively impact the level of grant activities to support additional students. The College of Business will provide sufficient funds to fully support 10 PhD Student assistantships in Economics beginning in AY 2024-2025. These funds available from the College will be combined with three private funds, the McConnell Dissertation Fellowship, the Acklie Fund and the Nelson Fund, as well as the Bureau of Business Research to increase the funded positions to 12.

Conclusion

The Department of Economics plans to increase admissions and enrollment in our doctoral program in order to graduate an average of at least 3 PhD students per year. This will be accomplished through funding for assistantship positions supported by the College of Business, private funding and additional sources, including opportunities for self-funded students, proven grant activities of the Department of Economics faculty. These actions will lead to a steady census of 18 to 21 students (up from 11 currently) who require five years to graduate, on average.

CCPE In-depth Review 2023-24
Chemical and Biomolecular Engineering M.S.
University of Nebraska-Lincoln
January 16, 2024

The Department of Chemical and Biomolecular Engineering requests continuance of the M.S. degree in Chemical Engineering. We offer the following action plan to fulfill the CCPE in-depth review requirements.

Background

Chemical engineering course offerings were an outgrowth of the Chemistry Department with the first three bachelor's degrees in chemical engineering granted in 1920. Continually accredited since 1954, Chemical Engineering was established as a separate department in 1958. Building on the established undergraduate program, a master's program was developed in 1954 and a doctoral program developed in 1963. In 2005, the Chemical Engineering Department changed its name to the Department of Chemical and Biomolecular Engineering to promote our identity as an emerging biomolecular program. **The Department of Chemical and Biomolecular Engineering is the only program in the state of Nebraska offering BS, MS and PhD degrees in chemical engineering.**

For nearly 100 years, thousands of aspiring chemical engineers have come to the University of Nebraska to receive a sound educational experience on which to build their careers. The Department of Chemical & Biomolecular Engineering has a long tradition of providing an outstanding education to these students and is proud to boast many exceptional graduates who have made major contributions to the chemical engineering field. An overwhelming majority of the students who have matriculated into the program are from Nebraska high schools some of whom continue into the graduate program, although most start their career after receiving their BS degrees. The department graduate program also recruits students from other states and from a pool of international students.

The BS Program's graduates have taken positions with a large variety of local and national companies. Although these industries mostly hire students with a BS degree into entry level engineering positions, having an MS degree places an applicant in a stronger position to be hired. This is reflected in several recent job postings, including Validation & Engineering Group, Inc. in Omaha posting for a Manager of Validation position, Instinct in Lincoln posting for Research & Development Sr. Scientist position and Olsson in Lincoln posting for Drinking Water Process Engineer position where a Master's degree is preferred over a BS degree.

Graduate Programs

The Department of Chemical and Biomolecular Engineering's PhD and MS programs are central and critical to the mission of the University of Nebraska as they involve high-level basic and applied research and creative activity, which results in direct and indirect benefits to the state of Nebraska. In recent years the Department of Chemical and Biomolecular Engineering has placed a greater emphasis on gaining federal research funding and supporting the growth of newly hired faculty. This effort requires the enrollment of PhD students since these students are typically more productive than MS students in generating research outputs such as publications, presentations, and patents that facilitate gaining future funding. Growth in our federally funded research is demonstrated by recent faculty accomplishments – in the last six years Chemical and Biomolecular faculty have been awarded 5 prestigious National Science Foundation Early Career awards, 1 Department of Energy Early Career Award and 1 National Institute of Health Maximizing Investigators Research Award, among many other awards from federal and state agencies. The federal funding generated by the faculty plays a vital role in the university recognizing its research mission objectives.

Structure. The department's graduate programs provide two options for students pursuing an MS degree in chemical engineering. Option A is a thesis-based master's program and is mainly pursued by the students seeking a terminal MS degree. Option A requires a minimum of 30 credit hours, including 6-10 credit hours of thesis. Option B is a course-based (non-thesis) master's program, which requires a minimum of 30 credit hours. In practice, all students who are in the PhD program satisfy the requirements for an MS degree through Option B. However, the majority of the PhD students do not receive the MS degree even though they satisfy the requirements. This aspect of graduate education is not unique to the Department of Chemical and Biomolecular Engineering, or the University of Nebraska-Lincoln.

Please note: The department's graduate programs are structured in a way that its MS program does not create an added financial, academic or administrative burden, as its structure is consistent with the department's PhD program.

Action Plan

To increase the number of earned MS degrees in chemical engineering, the department will require all incoming graduate students who are in pursuit of a PhD degree to concurrently enroll in both the MS and PhD degree programs. Dual enrollment will:

- Provide a well-deserved MS degree to the PhD graduates, which will be a boost to their credentials and will be beneficial throughout their career.
- Create a well-defined path to an MS degree for students who are not able to fulfil the requirements for a PhD degree.
- Significantly increase the number of earned MS degrees in chemical engineering.

As all students who are pursuing a PhD also satisfy the requirements for the MS (non-thesis) Option B program, encouraging this path will not require additional courses to be taken by the students or additional resources. We anticipate an increased burden for faculty advising students to complete the appropriate paperwork. This will be manageable.

Timeline. This administrative change will go into practice for students entering the PhD program starting in the Fall 2024. As most MS degrees require two years, we will see an increase in graduates beginning in Spring 2026. Students currently in the PhD program will be encouraged to complete the Option B MS degree starting in Spring 2024.

Viability of plan. If this approach had been in place at the time students were completing their PhD degrees in AY19-20 and subsequent years, then the average number of MS degrees would be 5.75. We will continue to recruit strong candidates for the PhD program and facilitate their process to earn the MS along their way. Having dual enrollment as a standard practice likely will aid in the process of recruiting more outstanding candidates for the PhD program.



BOARD OF REGENTS AGENDA ITEM SUMMARY

Academic Affairs

June 20, 2024

AGENDA ITEM: Proposal to eliminate the Master of Arts (MA) in Mathematics program administered by the Department of Mathematics in the College of Arts and Sciences at the University of Nebraska-Lincoln (UNL)

Review **Review + Action** **Action** **Discussion**

This is a report required by Regents' Policy.

PRESENTERS: Jeffrey P. Gold, Provost

PURPOSE & KEY POINTS

The requirements for the MA degree are identical to those for the MS degree in Mathematics; the MA degree is less popular and currently has no students.

BACKGROUND INFORMATION

Section 2.9 of the *Bylaws of the Board of Regents* provides that, "No curriculum leading to a degree or certificate shall be... discontinued without the approval of the Board."

RECOMMENDATION

The President recommends approval.

New/Transitioned/Eliminated Programs or Organizational Units

UNL-Proposal to eliminate the MA in Mathematics Program

Date of First Offering:		Predates modern records				
If a degree, estimated date of final teachout:		Immediate (no students)				
Annual Program Savings*	Reductions at Teachout		Brief Explanation			
	FTE	Savings	The requirements for the MA degree are identical to those for the MS degree in Mathematics; the MA degree is less popular and currently has no students.			
Reduction in Faculty**	0 \$ -					
Reduction in Staff**	0					
All Other Savings***						
Total Annual Savings	\$ -					
*Annual Savings at Teachout; **Total salary and benefits for the time period specified; ***Total of any additional savings on an annualized basis.						
AAU Recognition Potential Impact: [] Very Negative [] Negative [X] None [] Positive [] Very Positive [] Not Applicable						
AAU Recognition Criterion Impacted (If any): Not Applicable						
For Degrees: Program Enrollment						
	AY 2024	AY 2023	AY 2022	AY 2021	AY 2020	Total
Number of Majors	0	0	0	2	3	5
Number of Degrees Granted*		0	2	3	3	8



March 4, 2024

Jeff Gold, Executive Vice President & Provost
University of Nebraska
3835 Holdrege Street
Lincoln, NE 68583

Dear EVPP Gold,

I am forwarding materials related to a proposal to delete the Master of Arts in Mathematics program administered by the Department of Mathematics in the College of Arts and Sciences.

Due to the program not meeting the minimum NCCPE threshold for degrees awarded, and students interested in a Master of Science in Mathematics degree, we are proposing this program be deleted. There are currently no students in the program, and future students will be directed to the MS program.

This proposal has the full endorsement of the Academic Planning Committee, the Executive Vice Chancellor of Academic Affairs, the Dean of Graduate Education, Dean of the College of Arts and Sciences, and it has my approval. I am requesting you approve it and that it be reported to the Board of Regents at an upcoming meeting.

Sincerely,

Rodney D. Bennett, Ed.D.
Chancellor

- c: Can Vuran, Chair, Academic Planning Committee
- Katherine Ankerson, Executive Vice Chancellor
- Debra Hope, Dean, Graduate Education
- Mark Button, Dean, College of Arts and Sciences
- Petronela Radu, Chairperson, Mathematics
- Josh Davis, Associate to the Chancellor
- Renee Batman, Assistant Vice Chancellor
- Suzi Tamerius, Project Coordinator
- Karen Griffin, Coordinator of Faculty Governance
- David Jackson, Vice Provost
- Angela Iwan, Administrative Assistant

February 26, 2024

Chancellor Rodney Bennett
201 Canfield Administration
City Campus (0419)

Dear Chancellor Bennett:

The Academic Planning Committee (APC) considered a proposal to the Mathematics M.A. program as requested by the department. The APC voted to recommend approval of the proposal at its February 21, 2024, meeting and I am forwarding this proposal for your consideration.

Sincerely,



Memet Can Vuran, Chair, Academic Planning Committee and Professor, School of Computing

c: Executive Vice Chancellor Katherine Ankerson
Dean Mark Button
Professor Petronela Radu
Associate to the Chancellor Josh Davis
Assistant Vice Chancellor Renee Batman
Project Coordinator Suzi Tamerius



MEMORANDUM

TO: Can Vuran, APC Chair

FROM: Katherine Ankerson, Executive Vice Chancellor *KSA*

DATE: February 9, 2024

SUBJECT: Proposal to delete Mathematics MA degree


Attached please find a proposal to delete the Master of Arts in Mathematics administered by the Department of Mathematics in the College of Arts and Sciences. The program has been below CCPE thresholds for completers for several years, and students interested in a master's program in mathematics typically enroll in the Master of Science in Mathematics degree.

The proposal to delete the MA in Mathematics has the full support of the mathematics graduate faculty, the College of Arts and Sciences curriculum committees, Dean Mark Button, Graduate Council and Dean Deb Hope. I fully support this proposal. There are no budgetary impacts from this program deletion.



February 5, 2024

To: Renee Batman
Assistant Vice Chancellor and Chief Administrative Officer

From: Debra A. Hope 
Associate Vice Chancellor and Dean of Graduate Education

Re: Deletion of Master of Arts in Mathematics (MA) (CIP 27.0101)

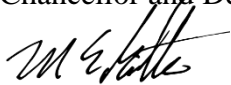
Attached is a proposal to delete the MA degree offered by the UNL Department of Mathematics. Approvals from the department and Dean of the College of Arts and Sciences are included. The UNL Graduate Council approved the deletion on February 1, 2024. There are no students in the program currently and they will direct future students to their MS program, consistent with their peers. I also approve the deletion.

As a next step, I am submitting the proposal and accompanying documents for review by the Executive Vice Chancellor.



Date: December 15, 2023

To: Debra Hope
Associate Vice Chancellor and Dean, Graduate Education

From: Mark E. Button 
Dean, College of Arts and Sciences

Subject: Deletion of the Master of Arts Degree in Mathematics

Please find attached a proposal to delete the Master of Arts degree in Mathematics.

The requirements for the Master of Arts degree in the Department of Mathematics are identical to the Master of Science. The MA is less popular and, with an average of 2.6 completers a year, is below the CCPE threshold of a mean of 5 per year for the prior 5 years. We currently have no students in the MA program. In a review of Big 10 peer Mathematics departments, it appears that our program is the only one with both the MA and MS options; there are a few with only MA degrees, but the MS is much more common.

The Mathematics Graduate Advisory Committee voted 7 to 0 to delete this degree. The vote in the department on the matter was also unanimous: 18 to 0. This proposal was approved by the College of Arts and Sciences on October 26, 2023.

I support this proposal.

University of Nebraska-Lincoln

Deletion of Graduate Major or Degree

I. Descriptive Information

Name of Institution Proposing Deletion of Major or Degree
University of Nebraska-Lincoln
Name of Current Major or Degree
Master of Arts (MA)
Degree Currently Awarded to Graduates of the Program
Master of Arts (MA)
Major or Degree is Currently Offered <i>[full program, not individual courses]</i>
<input checked="" type="checkbox"/> On-campus only <input type="checkbox"/> Distance only <input type="checkbox"/> Both (on-campus and distance)
CIP Code
27.0101
Subject Code
MATH
Administrative Units for the Major or Degree
Department of Mathematics, University of Nebraska - Lincoln
Proposed Date for Deletion of Major or Degree
<i>Fall 2024</i>
Major or Degree End Date
<i>Fall 2024</i>

II. Details

A. Justification for Deletion of the Major or Degree

The requirements for this degree are identical to the MS in Mathematics. The MA is less popular, and with an average of 2.6 completers a year is below the threshold of a mean of 5 per year for the prior 5 years. We currently have no students in the MA program. Deleting the MA and retaining the MS will align our offerings with other Big Ten Universities.

B. Plan for Implementation of the Deletion of the Major or Degree

1. Current Students
0 None

2. Current Faculty and Curriculum
No Changes

3. Impact on other units and programs

No impact.

4. Impact on Course Subject Codes

No impact.

5. Budgetary Savings associated with the change

No budgetary savings.

6. Budget Projections [include Table 1 and Table 2]

Table 1: Projected Expenses: See attached

Table 2: Revenue Sources for Projected Expenses: See attached

TABLE 1: PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM

	(FY 2023) Year 1		(FY 2024) Year 2		(FY 2025) Year 3		(FY 2026) Year 4		(FY 2027) Year 5		Total	
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
Personnel												
Faculty ¹											0	\$0
Professional ²											0	\$0
Graduate assistants											0	\$0
Support staff											0	\$0
Subtotal	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
Operating												
General Operating ³												\$0
Equipment ⁴												\$0
New or renovated space ⁵												\$0
Library/Information Resources ⁶												\$0
Other ⁷												\$0
Subtotal		\$0		\$0		\$0		\$0		\$0		\$0
Total Expenses	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00

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

	(FY 2023) Year 1	(FY 2024) Year 2	(FY 2025) Year 3	(FY 2026) Year 4	(FY 2027) Year 5	Total
Reallocation of Existing Funds ¹						\$0
Required New Public Funds ²						\$0
1. State Funds						\$0
2. Local Tax Funds (community colleges)						\$0
Tuition and Fees ³	\$0	\$0	\$0	\$0	\$0	\$0
Other Funding ⁴						\$0
1						\$0
2						\$0
3						\$0
Total Revenue ⁵	\$0	\$0	\$0	\$0	\$0	\$0



BOARD OF REGENTS AGENDA ITEM SUMMARY

Academic Affairs

June 20, 2024

AGENDA ITEM: Proposal to eliminate the US Legal Studies LLM in the College of Law at the University of Nebraska-Lincoln (UNL)

Review **Review + Action** **Action** **Discussion**

This is a report required by Regents' Policy.

PRESENTERS: Jeffrey P. Gold, Provost

PURPOSE & KEY POINTS

There have been fewer than five students in the program since it was established in 2014/15, and there are no current students. The anticipated program need and demand would not justify the investment required to modify the curriculum and expand student recruitment activities.

BACKGROUND INFORMATION

Section 2.9 of the *Bylaws of the Board of Regents* provides that, "No curriculum leading to a degree or certificate shall be... discontinued without the approval of the Board."

RECOMMENDATION

The President recommends approval.

New/Transitioned/Eliminated Programs or Organizational Units

UNL-Proposal to eliminate US Legal Studies LLM

Date of First Offering and Org. Unit Establishment:		AY 2014/2015				
If a degree, estimated date of final teachout:		Immediate (no students)				
Annual Program Savings*	Reductions at Teachout		Brief Explanation			
	FTE	Savings	There have been fewer than five students in the program since it was established in 2014/15 and there are no current students. The anticipated program need and demand would not justify the investment required to modify the curriculum and expand student recruitment activities.			
Reduction in Faculty**	0					
Reduction in Staff**	0					
All Other Savings***						
Total Annual Savings	\$ -					
*Annual Savings at Teachout; **Total salary and benefits for the time period specified; ***Total of any additional savings on an annualized basis.						
AAU Recognition Potential Impact: [<input type="checkbox"/>]Very Negative [<input type="checkbox"/>]Negative [<input checked="" type="checkbox"/>]None [<input type="checkbox"/>]Positive [<input type="checkbox"/>]Very Positive [<input type="checkbox"/>]Not Applicable						
AAU Recognition Criterion Impacted (If any): Not Applicable						
For Degrees: Program Enrollment						
	AY 2024	AY 2023	AY 2022	AY 2021	AY 2020	Total
Number of Majors	0	2	2	0	0	4
Number of Degrees Granted*		1	0	0	0	1



March 28, 2024

Jeff Gold, EVP and Provost
University of Nebraska
3835 Holdrege Street
Lincoln, NE 68583

Dear EVPP Gold,

I am forwarding materials related to a proposal to delete the U.S. Legal Studies (LL.M.) program in the College of Law.

As justification, we do not believe that we have had sufficient enrolment to justify the program. We have had fewer than five students total since the program was established in 2014-2015. There are no current students in the program. We do not believe we can increase enrollment without substantial investment in both recruiting and curriculum. At this time, such an investment is not feasible.

This proposal has the full endorsement of the Academic Planning Committee, the Executive Vice Chancellor of Academic Affairs, the Dean of the College of Law, and it has my approval. I am requesting you approve it and that it be reported to the Board of Regents at an upcoming meeting.

Sincerely,

Rodney D. Bennett, Ed.D.
Chancellor

- c: Memet Can Vuran, Chair, Academic Planning Committee
- Katherine Ankerson, Executive Vice Chancellor
- Richard Moberly, Dean, College of Law
- Josh Davis, Associate to the Chancellor
- Renee Batman, Assistant Vice Chancellor
- Suzi Tamerius, Project Coordinator
- Karen Griffin, Coordinator of Faculty Governance
- David Jackson, Vice Provost
- Angela Iwan, Executive Assistant to the Provost

March 21, 2024

Chancellor Rodney Bennett
201 Canfield Administration
City Campus (0419)

Dear Chancellor Bennett:

The Academic Planning Committee (APC) considered a proposal to delete the U.S. Legal Studies LLM in the College of Law. The APC voted to recommend approval of the proposal at its March 20, 2024, meeting and I am forwarding this proposal for your consideration.

Sincerely,



Memet Can Vuran, Chair, Academic Planning Committee and Professor, School of Computing

c: Executive Vice Chancellor Katherine Ankerson
Dean Richard Moberly
Associate to the Chancellor Josh Davis
Assistant Vice Chancellor Renee Batman
Project Coordinator Suzi Tamerius

University of Nebraska-Lincoln

Deletion of Graduate Major or Degree

I. Descriptive Information

Name of Institution Proposing Deletion of Major or Degree
University of Nebraska-Lincoln
Name of Current Major or Degree
U.S. Legal Studies
Degree Currently Awarded to Graduates of the Program
LL.M.
Major or Degree is Currently Offered <i>[full program, not individual courses]</i>
<input checked="" type="checkbox"/> On-campus only <input type="checkbox"/> Distance only <input type="checkbox"/> Both (on-campus and distance)
CIP Code
22.0203
Subject Code
LAW
Administrative Units for the Major or Degree
College of Law
Proposed Date for Deletion of Major or Degree <i>[The deletion date will include advertising, recruiting and admitting students in this major or degree]</i>
Fall 2024
Major or Degree End Date <i>[This end date will allow current students to finish the major or degree. It is suggested that for a graduate program this date is 5 years after students stop being accepting into the major or degree]</i>
Fall 2024 (there are no current students)

II. Details

A. Justification for Deletion of the Major or Degree

As justification, we do not believe that we have had sufficient enrolment to justify the program. We have had fewer than five students total since the program was established in 2014-2015. There are no current students in the program. We do not believe we can increase enrollment without substantial investment in both recruiting and curriculum. At this time, such an investment is not feasible.

B. Plan for Implementation of the Deletion of the Major or Degree

1. Current Students
There are no current students.
2. Current Faculty and Curriculum
No faculty teach exclusively in the LL.M. program. LL.M. students took regular J.D. courses.
3. Impact on other units and programs

None.

4. Impact on Course Subject Codes

None.

5. Budgetary Savings associated with the change

None.

6. Budget Projections [include Table 1 and Table 2]

TABLE 1: PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM

	(FY__25__)		(FY_26__)		(FY_27__)		(FY_28__)		(FY_29__)		Total	
	Year 1		Year 2		Year 3		Year 4		Year 5		FTE	Cost
Personnel	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
Faculty ¹		\$0									0	\$0
Professional ²		\$0									0	\$0
Graduate assistants		\$0									0	\$0
Support staff		\$0									0	\$0
Subtotal	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
Operating												
General Operating ³		\$0										\$0
Equipment ⁴		\$0										\$0
New or renovated space ⁵		\$0										\$0
Library/Information Resources ⁶		\$0										\$0
Other ⁷												\$0
Subtotal		\$0		\$0		\$0		\$0		\$0		\$0
Total Expenses	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00

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

	FY(__25__) Year 1	(FY_26_) Year 2	(FY__27_) Year 3	(FY_28__) Year 4	(FY_29__) Year 5	Total
Reallocation of Existing Funds ¹	\$0					\$0
Required New Public Funds ²						\$0
1. State Funds	\$0					\$0
2. Local Tax Funds (community colleges)	\$0					\$0
Tuition and Fees ³	\$0					\$0
Other Funding ⁴	\$0					\$0
1						\$0
2						\$0
3						\$0
Total Revenue ⁵	\$0	\$0	\$0	\$0	\$0	\$0



BOARD OF REGENTS AGENDA ITEM SUMMARY

Academic Affairs

June 20, 2024

AGENDA ITEM: Proposal to eliminate the Master of Science for Teachers in Mathematics (MScT) in the Department of Mathematics in the College of Arts and Sciences at the University of Nebraska-Lincoln (UNL)

Review Review + Action Action Discussion

This is a report required by Regents' Policy.

PRESENTERS: Jeffrey P. Gold, Provost

PURPOSE & KEY POINTS

No students have completed the MScT degree since 2007, and the existing Master of Arts in Teaching Mathematics (available online and in-person) has been meeting student needs and employer demand.

BACKGROUND INFORMATION

Section 2.9 of the *Bylaws of the Board of Regents* provides that, "No curriculum leading to a degree or certificate shall be... discontinued without the approval of the Board."

RECOMMENDATION

The President recommends approval.

New/Transitioned/Eliminated Programs or Organizational Units

UNL-Proposal to eliminate the Master of Science for Teachers in Mathematics (MScT)

Date of First Offering:		Prior to modern records				
If a degree, estimated date of final teachout:		Immediate (no students)				
Annual Program Savings*	Reductions at Teachout		Brief Explanation			
	FTE	Savings	No students have completed the MScT degree since 2007, and the existing Master of Arts in Teaching Mathematics (available online and in-person - enrollment ~38 students) has been meeting student needs and employer demand.			
Reduction in Faculty**	0					
Reduction in Staff**	0					
All Other Savings***						
Total Annual Savings		\$ -				
*Annual Savings at Teachout; **Total salary and benefits for the time period specified; ***Total of any additional savings on an annualized basis.						
AAU Recognition Potential Impact: [<input type="checkbox"/>]Very Negative [<input type="checkbox"/>]Negative [<input checked="" type="checkbox"/>]None [<input type="checkbox"/>]Positive [<input type="checkbox"/>]Very Positive [<input type="checkbox"/>]Not Applicable						
AAU Recognition Criterion Impacted (If any): Not Applicable						
For Degrees: Program Enrollment						
	AY 2024	AY 2023	AY 2022	AY 2021	AY 2020	Total
Number of Majors	0	0	0	0	0	0
Number of Degrees Granted*	0	0	0	0	0	0



March 28, 2024

Jeff Gold, EVP and Provost
University of Nebraska
3835 Holdrege Street
Lincoln, NE 68583

Dear EVPP Gold,

I am forwarding materials related to a proposal to delete the Master of Science for Teachers in Mathematics (MScT) in the Department of Mathematics in the College of Arts and Sciences.

The last student graduated from this program in 2007. Student demand has been met by the Master of Arts in Teaching in Mathematics (MAT) administered by the Department of Mathematics in the College of Arts and Sciences. There are no budgetary impacts.

This proposal has the full endorsement of the Academic Planning Committee, the Executive Vice Chancellor of Academic Affairs, the Dean of Graduate Education, Dean of the College of Arts and Sciences, and it has my approval. I am requesting you approve it and that it be reported to the Board of Regents at an upcoming meeting.

Sincerely,

Rodney D. Bennett, Ed.D.
Chancellor

- c: Memet Can Vuran, Chair, Academic Planning Committee
- Katherine Ankerson, Executive Vice Chancellor
- Debra Hope, Dean, Graduate Education
- Mark Button, Dean, College of Arts and Sciences
- Petronela Radu, Chairperson, Mathematics
- Josh Davis, Associate to the Chancellor
- Renee Batman, Assistant Vice Chancellor
- Suzi Tamerius, Project Coordinator
- Karen Griffin, Coordinator of Faculty Governance
- David Jackson, Vice Provost
- Angela Iwan, Executive Assistant to the Provost

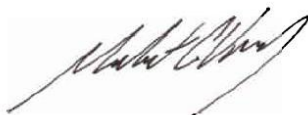
March 21, 2024

Chancellor Rodney Bennett
201 Canfield Administration
City Campus (0419)

Dear Chancellor Bennett:

The Academic Planning Committee (APC) considered a proposal to delete the Mathematics MScT degree in the College of Arts and Sciences. The APC voted to recommend approval of the proposal at its March 20, 2024, meeting and I am forwarding this proposal for your consideration.

Sincerely,



Memet Can Vuran, Chair, Academic Planning Committee and Professor, School of Computing

c: Executive Vice Chancellor Katherine Ankerson
Dean Mark Button
Professor Petronela Radu
Associate to the Chancellor Josh Davis
Assistant Vice Chancellor Renee Batman
Project Coordinator Suzi Tamerius



MEMORANDUM

TO: Can Vuran, APC Chair

FROM: Katherine Ankerson, Executive Vice Chancellor *KSA*

DATE: March 12, 2024

SUBJECT: Proposal to delete Mathematics MSCT degree


Attached please find a proposal to delete the Master of Science for Teachers in Mathematics (MSCT) administered by the Department of Mathematics in the College of Arts and Sciences. The last student graduated from this program in 2007. Student demand has been met by the Master of Arts in Teaching in Mathematics (MAT) administered by the Department of Mathematics in the College of Arts and Sciences. There are no budgetary impacts.

The proposal to delete this program has the full support of the Mathematics faculty and the College of Arts and Sciences curriculum committees, Dean Mark Button, Graduate Council and Dean Deb Hope. I fully support this proposal.



February 29, 2024

To: Renee Batman
Assistant Vice Chancellor and Chief Administrative Officer

From: Debra A. Hope 
Associate Vice Chancellor and Dean of Graduate Education

Re: Deletion of Master of Science for Teachers (MScT) (CIP 13.1311)

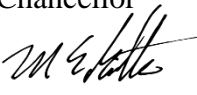
Attached is a proposal to delete the MScT degree offered by the UNL Department of Mathematics. Approvals from the department and Dean of the College of Arts and Sciences are included. The UNL Graduate Council approved the deletion on February 1, 2024. The department and college have carefully evaluated that students' needs are being fully met by the online MAT program. There are no students in the program currently. I also approve the deletion.

As a next step, I am submitting the proposal and accompanying documents for review by the Executive Vice Chancellor.



Date: December 15, 2023 *(revised memo received 3/11/24)*

To: Katherine Ankerson
Executive Vice Chancellor

From: Mark E. Button 
Dean, College of Arts & Sciences

Subject: Deletion of the Master of Science for Teachers (MScT) in Mathematics

Please find attached a proposal for the deletion of the Master of Science for Teachers (MScT) in Mathematics.

The College of Arts and Sciences and faculty in the Department of Mathematics have been reviewing the MScT since 2007 and have discussed eliminating it in 2016 and 2023, especially given the overlap with the MAT. Since we have invested in offering the MAT online it is clear that the MAT meets the needs of K-12 teachers. The MScT is no longer needed. No students have completed the MScT since 2007 so none will be impacted by elimination of the degree program. This was approved unanimously in the Department of Mathematics prior to submission to the college. This proposal was approved by the College of Arts and Sciences on October 26, 2023.

I support this proposal.

University of Nebraska-Lincoln

Deletion of Graduate Major or Degree

I. Descriptive Information

Name of Institution Proposing Deletion of Major or Degree
University of Nebraska-Lincoln
Name of Current Major or Degree
Master of Science for Teachers (MScT)
Degree Currently Awarded to Graduates of the Program
Master of Science for Teachers (MScT)
Major or Degree is Currently Offered <i>[full program, not individual courses]</i>
<input checked="" type="checkbox"/> On-campus only <input type="checkbox"/> Distance only <input type="checkbox"/> Both (on-campus and distance)
CIP Code
13.1311
Subject Code
MATH
Administrative Units for the Major or Degree
Department of Mathematics, University of Nebraska - Lincoln
Proposed Date for Deletion of Major or Degree <i>[The deletion date will include advertising, recruiting and admitting students in this major or degree]</i>
Fall 2024
Major or Degree End Date <i>[This end date will allow current students to finish the major or degree. It is suggested that for a graduate program this date is 5 years after students stop being accepting into the major or degree]</i>
Fall 2024

II. Details

A. Justification for Deletion of the Major or Degree

The faculty have been reviewing the MScT since 2007 and have discussed eliminating it 2016 and 2023. No students have completed the degree since 2007. It has been determined that the existing MAT degree has proved sufficient to serve K-12 teachers and will meet the outcomes and demand in place of the MScT. The MAT is also available online. Thus after having seen no interest in the MScT for many years, the department faculty reviewed the MScT and decided that since the MAT is serving all interested students well, there is no need to keep the MScT.

B. Plan for Implementation of the Deletion of the Major or Degree

1. Current Students
None
2. Current Faculty and Curriculum
No Changes

3. Impact on other units and programs

No impact.

4. Impact on Course Subject Codes

No impact.

5. Budgetary Savings associated with the change

No budgetary savings.

6. Budget Projections [include Table 1 and Table 2]

Table 1: Projected Expenses: See attached

Table 2: Revenue Sources for Projected Expenses: See attached

TABLE 1: PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM

	(FY 2023) Year 1		(FY 2024) Year 2		(FY 2025) Year 3		(FY 2026) Year 4		(FY 2027) Year 5		Total	
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
Personnel												
Faculty ¹											0	\$0
Professional ²											0	\$0
Graduate assistants											0	\$0
Support staff											0	\$0
Subtotal	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
Operating												
General Operating ³												\$0
Equipment ⁴												\$0
New or renovated space ⁵												\$0
Library/Information Resources ⁶												\$0
Other ⁷												\$0
Subtotal		\$0		\$0		\$0		\$0		\$0		\$0
Total Expenses	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00

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

	(FY 2023) Year 1	(FY 2024) Year 2	(FY 2025) Year 3	(FY 2026) Year 4	(FY 2027) Year 5	Total
Reallocation of Existing Funds ¹						\$0
Required New Public Funds ²						\$0
1. State Funds						\$0
2. Local Tax Funds (community colleges)						\$0
Tuition and Fees ³	\$0	\$0	\$0	\$0	\$0	\$0
Other Funding ⁴						\$0
1						\$0
2						\$0
3						\$0
Total Revenue ⁵	\$0	\$0	\$0	\$0	\$0	\$0



BOARD OF REGENTS AGENDA ITEM SUMMARY

Academic Affairs

June 20, 2024

AGENDA ITEM: Proposal to establish a new undergraduate major in Business Analytics (granted as a BS in Business Administration) administered by the Department of Supply Chain Management and Analytics in the College of Business at the University of Nebraska-Lincoln (UNL)

Review Review + Action Action Discussion

This is a report required by Regents' Policy.

PRESENTERS: Jeffrey P. Gold, Provost

PURPOSE & KEY POINTS

Business analytics is the process of transforming data into information and insights to help organizations of all types make better decisions and achieve their strategic goals. The proposed 120 credit hour undergraduate major will train students to use a broad range of statistical, analytical, and computational tools to apply, analyze, and solve a variety of problems faced by businesses and other organizations.

BACKGROUND INFORMATION

Section 2.9 of the Bylaws of the Board of Regents provides that, "No curriculum leading to a degree or certificate shall be adopted... without the approval of the Board."

RECOMMENDATION

The President recommends approval.

New Academic Program or Organizational Units

UNL-Proposal to establish a new undergraduate major in Business Analytics

Proposed Data of First Offering or Org. Unit Creation: August 2024 (or upon approval by CCPE)		
New/Additional Annual Program Costs*	Program Management	Brief Explanation
	FTE	Expenses
Faculty	0	\$ -
Staff		\$ -
Additional Expenses**		
Total Annual Expense		\$ -
*Total salary and benefits at year 5; **Additional costs on an annualized basis estimated for Year 5		
AAU Recognition Potential Impact: [<input type="checkbox"/>]Very Negative [<input type="checkbox"/>]Negative [<input checked="" type="checkbox"/>]None [<input type="checkbox"/>]Positive [<input type="checkbox"/>]Very Positive [<input type="checkbox"/>]Not Applicable		
AAU Recognition Criterion Impacted (If any): Not applicable		
Minimum Estimated Program Enrollment (Year 5)		
	Enrollment	Credit Hours
Resident	13	30
Non-Resident	6	30
		Total Income
		\$ 321,000.00
		Net Income
		\$ 321,000.00



March 28, 2024

Jeff Gold, EVP and Provost
University of Nebraska
3835 Holdrege Street
Lincoln, NE 68583-0745

Dear EVPP Gold,

I am forwarding to you materials related to a proposal to create a new undergraduate major in Business Analytics within the Bachelor of Science in Business Administration degree to be administered by the Department of Supply Chain Management and Analytics in the College of Business.

The proposed major requires no new faculty or resources and utilizes existing courses. The Business Analytics major builds upon the Business Analytics undergraduate minor that has grown substantially over the past five years. The major is expected to attract international students as the field of business analytics was recently added to the U.S. Department of Homeland Security as a STEM-designed program that will allow graduates to continue working in the United States for extended Optional Practical Training (OPT).

This proposal has the unanimous endorsement of the Academic Planning Committee, the Executive Vice Chancellor, the Dean of the College of Business and it has my approval. I am requesting you approve it and that it be reported to the Board of Regents at its next regular meeting.

Sincerely,

Rodney D. Bennett, Ed.D.
Chancellor

- c: Memet Can Vuran, Chair, Academic Planning Committee
- Katherine Ankerson Executive Vice Chancellor
- Kathy Farrell, Dean, College of Business
- Laurie Miller, Associate Dean, College of Business
- Jennifer Ryan, Professor, Department Chair
- Josh Davis, Associate to the Chancellor
- Renee Batman, Assistant Vice Chancellor
- Suzi Tamerius, Project Coordinator
- Karen Griffin, Coordinator of Faculty Governance
- David Jackson, Vice Provost
- Angela Iwan, Executive Assistant to the Provost

March 21, 2024

Chancellor Rodney Bennett
201 Canfield Administration
City Campus (0419)

Dear Chancellor Bennett:

The Academic Planning Committee (APC) considered a proposal to create a new major in Business Analytics within the Bachelor of Science in Business Administration degree. The program will be administered by the Department of Supply Chain Management and Analytics in the College of Business. The APC voted to recommend approval of the proposal at its March 20, 2024, meeting and I am forwarding this proposal for your consideration.

Sincerely,



Memet Can Vuran, Chair, Academic Planning Committee and Professor, School of Computing

c: Executive Vice Chancellor Katherine Ankerson
Dean Kathy Farrell
Associate Dean Laurie Miller
Professor Jennifer Ryan
Associate to the Chancellor Josh Davis
Assistant Vice Chancellor Renee Batman
Project Coordinator Suzi Tamerius



MEMORANDUM

TO: Can Vuran, APC Chair

FROM: Katherine Ankerson, Executive Vice Chancellor *KSA*

DATE: August 28, 2023

SUBJECT: Proposal to Create New Undergraduate Major - Business Analytics (BSBA)

Attached please find a proposal to create a new major in Business Analytics within the Bachelor of Science in Business Administration degree to be administered by the Department of Supply Chain Management and Analytics in the College of Business.

The program fills a gap in UNL's current offerings, has strong industry support, and meets an important workforce need. While designing the new data science major (launched in fall 2023), an external market analysis identified business analytics as a related, yet unique opportunity for UNL. A more recent market analysis affirmed strong interest by prospective students and a robust employment outlook for graduates. The major is expected to be attractive to international students as the field of business analytics was recently added to the U.S. Department of Homeland Security as a STEM-designated program that will allow graduates to continue working in the United States for extended Optional Practical Training (OPT).

The major utilizes existing courses and does not require new resources. The Business Analytics major builds upon the Business Analytics undergraduate minor that has grown substantially over the past five years and complements the well-established M.S. in Business Analytics. I am optimistic that this program will have an immediate, positive impact for our campus, future students, and state.

The proposal has the support of the College of Business faculty and curriculum committees and Dean Kathy Farrell. I fully support this proposal.

University of Nebraska-Lincoln

New Undergraduate Major or Degree

I. Descriptive Information

Name of Institution Proposing New Major or Degree	
University of Nebraska-Lincoln	
Name of Proposed Major or Degree	
Business Analytics	
Degree to be Awarded to Graduates of the Major	
Bachelor of Science in Business Administration	
Other Majors or Degrees Offered in this Field by Institution	
Minor in Business Analytics Graduate Certificate in Business Analytics M.S. in Business Analytics Ph.D. in Business with specialization in Supply Chain Management and Analytics	
CIP Code: 6 digit [<i>Browse here: http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55</i>]	
30.7102	
Subject Code: 4 characters	
SCMA	
Administrative Units for the Major or Degree	
Department of Supply Chain Management and Analytics, College of Business	
Proposed Delivery Site	
University of Nebraska-Lincoln	
Program will be Offered [<i>full program, not individual courses</i>]	
<input checked="" type="checkbox"/> On-campus only <input type="checkbox"/> Distance only <input type="checkbox"/> Both (on-campus and distance)	
Program leads to licensure or certification	
<input checked="" type="checkbox"/> no <input type="checkbox"/> yes If yes, explain:	
Curriculum Categories and Number of Credit Hours (must equal 120 credit hours)	
Existing or repackaged curricula:	<u> 105 </u> credit hours
Revised or redesigned curricula:	<u> 9 </u> credit hours
New curricula:	<u> 6 </u> credit hours
Proposed Date the New Major or Degree will be Initiated	
<i>August 2024, or upon CCPE approval</i>	

II. Details

A. Purpose of the Proposed Major or Degree:

Business analytics is the process of transforming data into information and insights to help organizations of all types make better decisions and achieve their strategic goals. There are three main aspects of business analytics: (1) descriptive analytics is the use of data to describe what has happened; (2) predictive analytics is the use of data to predict what will happen; and (3) prescriptive analytics is the use of data, and the output of descriptive and predictive analytics, to make good decisions and recommendations for action.

The proposed major in business analytics will train undergraduate students to solve a variety of problems faced by businesses and other organizations using a range of statistical, analytical, and computational approaches. Critically, the curriculum will cover all three aspects of business analytics in a unified and coherent manner, with the understanding that descriptive and predictive methods, such as statistical analysis and forecasting, are not sufficient to support good decision-making. Instead, descriptive, and predictive analysis must be combined with a thorough understanding of the problem context to support the prescriptive, i.e., decision-making, step. That context includes the goals of the organization, client, or customer; all relevant costs, revenues, and non-monetary objectives; and the current operating conditions and constraints faced by the organization. Further, an understanding of the business context, the decisions to be made, and how those decisions will be implemented, are critical for defining and collecting the data and other information that is needed to support business decision making.

Therefore, the courses included as part of the business analytics major are designed to teach students how to (1) use existing software tools and relevant quantitative methods to manipulate and analyze data; (2) combine data, analytical techniques and an understanding of the application domain to support business decision-making; (3) communicate effectively regarding data, analysis, results and recommendations, including visual, oral and written forms of communication; and (4) work with information technology specialists, statisticians and data scientists to design and improve an organization's systems for collecting, maintaining and analyzing data to support business decision-making.

In Section E of this proposal, we discuss how the proposed business analytics major differs from existing programs on the UNL campus, including the data science major and statistics and data analytics major. In summary, business analytics differs from data science and statistics because of its focus on decision-making. The first two aspects of business analytics, i.e., the descriptive and predictive steps, are designed to support the third step, prescriptive analytics, i.e., decision-making. As noted above, prescriptive analytics requires an understanding of business or organizational context, but data science and statistics do not teach that context. Further, in many cases, the business or organizational context needs to be considered prior to collecting the data, i.e., without understanding the business problem to be addressed and the setting in which data is generated, it is difficult to know the type of data that can and should be collected. The business analytics major is designed to provide a comprehensive education in all aspects of business so that graduates will possess that necessary context. On the other hand, for a business analytics role, intensive training in programming, statistical methodology and mathematics is not required because business analysts typically work in conjunction with data scientists, who possess those skills. Thus, the business analytics major requires less training in those areas than a data science or statistics degree, allowing for more in-depth training in the fundamentals of business.

In addition, the manner in which quantitative and analytical methods are taught to business analytics students will necessarily differ from the manner in which similar methods are taught to data science or statistics students. The focus of business analytics instruction is on how to select, apply, and interpret business analytics methods in the context of relevant business problems, without providing in-depth education in the underlying theory. This approach is appropriate and useful for business students, who possess a comprehensive understanding of the business context, but who do not possess a background in mathematical theory or extensive experience in

computer programming. To further demonstrate this distinction, in Section E of this proposal we discuss the content of three specific courses to be included in the proposed major.

The proposed major in business analytics builds upon the existing business analytics minor, offered by the Supply Chain Management and Analytics (SCMA) Department, which has grown substantially over the past five years, with more than 100 students enrolled in the fall semester of 2022. Further, the proposed major will complement the existing M.S. in Business Analytics (also offered by the SCMA Department), which is an online degree designed for working professionals seeking to enhance their quantitative skills and build career opportunities. Both the undergraduate minor and the M.S. in Business Analytics are well-established and supported by a set of qualified and experienced faculty, having been offered for more than 5 years.

Finally, the proposed major will be STEM-designated, which will facilitate recruitment of international students. The CIP code for business analytics (30.7102), was recently added to the U.S. Department of Homeland Security STEM Designated Degree Program List. Therefore, graduates of business analytics programs are eligible for the 24-month STEM optional practical training extension, an attractive feature when recruiting international students because it extends the time they are allowed to work in the United States after graduation.

B. Description of the Proposed Major or Degree:

In addition to the core curriculum requirements that must be completed by all students within the College of Business, the proposed business analytics major consists of seven required courses plus two directed electives, for a total of 27 credit hours. These courses are listed in the table provided in part II.B of this document. The required courses include an experiential learning capstone course, while the elective courses provide a wide variety of options to demonstrate the application of analytics in diverse areas of business. This set of elective courses will eventually be expanded to include options from every department in the College of Business, with the goal of providing exposure to analytics methods and applications in every functional area of business. This will allow students to tailor their coursework for their specific interests and will be valuable for students interested in pursuing a double major.

Learning Outcomes for Business Analytics Major

1. Understand the variety of quantitative methods used in business analytics and the types of business problems for which each method is most appropriate.
2. Learn software tools and systems that are relevant for data analysis and decision-making in a business context.
3. Understand the importance of data, information, and quantitative models in supporting business decision-making.
4. Develop the ability to effectively communicate about data and quantitative analysis, with an emphasis on providing insights and recommendations that support business decision-making.

Admission Criteria

Business Analytics majors are required to take a common set of foundation and business core courses. To enroll in these courses, students must meet stated prerequisites. For example, to register for Business Intermediate Core courses, students must have at least a 2.5 cumulative GPA and have completed MATH104 (Applied Calculus), ACCT201 and ACCT202 (Principles of Accounting I and II), ECON211 and ECON212 (Macroeconomics and Microeconomics), BSAD220 (Business Writing, and ECON215 (Statistics). Enrollment in all courses for the proposed major in business analytics will require at least a 2.5 cumulative GPA, and a 2.5 cumulative GPA is required in order to apply for a degree.

Requirements for the Business Analytics Major

If approved, the business analytics major would become the twelfth major offered in the College of Business. Students in the major must complete the foundation and business core courses required for all College of Business majors. In addition, the proposed major consists of seven required courses plus two directed electives, for a total of 27 credit hours.

- The required courses include one course on data management, along with courses in each of the three aspects of business analytics, i.e., descriptive, predictive and prescriptive analytics.
- The required courses include an experiential learning capstone course (SCMA 454) which must be taken in the final spring or fall semester prior to graduation, and which will have teams of students solve real-world, company-based business analytics problems under the supervision of a faculty member.
- A wide variety of options are available for the two elective courses, including courses from every department in the College of Business, with the goals of providing exposure to analytics methods and applications in every functional area of business, as well as facilitating double majoring by College of Business students.

The course chart on pages 5 and 6 provides a complete list of the required and elective courses for the major. The table also lists credit hours, prerequisites, and course fees. The table on pages 7 and 8 provides a tentative plan of study for the proposed business analytics major, showing the recommended timing and sequence in which students should take the required and elective courses.

Student Advising

The College of Business uses a professional advising staff housed in the Business Advising and Student Engagement (BASE) Office to advise students. Advisors will be trained regarding the requirements for the new major. In addition, trained career coaches in the College's Business Career Center can advise students on the employment opportunities available to students with this major.

National Guidelines and Accreditation

There are no national standards or accreditations for this major. The College of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB). As part of the accreditation process for the existing undergraduate programs, assurance of learning data is currently collected in several of the core courses required for the major.

Impact on Course Codes

There will be no impact on course codes. All new courses will be created under an existing course code within the College of Business.

Course Chart

Course Number	Major/Degree # Credit Hours	Prerequisites, if applicable	Course and Lab Fees
College of Business Foundation Courses			
BSAD111, BSAD222, BSAD 333, BSAD444 Career Prep Courses	4		
ECON211 Principles of Macroeconomics (ACE)	3		
ECON212 Principles of Microeconomics	3		
ACCT201 Principles of Accounting I	3		
ACCT202 Principles of Accounting II	3		
ECON215 Statistics	3		
BSAD220 Business Writing	3		
BSAD50 Business Computer Applications	0		
BSAD250 Spreadsheet Analytics	1		
Total Foundation Credit Hours	23		
College of Business Intermediate Core Courses			
BLAW371 Legal Environment or BLAW372 Business Law I (ACE)	3		
MNGT301 Principles of Management	3		
MRKT341 Principles of Marketing	3		
FINA361 Finance	3		
SCMA350 (Business Analytics/Information Analysis)	3		
SCMA331 (Operations and Supply Chain Management)	3		
Total Business Intermediate Core Credit Hours	18		
Business Analytics Core Requirements			
SCMA 335 Decision Making Models	3	BSAD 50; (MATH104 or MATH106 or MATH107/MATH107H or MATH208/MATH208H; ACCT201 or ACCT201H or RAIK181H; ECON211 or ECON211H or RAIK282H; ECON212 or ECON212H or RAIK182H; ECON215 or ECON215H or STAT218). 2.5 GPA	

SCMA 437 Risk and Decision Analysis	3	SCMA331, SCMA350	\$40
SCMA 450 Communication for Business Analytics	3	SCMA350	
SCMA 451 Introduction to Predictive Analytics	3	SCMA350	
SCMA 452 Database Management Systems	3	SCMA350	
SCMA 453 Machine Learning Applications for Business Analytics	3	SCMA350	
SCMA 454 Business Analytics Applications in Practice	3	SCMA450, SCMA453 co-requisites	
Electives in the Major (choose any two courses)	6		
ACCT 308 Managerial Accounting	3		
ACCT 309 Accounting Systems	3		
ACTS 430 Actuarial Applications of Applied Statistics	3		
ACTS 431 Time Series and Machine Learning	3		
ECON 315 Economic Data Visualization and Analysis	3		
ECON 417 Introductory Econometrics	3		
FINA 401 Quantitative Financial Analysis	3		
MNGT XXX HR Analytics <i>This course is currently under development</i>	3		
MRKT 345 Market Research	3		
MRKT 350 Marketing Analytics	3		
SCMA 436 Managing Projects under Uncertainty	3		
Total Major Credit Hours	27		
Achievement Centered Education (ACE) Requirements not met by business coursework	9		
MNGT 475	3		
Achievement Centered Education (ACE) Requirements not met by business coursework	12		
General Electives	28		
Total Credit Hours for Degree	120		

Sample Four Year Plan

TERM 1	Total Credit Hours:	16
Prof Enhancement I	complete BSAD 111	1
NBR 1/ACE 1 Written Texts	complete either ENGL 150 or ENGL 151	3
NBR 2/ACE 3 Mathematics Critical	complete either MATH 104 or MATH 106	3
<i>MATH 104 or MATH 106 becomes critical to your success in the major if not completed by the fourth term of enrollment.</i>		
NBR 3/ACE 4 Sciences	complete one from ACE4	3
NBR 4/ACE 5 Humanities	complete one from ACE5	3
Electives	recommend one or more courses	3
TERM 2	Total Credit Hours:	15
Business Comp Appl	complete BSAD 50	0
Introductory Accounting	complete ACCT 201	3
Prin of Economics ACE 6	complete either ECON 211 or ECON 212	3
NBR 5/ACE 7 Arts	complete one from ACE7	3
NBR 6/ACE 9 Global/Divers	complete one from Approved ACE 9 Courses for College of Business Majors	3
Electives	recommend one or more courses	3
TERM 3	Total Credit Hours:	16
Business Comp Appl	complete SCMA 250	1
Introductory Accounting	complete ACCT 202	3
Prin of Economics ACE 6	complete either ECON 211 or ECON 212	3
Statistics	complete ECON 215	3
NBR 7/ACE 1 Busn Comm	complete BSAD 220	3
Electives	recommend one or more courses	3
TERM 4	Total Credit Hours:	16
Prof Enhancement II	complete BSAD 222	1
Busn Core Interm (ACE 8)	complete SCMA 331, SCMA 350, MRKT 341	9
NBR 8/ACE 2 Comm Skills	complete either COMM 286 or MRKT 257	3
Business Analytics Core Critical	complete SCMA 335	3
<i>SCMA 335 becomes critical to your success in the major if not completed by the fifth term of enrollment.</i>		
TERM 5	Total Credit Hours:	16
Prof Enhancement III	complete BSAD 333	1
Busn Core Interm (ACE 8)	complete FINA 361, MNGT 301	6
Business Analytics Core Critical	complete SCMA 437, SCMA 450	6
300/400 Up Lvl Reqt	recommended one course that fulfills International Business course requirement	3
TERM 6	Total Credit Hours:	15
Business Analytics Core Critical	complete SCMA 451, SCMA 452	6
Busn Core Interm (ACE 8)	complete either BLAW 371 or BLAW 372	3
Business Analytics Major	complete one from directed electives	3
Electives	recommend one or more courses	3
TERM 7	Total Credit Hours:	14
Prof Enhancement IV	complete BSAD 444	1
Business Analytics Core Critical	complete SCMA 453	3
Business Analytics Major	complete one course from directed electives	3
Electives	recommend one or more courses	7

TERM 8	Total Credit Hours:	12
ACE 10 Capstone Course	complete MNGT 475	3
Senior Assessment	complete BSAD 98	0
Business Analytics Core Critical	complete SCMA 454	3
Electives	recommend one or more courses	3
300/400 Up Lvl Req	complete either any course at the 300 Level or Any Course at the 400 Level	3

Graduation Requirements	Total Credit Hours:	120
2.50 cumulative GPA required in order to apply for a degree.	Business Analytics Core Critical	21
30 of the last 36 hours must be taken at UNL	Business Analytics Major	6
Maximum 6 hours Pass/No Pass credit excluding BSAD 98, BSAD 111, BSAD 50, BSAD 222, BSAD 333, and BSAD 444.		
Total Credits Applying Toward 120 Total Hours		

C. Plans for Implementation

As noted previously, the SCMA Department and College of Business have been offering a minor in business analytics, as well as a major in supply chain management, for several years. As a result, most of the courses required for the proposed major are already in existence and have been taught on a regular basis in support of the business analytics minor and the supply chain management major. Initially, there will be no change to the frequency or schedule of offering for those courses, and we anticipate that all interested students can be accommodated in the existing sections of these courses, possibly by leveraging classrooms with a larger capacity, if appropriate. However, if the number of business analytics majors grows substantially, additional sections will be added as needed.

Further, the SCMA Department currently consists of thirteen tenure/tenure-track faculty and three professors of practice. Thus, the department has and will continue to have a significant number of qualified and experienced faculty who will teach the required courses for the business analytics major. Further, the elective courses for the major are offered by a variety of different departments within the College of Business and will be staffed by qualified and experienced faculty from those departments. The appendix contains CVs for all faculty currently teaching courses that are a part of the proposed business analytics major.

The creation of the business analytics major will require the development of two new courses. Both of those new courses have been proposed within the College of Business, including the development of the catalogue descriptions and syllabi. One of those courses, SCMA 453, is modeled after an analogous 800-level course, SCMA 853, which is part of the existing M.S. in Business Analytics program. Hence, identifying relevant faculty and course content for this new course will be straightforward. The other new course, SCMA 454, is a project-based capstone course which is similar to an existing course, SCMA 474, which is required for the undergraduate major in supply chain management, also offered by the SCMA Department. Thus, in designing the course format and content, and identifying relevant industry contacts to provide projects, we will leverage the industry contacts already developed and used for SCMA 474. To identify projects, we will also take advantage of the wide variety of companies and other organizations represented on the industry advisory boards for each of the departments within the College of Business. Initially, i.e., until the proposed major reaches a critical mass of students, we will combine the instruction of SCMA 474 and SCMA 454, which will allow us to offer the new major in an efficient manner. However, in doing so, we will ensure that projects are representative of the broad

field of business, not just supply chain management, and ensure that proper faculty supervision is available for those projects.

Subject to the full approval for the proposed major, we anticipate offering the major with a start date of August 2024, or upon CCPE approval. Since the business analytics minor currently has strong enrollments (with more than 100 students currently enrolled), we anticipate that the first year of the major could see enrollment of approximately 30 students, with the potential for enrollments to grow to approximately 65 students by year 5. Further, we anticipate that a significant number of these students will be double majors, and we will work with the Business Advising and Student Engagement (BASE) Office and each of the departments within the College of Business to develop customized plans of study to facilitate double majoring. We conservatively estimate the number of new enrollments, i.e., students who otherwise would not have enrolled in the College of Business, will grow to about 13 students by year 5. These specific enrollment projections, and their impact on revenues, are shown in the revenue table in the appendix.

III. Review Criteria

A. Centrality to UNL Role and Mission

The proposed degree program is consistent with expectations of the business community, the plans of the College of Business, and the strategic plan of UNL. The proposed program would offer an academic major with promising, high salary employment opportunities available to graduating students. The major will develop needed skills and expertise to support Nebraska businesses, government entities and non-profit organizations. The curriculum has been designed in consultation with members of the College of Business' industrial advisory boards, ensuring relevance and currency of content. Thus, it will provide education and training in the methods, skills, and tools most needed by business analytics professionals. By doing so, it will address the growing need of local and regional employers for potential employees trained and experienced in those methods and tools. Further, the major will use a well-planned and efficiently delivered curriculum, leveraging existing resources and faculty within the College of Business, and thus can be implemented without significant additional costs.

Further, the proposed program will contribute directly to the following aim from the N2025 Strategic Plan (<https://www.unl.edu/chancellor/n2025-draft-report>):

- *Innovate student experiences that prepare graduates for life-long learning and contributing to Nebraska's diverse future workforce.*

As noted above, and as discussed further below, there is and will continue to be a substantial need to develop a workforce trained in business analytics methods and tools. Companies and organizations in all sectors of the economy currently collect and utilize large amounts of data to assist in the management, improvement, and growth of their organizations to meet their strategic objectives. Thus, the organizations require employees who can bridge the gap between data management/analysis and business decision-making. Given that the curriculum of the proposed major incorporates all aspects of business analytics, and provides exposure to all functional areas of business, graduates of the program should be well-positioned to fill those roles.

To assess the needs of industry for students trained in business analytics methods and tools, we conducted an industry roundtable in November 2022. The participants included representatives of local and regional organizations such as Bryan Health, Hudl, Nelnet and the Kansas City Chiefs. The feedback on the proposed major was quite positive overall and all participants agreed that there is a substantial need for workers trained in both the foundations of business and the quantitative methods used to support decision-making. Further, as a result of this roundtable, we revised our curriculum to include a specific course related to communication and storytelling, as well as an experiential learning capstone course. This course has been fully approved by the UUC.

The proposed curriculum also contributes to the achievement of the N2025 strategic plan because it is designed to foster life-long learning. In particular, the courses have been designed to be independent of specific software or programming languages. Rather than designing course content around specific, currently used software packages or programming languages, which are known to evolve and change rapidly, we have created courses that teach the fundamental methods and techniques that can be employed in business analytics, leveraging software packages and programming languages to demonstrate the implementation of those methods and techniques on real-world data. Further, where appropriate, we provide exposure to multiple options for such implementation. Thus, the proposed major will produce graduates who are more readily able to keep pace as the business analytics landscape evolves, and who possess the ability to adapt as the most commonly used software packages and programming languages change over time.

Finally, the inclusion of a required experiential learning capstone course will provide graduates with a real-world, hands-on learning experience that should enable them to contribute more quickly and effectively to their future employers. Further, by participating in these capstone projects, local companies and other organizations will become exposed to some of the cutting-edge methods and tools currently being used to address business analytics problems.

B. Relationship of the proposal to the NU 5-year strategy

The proposed major will address a number of the priorities in the NU 5-year strategy, particularly “Fulfilling Nebraska’s Workforce Needs.” For example, that priority notes that the following:

- *[The] state will have more than 34,000 annual openings in high-skill, high-demand, high-wage (H3) jobs in the years ahead.... Demand for more engineers, IT professionals, nurses, teachers, physician assistants, and other professions is acute.*

As described above, graduates of this program will possess the analytical and quantitative skills that will be needed in the future to adapt to changing information technologies, the increasing importance of big data, and advancements in techniques such as machine learning and artificial intelligence. By training undergraduate students in the technical skills and tools required to fill the role of analyst in a wide range of organizations, the proposed major will help the state meet its growing workforce needs.

Business analytics is increasingly important for many companies in Nebraska, and the surrounding region, including Bryan Health, Deloitte, Hudl, the Kansas City Chiefs Football Club, Nelnet, and Werner Enterprises, as indicated by the letters of support for the proposed major, which can be found in the appendix. Notably, these letters of support come from companies in a wide variety of industries, representing the wide range of application domains for business analytics. Thus, the proposed major will contribute to meeting the workforce needs of many of the leading employers in the state and region by providing rigorous and comprehensive training in business analytics.

Further, the priority highlights the goal to “Provide each student an experiential learning opportunity with a business, organization, or community.” Such an experiential learning experience is built into the proposed major through the inclusion of a capstone project course in which teams of students work as consultants with an industry or community partner to solve a real-world analytics problem. The SCMA Department has a strong history of offering a similar capstone course for its supply chain management majors and the faculty believe strongly that such experiences enhance the employability of our graduates. Further, as new hires within an organization, the capstone experience enables our graduates to contribute more quickly to the achievement of the organization’s goals.

C. Consistency with the Comprehensive Statewide Plan for Post-Secondary Education

The proposed program is consistent with and meets the goals outlined in the Comprehensive Statewide Plan for

Postsecondary Education (henceforth referred to as the plan) by the Nebraska Coordinating Commission for Postsecondary Education (CCPE). At a high level, the CCPE would like to make certain that postsecondary education produces graduates who can contribute and succeed in a highly technical world. The proposed major will meet this goal by providing education, training, and workforce development in the field of business analytics.

More specifically, the plan contains the following statements:

- *Institutions will see a growing demand from business and from students for specialized knowledge and skill certifications (in professional, vocational, and technical areas such as information technology) to meet workforce needs.* (Chapter 1)
- *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.* (Chapter 3)
- *Institutions in Nebraska are being asked to produce more graduates and trainees in workforce areas of high demand, such as information technology.* (Chapter 3)

As discussed further in Section III.D, the State of Nebraska has significant workforce needs in business analytics and related fields. The proposed major will directly contribute to meeting those needs by providing a comprehensive and coherent post-secondary degree that (1) develops students' technical skills and expertise in the field of analytics, and provides a strong foundation in all aspects of business; (2) instills in students an understanding of the need to think critically, rigorously and creatively when making complex decisions; and (3) provides training in effective communication, including visual, oral and written communications, through the required course on data visualization and communication. Further, the proposed major will be unique in training students to solve a variety of business and societal problems through a unified and coherent approach which recognizes that technical analysis alone is not sufficient to support good decision-making. Thus, the proposed major will combine education in quantitative methods with development of a deep understanding of the business contexts in which those methods will be applied, with the goal of supporting effective decision-making.

The proposed major would also contribute to the goals outlined in the plan in several additional ways, as discussed next.

- Chapter 3 of the plan discusses the need for Nebraska's post-secondary institutions to attract and retain out-of-state students, stating the following goal: *"Effectively recruit and retain more Nebraska students and attract more out-of-state students to Nebraska higher education institutions, especially those students entering targeted career fields that address workforce needs in Nebraska."* The business analytics major would contribute to this goal by offering a high-demand major that will assist the University in recruiting students from across Nebraska and the Midwest regardless of economic status, age, culture, disability, color, national origin, or gender.
- Chapter 2 of the plan discusses the need for Nebraska's post-secondary institutions to recruit and retain a diverse student body, and states that Nebraska institutions should *"Increase efforts to recruit and retain a diverse student body."* The business analytics major would contribute to these efforts. In particular, by demonstrating the broad applicability of analytics techniques to address real-world problems in a wide variety of industries and organization types, including companies, non-profits and government agencies, with the potential to have a real impact on the well-being of society, we anticipate that the major will assist in recruiting students with a wide range of backgrounds, demographics, and career interests.
- Chapter 2 of the plan discusses the importance of experiential learning, stating that post-secondary institutions should *"Incorporate "real world" experience into college curricula through internships, required work experience, volunteer service, exposure to entrepreneurial opportunities, and activities that increase cultural and international awareness."* As discussed previously, the proposed major includes a required experiential learning capstone course that will provide graduates with real-world, hands-on learning experience in the form of company-based projects.

- Chapter 4 of the plan discusses the need for Nebraska’s post-secondary institutions to improve efficiency and effectiveness, stating the following goal: *“Higher education in Nebraska will be effective in meeting the needs of students and the state; will be efficient in its expenditure of the state’s resources; and will be accountable for developing and sustaining exemplary teaching, learning, research, and public service.”* The proposed degree program will contribute to this goal due to its efficient design which leverages existing courses and faculty from across the College of Business, enabling its implementation with the development of relatively few new courses and the hiring of no new faculty.

Next, we consider benchmarking against other universities in the region, as well as UNL’s Big Ten peers. As detailed in Section III.E, within the state of Nebraska, business analytics programs exist at Bellevue University, Creighton University, Midland University and University of Nebraska at Kearney. Within the region, similar programs exist at Iowa State University, University of Iowa and University of Kansas, demonstrating that demand for business analytics programs is likely to exist within the state and region.

The table below shows which Big Ten institutions offer undergraduate majors in business analytics. Five of these institutions offer a full major in business analytics, while several others offer minors in related fields, and some offer programs in management information systems. Thus, by creating the business analytics major, UNL can demonstrate leadership among its Big Ten peers and possibly leverage the existence of this major to recruit students from out-of-state, including regionally in states such as Illinois, Minnesota, and Wisconsin.

Business Analytics Programs at Big Ten Universities

Big Ten Institution	Undergraduate Major in Business Analytics	Comment
University of Illinois	No	Major in Information Systems
University of Indiana	Yes	Offered as a co-major
University of Iowa	Yes	
University of Maryland	Yes	
University of Michigan	No	School of Business does not offer majors
Michigan State University	No	Minor in Information Technology
University of Minnesota	No	Major in Management Information Systems
University of Nebraska	No	Minor in Business Analytics
Northwestern University	No	Does not offer undergraduate programs in business
Ohio State University	No	Major in Information Systems
Penn State University	No	Major in Management Information Systems
Purdue University	Yes	
Rutgers University	Yes	
University of Wisconsin	Not	Major in Information Systems

D. Evidence of Need and Demand

1. Evidence of Need:

Organizations of all sizes and types require employees who are capable of translating data into predictive insights that lead to better decision-making. Thus, business analytics is a field undergoing tremendous growth, with the total number of job postings increasing rapidly in recent years. In particular, the Bureau of Labor Statistics predicts up to 20% growth in business analytics jobs between 2021-2031, where the exact forecast depends on functional area, with 19% growth predicted for marketing analytics and 9% for financial analytics, as shown in the table below.

National Occupational Employment Projections - Long Term (2021-2031)

Occupation	Total Percent Change (BLS)
Budget Analysts	3%
Management Analysts	11%
Market Research Analysts and Marketing Specialists	19%
Operations Research Analysts	23%
Financial Analysts	9%

Source: U.S. Bureau of Labor Statistics, available at <https://www.bls.gov/ooh/business-and-financial/home.htm> and <https://www.bls.gov/oes/>

Within the state of Nebraska, the projected growth rates in analytics-related jobs are similar, as shown in the table below. The table also shows the mean wage by occupation for the state of Nebraska.

Nebraska Occupational Employment Projections - Long Term (2020-2030)

Occupation	Occupation Code	Estimated Employment	Projected Employment	Total Percent Change	Annual Openings
Budget Analysts	132031	213	225	6%	17
Management Analysts	131111	3694	4224	14%	408
Market Research Analysts and Marketing Specialists	131161	3661	4510	23%	481
Operations Research Analysts	152031	555	695	25%	55

Source: NEWorks, <https://networks.nebraska.gov/> and U.S. Bureau of Labor Statistics <https://www.bls.gov/oes/>

Among the peer institutions for UNL, as defined by the Comprehensive Statewide Plan for Post-Secondary Education, four universities offer business analytics programs. All of these institutions report statistics on starting salaries on their webpages. Specifically, the University of Iowa reports the starting salary for graduates of its Business Analytics major to be \$58,000, while Iowa State University reports \$61,045 and the University of Tennessee reports \$63,675. The University of Kansas reports a median starting salary of \$60,000. When available, reported placement rates are generally in the mid 90%.

Nationally, salaries for business analytics related jobs are also strong. For example, business analytics ranked in the top 10 majors by median salary within five years of graduation, according to the Federal Reserve, where all other majors in top 10 were engineering or computer science (see <https://www.cnbc.com/2023/02/20/highest-paying-college-majors.html>).

The SCMA Department, along with all other departments within the College of Business, have involved and supportive industrial advisory boards, whose members include both Nebraska-based companies and companies with a significant presence and workforce needs in Nebraska and the surrounding region. As evidence of the need for the proposed undergraduate major in business analytics from the perspective of potential employers for graduates of the program, we have attached to this document letters of support from Bryan Health, Deloitte, Hudl, the Kansas City Chiefs Football Club, Nelnet, and Werner Enterprises. Each of these letters testifies to the current and future need for employees with high-level training and expertise in business analytics.

In 2021, the university contracted with ADV Market Research and Consulting to conduct a market assessment related to data science and closely related fields. The full report is provided in the appendix. One of the key takeaways from this report is the following (quoting directly from the report):

Emerging role of the business translator

- *As noted earlier, one of the key personnel areas of a data science and analytics team is the business translator, who has both technical and domain expertise to be able to translate data insights into business implications.*
- *A data science skillset alone may not be enough to make meaning of the information generated. Business translators, therefore, serve as the link between analytical talent and applications to business questions.*
- *Additionally, as data grows more complex, distilling it and bringing it to life through visualization is becoming critical to help make the results of data analyses digestible for decision makers.*
- *It was estimated that demand for visualization grew roughly 50 percent annually from 2010 to 2015. In many instances today, organizations are seeking data scientist or business translator candidates who can also execute visualizations.*

A graduate from the proposed business analytics major, with comprehensive training in all aspects of business analytics, as well as education in all functional areas of business, and experience in communication regarding data and data analysis (including storytelling, presentation skills and data visualization), will be well-positioned to fill the “business translator” role described above.

As a final demonstration of the need for the proposed major, consider the report entitled “Analytics Career Pathways Task Force White Paper Report,” prepared by the Institute for Operations Research and the Management Sciences (INFORMS), which is the largest international association of operations research (O.R.) and analytics professionals, with more than 12,000 members. Given increasing reports of an “analytics talent gap,” in 2019 INFORMS appointed a task force to study the magnitude of this gap. The result was a white paper report that documents the current market for analytics, business analytics, and data science positions. As described in the report, the evidence considered included job titles, years of experience, and analytic skills. A copy of that report is provided in the appendix. The report clearly distinguishes between analytics and data science, noting the following (quoting from the report):

- *Analytics is the scientific process of transforming data into insights for the purpose of making better decisions.*
- *Data science is a combination of software and analytics tools used to extract knowledge and insights from data.*
 - *Bowers, Camm, and Chakraborty (2018) did text mining on over 600,000 job descriptions (ads) and found that data science job ads more often mentioned programming and scripting than job ads for analytics or operations research.*
- *Analytics tends to be more problem-centric and data science tends to be more data-centric.*

The following two figures are also taken from the “Analytics Career Pathways Task Force White Paper Report,” and show trends in job postings related to analytics and data science between 2010-2019. The blue line on the graph on the left shows the number of job postings that contained the key word “analytics,” while the blue line on the graph on the right shows the number of job postings that contained the word “analytics” in the job title.

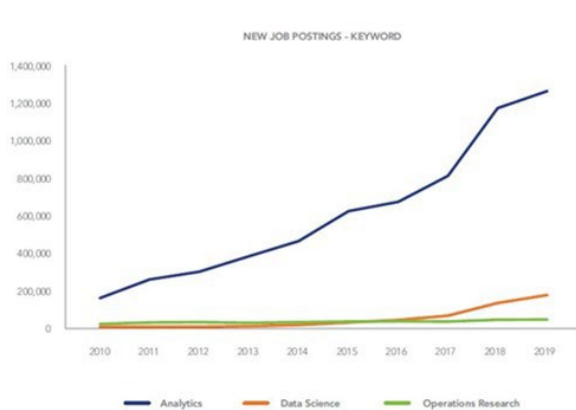


Figure 1: New job postings over time based on a keyword search using Labor Insights™.

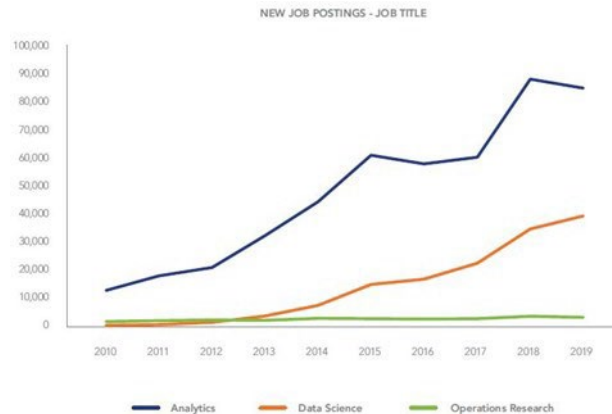


Figure 2: New job postings over time based on a job title search using Labor Insights™.

2. Evidence of Demand:

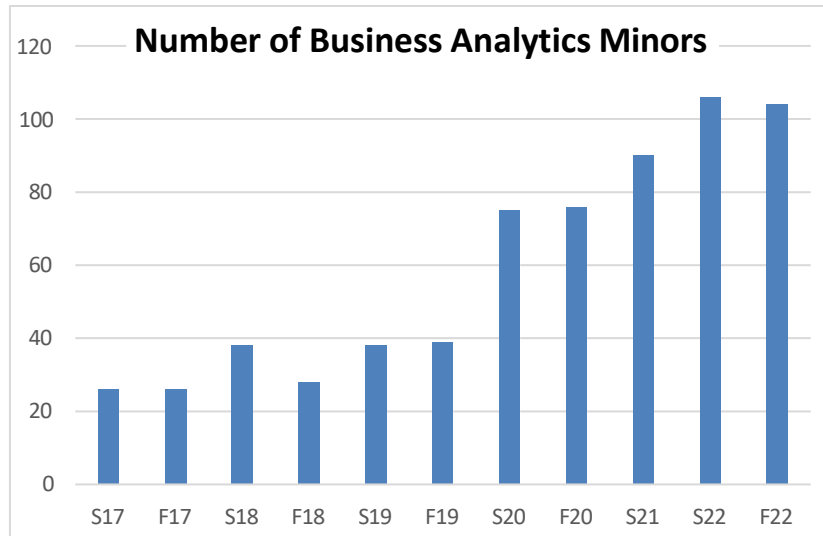
As noted above, in 2021, the university contracted with ADV Market Research and Consulting to conduct a market assessment related to data science and related fields. That report (provided in the appendix) contains a table showing trend data for the average number of degrees per year from 2015-2019 for the fourteen data science-related programs included in their analysis. Two of those programs are 52.1301 (Management Science) and 52.1399 (Management Sciences and Quantitative Methods). These two rows of the table can be considered indicative of the growth in demand for business analytics programs. The table states that these two programs saw growth rates of 32% and 411%, respectively, in terms of number of degrees per year from 2015-2019.

Further, in 2023, Kevin Shriner, Assistant Vice Chancellor for Digital and Online Learning at UNL, conducted a market assessment for business analytics programs at the undergraduate level. The study relied on data from the National Center for Education Statistics's (NCES) Integrated Postsecondary Education Data System (IPEDS). Further, wage estimates were based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). For the purposes of the study, two levels were considered: all degree granting institutions in the United States and all degree granting institutions in Colorado, Iowa, Kansas, Minnesota, Missouri, Montana, Nebraska, North Dakota, South Dakota, and Wyoming. The study considered two CIP codes, 52.1301 (Management Science, General) and 30.7102 (Business Analytics), where the latter CIP code was only introduced in 2020. The full market assessment is provided in the appendix.

The key highlights from the market assessment report are as follows (quoting directly from the report):

- *Regional competitors have driven substantial completions since 2017, up 87%, compared to national growth of 44%. In the Big10, this growth is 211%.*
- *Graduates can enter many occupation categories and the opportunities are strong nationally and regionally at a wide array of companies.*
- *There is strong competition for this degree program nationally but there is an opportunity to develop a foothold in the region both on campus and online.*

These trends can be seen locally by observing enrollments in related programs. As noted above, the proposed major in business analytics builds upon the existing business analytics minor, which has grown substantially over the past five years, with more than 100 students enrolled in the fall semester of 2022. The growth in the number of business analytics minors over the most recent 5 years is shown in the graph below.



Finally, as discussed in the letter of support (available in the appendix) provided by Kendra Ritchie, the Associate Director of Recruitment for the College of Business, recruiters for the College of Business have been receiving enquiries regarding business analytics from international students, partly due to the fact that the field of business analytics was recently added to the U.S. Department of Homeland Security (DHS) STEM Designated Degree Program List. Thus, graduates from business analytics programs are eligible for the 24-month STEM optional practical training (OPT) extension. This is a highly attractive feature when recruiting international students since it allows them to extend the time they can stay and work in the United States after graduation. In fact, because of this feature, international students typically show a strong preference for U.S.-based programs that have the STEM certification from the DHS. Further, although the College of Business currently offers a minor in business analytics, DHS does not allow students to use a STEM minor for the purposes of obtaining the OPT extension. Thus, to take advantage of the recruiting benefits associated with STEM-certification to increase enrollments of international students, a full business analytics major is required.

E. Avoidance of Unnecessary Duplication

In assessing the extent to which duplicative programs exist within the state of Nebraska and at UNL, one challenge is the lack of consistency in the labels used for programs related to data analysis, data science, statistics, and quantitative decision-making. Across the country, relevant program titles can include business analytics, data analytics, management science, operations research, quantitative methods, business intelligence, etc. Unfortunately, these labels are not applied in a consistent manner and programs can have substantial differences in objectives, focus and curricula. That said, there can be important differences in the objectives, focus and curricula of these programs. For example, as discussed above, our proposed major focuses on the role of analytics for supporting decision-making in a business context. Therefore, to focus our assessment of the potential for duplication, we reviewed Nebraska-based universities to identify undergraduate programs in business analytics (or equivalent) that are currently offered within a college or school of business. We then reviewed a broader set of programs, including those in data science and statistics, currently offered at UNL.

Existing Programs within the State of Nebraska

Our review of Nebraska-based undergraduate majors in business analytics (or equivalent) that are offered within a college or school of business identified four relevant programs: the major in Business Intelligence and Analytics at Creighton University, the major in Business Analytics at Bellevue University (which is online only), the major in Business Intelligence & Technology at Midland University, and the emphasis in Business Intelligence at the University of Nebraska at Kearney (UNK). We next discuss the programs at Creighton University and UNK, including a comparison to the proposed business analytics major for UNL. We do not discuss the programs at

Midland University and Bellevue University in detail because (1) they are not comparable universities to UNL and (2) those programs include limited credit hours for business foundation courses.

Creighton University

<https://catalog.creighton.edu/undergraduate/business/accounting-bia/business-analytics-bs/>

Within the B.S. in Business Administration degree, Creighton University has an undergraduate major in Business Intelligence and Analytics with a track in Business Analytics. In addition to the core coursework required for the Business Administration degree, the track consists of 21 credit hours, including five required courses (15 credit hours) and two elective courses (6 credit hours). The required courses place much more emphasis on computer information systems than the coursework in the proposed major for UNL, including courses such as Systems Analysis and Design, Business Application Development, and Python Programming for Data Analytics. The curriculum does not offer courses on the foundational tools in prescriptive analytics, i.e., analytics for decision-making. In particular, the major does not include courses analogous to SCMA 335 (which covers optimization modeling) and SCMA 437 (which covers simulation modeling and decision analysis), both of which are required for the proposed major for UNL. Thus, like many analytics programs offered by colleges other than business, this program does not appear to emphasize the role of analytics in supporting business decision-making. Finally, for many students from the state of Nebraska, the tuition required to attend Creighton University would be prohibitive, making a business analytics major offered by UNL a more viable option for those students.

University of Nebraska at Kearney

<https://catalog.unk.edu/undergraduate/departments-programs/cyber-systems/business-administration-comprehensive-business-intelligence-emphasis-bs/>

<https://www.unk.edu/academics/csit/programs/management-information-systems.php>

The College of Business and Technology at UNK offers a Business Intelligence emphasis within the B.S. in Business Administration, where the emphasis requires about 27 credit hours in analytics content, and thus appears to be analogous to a major. The emphasis is offered by the Department of Cyber Systems. In addition to the core coursework required for the Business Administration degree, the emphasis consists of 27 credit hours, including six required courses (18 credit hours) and three elective courses (9 credit hours). The required courses focus on computer information systems, descriptive analytics and predictive analytics, including courses such as Predictive Modeling, Systems Analysis and Design, Big Data Visualization, Database Systems and Cyber Systems Capstone. On the other hand, the curriculum offers few courses on the foundational tools in prescriptive analytics, i.e., analytics for decision-making, with one relevant course (Operations Research) offered as an elective. Thus, like many analytics programs offered by colleges other than business, this program does not appear to emphasize the role of analytics in supporting business decision-making.

Finally, in terms of undergraduate business analytics programs on other campuses in the University of Nebraska system, the University of Nebraska Omaha (UNO) offers an undergraduate concentration in business analytics through the Department of Economics within the College of Business Administration. That program requires introductory courses in applied algebra and optimization, macro- and micro-economics, business statistics, econometrics, database management, and business intelligence. In addition, students select from one to three elective courses from a set of options that span the various functional areas of business. Since this program is a concentration, compared to the proposed major in business analytics at UNL, it requires fewer courses in the area of analytics. Specifically, in addition to the College of Business core courses, which include macro- and micro-economics, business statistics and business analytics/information analysis, the proposed major at UNL consists of six required courses on analytics, plus two elective courses from the various functional areas of business. Further, although the concentration in business analytics at UNO has been offered for some time, as discussed in Section III-D of this proposal, there still exists significant need and demand for analytics training. Thus, given the robust enrollments at both colleges of business, along with the significant recent growth in the demand for analytics

training, we believe there is sufficient student interest to support and sustain programs at both UNL and UNO. Finally, we envision that these two programs would be synergistic in the sense that individuals with undergraduate degrees from one program may choose to pursue graduate degrees. Note that UNO offers an MBA with a concentration in business analytics, while UNL offers the MBA concentration, as well as an M.S. in Business Analytics.

Existing Programs Currently Offered at UNL

Currently, UNL offers two majors that are related to, but distinct from, business analytics. The Department of Statistics offers a statistics and data analytics major, while an interdisciplinary data science major is offered jointly by the College of Arts and Sciences, College of Agricultural Sciences and Natural Resources and College of Engineering. In addition, the Department of Mathematics has a Statistics and Data Science option for math majors. Since this option consists of four courses, it is the equivalent of a minor.

The undergraduate major in statistics and data analytics is relatively new, first being offered in Fall 2022. This major requires significant coursework in mathematics as prerequisites, including Calculus I, II and III, as well as linear algebra. In contrast, the College of Business requires either MATH 104 (Applied Calculus) or MATH 106 (Calculus I) as a prerequisite, and our curriculum in business analytics is designed for students with that level of mathematical background. Thus, while we teach applied statistics in several courses at the 200-, 300- and 400-level, we do not teach probability theory or mathematical statistics. In contrast, the statistics and data analytics major also includes advanced courses in probability, statistical analysis, mathematical statistics, statistical computing, data wrangling, study design, model selection and prediction, and statistical collaboration. Finally, unlike the proposed business analytics major, the statistics and data analytics major does not include course work in topics related to decision-making or prescriptive analytics, such as optimization or simulation, or provide any exposure to business analytics applications in each of the functional areas of business and economics.

The undergraduate major in data science is also a new major, starting in Fall 2023, and provides students with an interdisciplinary education in data science. According to the proposal for the major, the required courses include a set of core courses in computer science, statistics, and mathematics. As noted in the proposal, “[t]hese courses will provide a strong foundation for students to pursue more advanced courses at a later stage of their Data Science degree program, in particular: computational thinking, fundamental programming skills, data structures, algorithm development and evaluation, statistical analysis, mathematical thinking, calculus, and linear algebra.” Thus, while the statistics and data analytics major provides in-depth education in mathematics and statistical theory, the data science major provides significant training in computing and programming. In contrast, the proposed business analytics major will place heavy emphasis on software tools used commonly in industry, such as Excel, Tableau, SQL, and Oracle Crystal Ball. While the business analytics major will require students to learn programming, developing significant capabilities in programming is not its goal. Instead, the business analytics major will leverage user-friendly programming languages to enable business students to perform more advanced statistical analysis than what can readily be performed in software such as Excel or Tableau. For example, our instruction in the business analytics minor currently relies on the R programming language, which is commonly used for statistical computing and graphics (however, as discussed above, we anticipate that the relevant languages and tools will evolve over time and our coursework is not reliant on any specific language). Finally, in addition to the core coursework in computer science, mathematics and statistics, students completing the data science major can select one or two focus areas from the following list: artificial intelligence, software development, data pipeline, mathematical modeling, statistical modeling, journalism and humanities, sociology, and natural resources. These options allow students to customize their major to either the application domain or methodological approach of their choosing.

While we are excited to see the introduction of these two existing majors at UNL, we believe a gap still exists in

the analytics programs offered by UNL. As noted, the existing majors are focused on quite technical instruction in mathematics, statistics and/or computing, which is not appropriate for all students and all majors. Further, the substantial coursework requirements in these technical areas implies that fewer credit hours are available for students to study a particular application area, such as business. In contrast, within the College of Business, we seek to train graduates who have the necessary skills and knowledge to solve the problems faced by businesses and other organizations, by combining their robust understanding of the application domain with skills in data analysis, quantitative methods, and computing. At the undergraduate level, it would be difficult to combine the technical expertise developed by the statistics and data analytics and data science majors with a comprehensive and in-depth education in the field of business offered by the B.S. in Business Administration, thus creating a need for the business analytics major within the College of Business.

Next, we highlight what we see as the unique curricular aspects of the proposed business analytics major.

- First, the proposed business analytics major will require all students to complete the same foundational coursework in business subject areas that is required for all students graduating from the University of Nebraska-Lincoln College of Business with the Bachelor of Business Administration degree. Thus, students in the proposed business analytics major must take 23 credit hours of College of Business Foundation Courses in areas such as accounting, economics, statistics, and business writing, and further must take 18 credit hours of College of Business Intermediate Core Courses in areas such as management, marketing, finance, and operations and supply chain management. Any post-secondary analytics-related degree program that is not offered within a college of business would necessarily be lacking in this foundational coursework and thus would not be duplicative of the proposed business analytics major.
- Second, the major will be unique in training students to solve a variety of business and societal problems through a unified and coherent approach which recognizes that technical analysis alone (including training in data manipulation, statistics, machine learning, and associated software and programming languages) is not sufficient to support good decision-making, particularly for the types of complex, large scale problems that are typically encountered in business, non-profits, government agencies and other organizations. Indeed, an understanding of the decision-making context is critical at every stage of the analytical decision-making process. For example, before even collecting data, a decision-maker must understand the nature of the decision to be made and the type of information that will be relevant and useful when making that decision. Further, the nature of the decision can range from tactical (short term) to operational (medium term) to strategic (long term). Understanding that distinction is critical when designing the data collection and analysis, and when selecting the appropriate prescriptive modeling approach to support decision-making. For example, the best way to define, measure and model risk and uncertainty will necessarily differ for short- and long-term problem contexts.
- Third, the statistics and data analytics and data science majors also lack education in the methods and tools used for prescriptive analytics. In contrast, business analytics teaches students that an estimate, prediction, or forecast is not a decision, but rather just one input into the decision-making process. Once data is collected and analyzed to provide insights into past behavior and predictions for the future, those insights and predictions must be input into a prescriptive model to support decision-making. Prescriptive analytics approaches include mathematical programming, decision analysis and system simulation, all of which are taught in the proposed business analytics major. These modeling approaches can be used to formulate structured and rigorous models of a decision-problem, including all relevant objectives (which can include costs and revenues, as well as non-monetary objectives) and constraints or limitations. In many cases, the process of building the prescriptive model provides useful insights to the decision-maker regarding their decision problem because it forces the decision-maker to think about their problem in a structured and rigorous manner. Further, once a model is developed and solved to provide an “answer,” the decision-making process is not complete. Instead, the model can be solved and re-solved under varying conditions, i.e., sensitivity analysis can be performed, to understand the impact of changing environments or alternative

business scenarios on the “answer,” and to allow the decision-maker to consider complex trade-offs and balance multiple objectives. These results can be invaluable to the end-customer of the analysis, i.e., the individual responsible for making the final recommendation for action.

Finally, we highlight the difference between how data analysis and quantitative techniques will be taught to business analytics students, compared to how they are typically taught to students studying statistics or data science. To do so, we provide information on the content of three of the required courses for the proposed business analytics major.

SCMA 335: Decision Making Models

- This course covers the use of optimization modeling in business decision problems, i.e., it is a course on prescriptive analytics. Students completing the course learn how to apply optimization modeling as a quantitative solution technique and how to use the results of this solution technique to support business decision-making. The emphasis is on formulating different types of optimization problems and selecting the correct quantitative techniques to solve these problems, with implementation in Excel. The course covers a variety of problems from operations, transportation, finance, and marketing. The main topics include linear programming, sensitivity analysis, distribution and network models, and integer linear programming.
- SCMA 335 is taught in a manner that is appropriate for business students. For example, students do not learn the details of the simplex algorithm, which would be covered in an analogous course found in an engineering or math department. The course also relies on spreadsheet models rather than using more advanced software or programming. However, students learn and implement the graphical solution method for small scale problems so that they can understand how the problem constraints shape the feasible region and how the objective function determines the optimal solution given the feasible region. Based on this knowledge, students are able to understand how to use sensitivity analysis output to interpret changes in the optimal solution. Students from different backgrounds and majors in the College of Business have successfully taken the course. The course and instructor consistently receive strong student evaluations. Students can enroll in the course after completing Math 104 (Applied Calculus) and ECON 215 (Statistics), which provide sufficient background in mathematics.

SCMA 451: Introduction to Predictive Analytics

- This course covers concepts and tools for data analysis, modeling, and information technology. The course teaches students to develop predictive models and to use those models to support business decision-making. The course provides tools appropriate for various business application domains working with data, databases, and reports from analytic models. It covers the fundamentals of data analysis, training, and testing models, and making predictions, using R programming and RStudio. Students learn to assess which predictive modeling techniques would be most appropriate for different types of problems that can emerge in business applications. Students learn how machine learning is used for training regression models, classification and regression trees, and artificial neural network models in a business context, and assess their practicality and interpretability in addition to their predictive performance.
- SCMA 451 is taught in a manner that is appropriate for business students. For example, on the topic of neural networks, students learn concepts about the model structure and the complexities associated with the black box nature of these models in practice. They also experience computational difficulties in training neural networks with a large number of input variables and hidden nodes and/or layers. However, the algorithmic details of feed forward or backward propagation are not covered. The course has been taken successfully by students from all business majors, as well as students majoring in economics. The course and instructor consistently receive strong student evaluations. Students can enroll in the course after completing Math 104 (Applied Calculus), ECON 215 (Statistics) and SCMA 350 (Business Analytics/ Information Analysis), which provide sufficient background in mathematics and statistics.

SCMA 453: Machine Learning Applications for Business Analytics

- This course covers concepts and tools used for data exploration, data visualization and data mining, to support humans in identifying actionable information from large amounts of data. The course teaches the process of machine learning and data mining in the context of business applications. Methods covered include association rules, collaborative filtering, and cluster analysis techniques. These methods will be implemented using relevant computer software. In addition to unsupervised learning techniques and other machine learning concepts will be introduced conceptually.
- SCMA 453 will be taught in a manner that is appropriate for business students. Machine learning concepts and techniques will be introduced in the context of analytics projects in businesses. After reviewing data acquisition, storage and processing techniques, using structured and unlabeled data sets, students will learn widely used unsupervised machine learning algorithms and their business applications, such as exploratory data analysis for cross-selling, customer segmentation, and image recognition applications in a business context. For example, students will learn association rules and market basket analysis to understand customer purchasing patterns. While students will learn some technical content related to generating rules when the apriori algorithm is used, emphasis will be placed on interpretation of results to be used in recommendation systems for businesses. Further, the course will not cover topics such as the space and computational time complexities of rule mining and clustering algorithms. Students can enroll in the course after completing Math 104 (Applied Calculus), ECON 215 (Statistics) and SCMA 350 (Business Analytics/ Information Analysis), which provide sufficient background in mathematics and statistics.

In summary, the proposed business analytics major will be unique in the state of Nebraska and at UNL in combining a rigorous yet accessible education in data analysis and quantitative methods with the development of a deep understanding of the business context in which those methods can be applied, with the goal of supporting effective decision-making in all industries and sectors of the economy.

F. Adequacy of Resources:

1. Faculty/Staff

Existing faculty within the College of Business will support this new degree program; no additional faculty are required. The program faculty includes faculty from the Department of Supply Chain Management and Analytics, as well as faculty from other departments within the College of Business who teach the business core fundamentals courses required for the program. A list of faculty who currently teach courses that will be used as part of the proposed business analytics major is provided below. Curriculum vitae (CVs) for these faculty are included in Section IV.

- Ozgur Araz, Ph.D., Professor, Department of Supply Chain Management and Analytics
- Demet Batur, Ph.D., Associate Professor, Department of Supply Chain Management and Analytics
- Esma Gel, Ph.D., Associate Professor, Department of Supply Chain Management and Analytics
- Jonathan L. Hendricks, Ph.D., Assistant Professor, Department of Management
- Priyanka Khandelwal, Ph.D., Assistant Professor of Practice, Department of Marketing
- Yanxin Liu, Ph.D., Assistant Professor, Department of Finance
- Majid Nabavi, Ph.D., Associate Professor of Practice, Department of Supply Chain Management and Analytics
- Brenden Timpe, Ph.D., Assistant Professor, Department of Economics
- Federico Zincenko, Ph.D., Assistant Professor, Department of Economics

In addition to the faculty listed above, the SCMA Department currently consists of 13 tenured or tenure-track faculty and three professors of practice. While some of those faculty do not currently teach courses

included in the proposed major (for example, because their current teaching assignments are courses required for the supply chain management major or course that support the College of Business core curriculum), all these faculty are capable of teaching courses that are part of the proposed business analytics major.

The SCMA Department would assign current SCMA faculty to teach the new courses required for the major. As noted, several SCMA faculty are highly qualified to teach each of those courses. To cover the courses that the assigned faculty are currently teaching, the SCMA Department would leverage its PhD students. The SCMA PhD program is relatively new, having been launched in the 2022-2023 academic year. By the time the major is implemented, the SCMA Department will have PhD students who have achieved ABD status and thus are eligible to teach courses as instructor of record. This is new teaching capacity that the SCMA Department did not previously have but was created by a previous commitment from the College of Business to provide funds to support the new PhD program. Because teaching experience is vital for business PhD students on the academic job market, these teaching assignments will be an integral and important part of the education and training of the SCMA PhD students.

2. Library/Information Resources

No additional library or information resources are necessary to support the proposed new business analytics major. The UNL Libraries have ten locations across the UNL campuses, providing access to books, online databases and academic journals, as well as librarians who are available to work with students on research and coursework. The main UNL library is Love Library on City Campus, which is available for use by all College of Business faculty, students and staff, and provides a liaison to assist individuals from the College of Business. In addition, ScienceDirect, a full-text scientific database offering journal articles and book chapters from peer reviewed books and journals, can be accessed through UNL Libraries. Further, College of Business faculty, students and staff have access to a wide range of business-related databases through a subscription to Wharton Research Data Services (WRDS). All current College of Business faculty, staff and students are eligible for web access to WRDS using the computers in the College of Business Computer Lab. A number of other databases are available to College of Business faculty and staff, including BoardEx, SeekEdgar, SDC Platinum, Datastream and Gallup World Poll.

3. Physical Facilities and Equipment

No additional physical facilities or equipment are necessary to support the major in business analytics.

4. Instructional Equipment and Informational Resources

No additional instructional equipment and informational resources are required.

5. Course and Lab Fees

A \$40 course fee is assessed on SCMA437, an existing business analytics course. The fee covers the cost of software used for the course. By charging the course fee, the SCMA Department can aggregate the software license purchases across two courses (one undergraduate and one graduate) to obtain a quantity discount.

6. Budget Projections

Please see the budget tables, Tables 1 and 2. These files contain enrollment, cost and revenue projections for the first five years of the program. The proposed program would be taught using existing faculty from the Supply Chain Management and Analytics Department and the College of Business. The proposed degree

will be managed using existing administration, recruiting and advising staff in the Business Advising and Student Engagement office.

IV. Appendix

- A. Catalog Copy
- B. Dean and Department Chairs Letters of Support
- C. Industry Letters of Support
- D. Student Letters of Support
- E. ADV Market Research Report for Data Science
- F. Analytics Career Pathways Taskforce Report
- G. AVC for Digital and Online Learning Market Analysis for Business Analytics
- H. Kendra Ritchie Letter
- I. CVs for Faculty who Teach Courses Included in Proposed Major
- J. Syllabi for Courses Included in Proposed Major

TABLE 1: PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM

	(FY 24) Year 1		(FY 25) Year 2		(FY 26) Year 3		(FY 27) Year 4		(FY 28) 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	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
Subtotal	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
Operating												
General Operating ³												\$0
Equipment ⁴												\$0
New or renovated space ⁵												\$0
Library/Information Resources												\$0
Other ⁷												\$0
Subtotal		\$0		\$0		\$0		\$0		\$0		\$0
Total Expenses	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00

¹ No new faculty are proposed at this time. Existing CoB faculty will teach the courses in the program. If the size of this program grows larger than expected, we may need to hire a new faculty member to support the program.

² No new full-time equivalent professional staff needed to implement and maintain the program.

³ No additional expenses are projected for this program.

⁴ No new equipment necessary for the implementation and/or operation of the program.

⁵ No new space is needed for this program.

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

	FY(24) Year 1	(FY 25) Year 2	(FY 26) Year 3	(FY 27) Year 4	(FY 28) 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	\$90,780	\$100,810	\$178,190	\$224,690	\$286,810	\$881,280
Other Funding						\$0
1						\$0
2						\$0
3						\$0
Total Revenue ⁵	\$90,780	\$100,810	\$178,190	\$224,690	\$286,810	\$881,280

	FY(24)		(FY 25)		(FY 26)		(FY 27)		(FY 28)	
	Year 1		Year 2		Year 3		Year 4		Year 5	
Student Type	R	NR	R	NR	R	NR	R	NR	R	NR
Est. Tuition and fees per student	\$8,740	\$27,910	\$7,810	\$30,880	\$7,810	\$30,880	\$7,810	\$30,880	\$7,810	\$30,880
Total Enrollment projections	30		35		45		55		65	
Est. New Enrollment in Major	6		7		11		14		19	
Est. New Enrollment - Student Type	4	2	5	2	7	4	9	5	13	6
Est. New Tuition and Fees	\$34,960	\$55,820	\$39,050	\$61,760	\$54,670	\$123,520	\$70,290	\$154,400	\$101,530	\$185,280
Total Est. New Tuition and Fees	\$90,780		\$100,810		\$178,190		\$224,690		\$286,810	

Overall New Total Tuition and Fees \$881,280



Appendix A: Catalog Copy

College of Business College Degree Requirements

Note: Shared Pages are not published. Shared page content must be imported to other pages.

COLLEGE REQUIREMENTS

College Admission

The entrance requirements for the College of Business (CoB) are the same as the University of Nebraska–Lincoln General Admission Requirements.

Admission Deficiencies/Removal of Deficiencies

Students admitted to the College of Business with core course deficiencies are advised to remove these deficiencies as soon as possible.

College-level coursework taken to remove deficiencies MAY NOT be used to meet degree requirements in the College.

Honors Program

Nebraska Business Honors Academy

The Nebraska Business Honors Academy is a unique cohort-based program for high-ability students with demonstrated leadership potential. The goal of the Academy is to develop critical thinking, problem-solving, and communications skills to prepare graduates to be strategic decision-makers and innovators. The Academy combines a rigorous curriculum (including approximately 40 credit hours of cohort-based courses) with leadership training, co-curricular activities, and corporate involvement. Nebraska Business Honors Academy requirements differ from those listed in the catalog. Students work closely with the Academy's advisors on appropriate sequencing and enrollment in Academy-specific requirements.

Jeffrey S. Raikes School of Computer Science and Management

The purpose of the Jeffrey S. Raikes School of Computer Science and Management is to produce unique graduates who combine business knowledge and computing fundamentals for enterprise information and software systems. Graduates will be professionals who understand the multiple levels of new information systems and who become the technology sector's innovators, product developers, entrepreneurs, chief information officers, and CEOs. Students interested in learning more about the Jeffrey S. Raikes School of Computer Science and Management program and curriculum requirements (which may differ from those listed here) are encouraged to call 402-472-6000 or visit the [Jeffrey S. Raikes program website](#). Students may also reference the Jeffrey S. Raikes School of Computer Science and Management catalog section under Academic Programs and Policies.

College Degree Requirements

Overview of College Degree Requirements

The curriculum requirements for the College consist of coursework in three areas. All coursework (except electives and where otherwise noted) must be taken for a grade.

1. Non-Business Requirements (NBR)

Consist primarily of College and University ACE (Achievement-Centered Education) coursework

2. Business Core

Foundation (BCF), (includes ACE 6)
 Intermediate (BCI), (includes ACE 8)
 Advanced-Major (BCA-M)
 Advanced-Capstone (BCA-C), (ACE 10)

3. Electives

Non-Business Requirements (NBR)

(Most of the ACE requirements)

Eight Courses (normally 24-26 hours)

All students in the College of Business will take the following non-business courses (unless otherwise noted).

While NBR 1, 2, 7, and 8 identify specific ACE options to choose from or identify an ACE course specifically required for the College, NBR 3, 4, 5, and 6 allow students to select courses according to their personal interests (and meet ACE 4, 5, 7, and 9).

Most students will take coursework to fulfill these requirements during the freshman/sophomore year. However, if hours are still needed during the junior/senior year, there may also be options to ‘double count’ coursework for NBR 3 (ACE 4) and/or NBR 6 (ACE 9) toward the major (BCA-M) or a minor. This is likely to be of most benefit to ‘transfer-in students’ due to the nature of the program and when ACE requirements are traditionally taken.

All coursework for NBR must be taken for a grade.

NBR 1: Written Communication (ACE 1)

Choose ONE of the following:

[ENGL 150](#) Writing and Inquiry

[ENGL 151](#) Writing and Argument

Students should refer to the course descriptions to select the **one** course best suited to individual interests. While several communication courses may be selected to fulfill the University ACE 1 outcome, **one** of the above is a specific requirement for the College of Business and will fulfill both requirements with one course. [ENGL 150](#) and [ENGL 151](#) are primarily restricted to first- and second-year students. Upperclass students who have not completed one of these options should take [ENGL 254](#) Writing and Communities as a substitute.

NBR 2: Mathematical, Computational, Statistical or Formal Reasoning Skills (ACE 3)

Choose ONE of the following:

[MATH 104](#) Applied Calculus

[MATH 106](#) Calculus I

Any advanced calculus course above the 106 level

Notes regarding the selection of coursework for NBR 2 (ACE 3):

Credit cannot be given for both [MATH 104](#) and [MATH 106](#). Students must determine the appropriate course early in their program.

A first-semester student's score on the Math Placement Exam will determine eligibility for [MATH 104](#) or [MATH 106](#). The student should select between these classes based on the following sets of circumstances:

Actuarial science majors **MUST** take [MATH 106](#) (or a higher-level calculus).

Actuarial science majors will also take [MATH 107](#) Calculus II and [MATH 208](#) Calculus III and either [CSCE 101](#) Fundamentals of Computer Science and [CSCE 101L](#) Fundamentals of Computing Laboratory or [CSCE 155A](#) Computer Science I.

Raikes students **MUST** take [MATH 106](#) and [MATH 107](#) (or a higher-level calculus).

[MATH 106](#) (or higher calculus) is **strongly encouraged** for those students majoring in accounting, majoring in finance, majoring in economics, or considering graduate school. While several courses may be selected to fulfill the University ACE 3 outcome, one of the above is a specific requirement for the College of Business and will fulfill both requirements with one course.

Freshman students who place below [MATH 104](#) on the Math Placement Exam may want to consider summer school in order to maintain their sequence of courses.

Math Placement Exam (MPE)

Students admitted to the College of Business are required to take a Math Placement Exam prior to enrolling in the college math requirement of [MATH 104](#) or [MATH 106](#) (or higher math).

The results of this examination determine which math course students will enroll in their first semester on campus.

The Math Placement Exam may be retaken if a student feels that they are able to test into a higher level course.

Students lacking sufficient high school preparation in math may need to enroll in equivalent high school preparatory courses, as will be determined by the MPE.

Preparatory courses should be taken as soon as possible to avoid future sequencing problems.

Additional information about the exam can be found on the Math Placement [website](#).

Whether required to enroll in preparation coursework first, as indicated on the MPE ([MATH 100A](#) Intermediate Algebra, [MATH 101](#) College Algebra and/or [MATH 103](#) College Algebra and Trigonometry), or in one of the required courses, it is critical to begin math the first semester on campus.

NBR 3: The Study of Scientific Methods and Knowledge of the Natural and Physical World (ACE 4)

Choose one course from ACE 4 Certified Courses. (Course credit will vary between 3-4 credit hours.)

Agribusiness majors – NBR 3 (ACE 4) – [AGRI 115](#) Biotechnology: Food, Health and Environment; [PLAS 100](#) Plants, Landscapes, & the Environment; [PLAS 131](#) Plant Science; [ENTO 115](#) Insect Biology; [AGST 109](#) Physical Principles in Agriculture and Life Sciences; [NRES 108](#) Earth's Natural Resource Systems Laboratory; [PLPT 110](#) Fantastic Fungi - The Fatal and the Friendly may be taken to fulfill the science requirement (NBR 3–ACE 4) as well as a requirement for the major (BCA-M).

NBR 4: Study of Humanities (ACE 5)

Choose one course from ACE 5 Certified Courses.

International business majors – NBR 4 (ACE 5) – [FREN 301](#) Survey of French Literature, [FREN 302](#) Themes in French Literature, [RUSS 301](#) Russian Cultural Studies, [RUSS 302](#) Studies in Russian Culture and Film, [RUSS 482](#) Russian Literature in Translation, [RUSS 483](#) Russian Secular and Political Folklore, [SPAN 305](#) The Analysis of Communication in Spanish, [SPAN 314](#) Ecological Imagination in Hispanic Culture, [SPAN 315](#) Gender and Sexuality in Hispanic Culture, [SPAN 331](#) War and Human Rights in Latin America may be taken to fulfill NBR 4–ACE 5 as well as a requirement for a language minor or toward the major language requirement.

NBR 5: Study of the Arts to Understand Their Context (ACE 7)

Choose one course from ACE 7 Certified Courses.

NBR 6: Global Awareness or Knowledge of Human Diversity Through Analysis of an Issue (ACE 9)

Choose one course from ACE 9 Certified Courses.

Students enrolling for their first semester with junior standing (or more) will see that the list of approved courses includes a few business courses. While this section is labeled “non-business requirements,” students may elect to enroll in one of the business courses to fulfill the ACE 9 requirement as long as prerequisites are completed (which are generally reserved for juniors or seniors). Work closely with your advisor and bring this to their attention to question how this course may potentially satisfy other degree program requirements, including in major.

The options include:

Actuarial science majors – must complete an International Business Course as part of the degree requirements. Actuarial science majors may choose to take [ECON 321](#) Introduction to International Economics to fulfill the IBCR as well as the global awareness requirement (NBR 6–ACE 9).

Agribusiness majors – [AECN 220](#) International Agricultural Trade, [AECN 346](#) World Food Economics, [AECN 367](#) Agricultural Development in Developing Countries, [AECN 420](#) International Food and Agricultural Trade, [AECN 425](#) Agricultural Marketing in a Multinational Environment, [AGRI 282](#) Introduction to Global Agricultural and

Natural Resources Issues, [ENSC 110](#) Energy in Perspective, or [PLAS 200](#) Landscape and Environmental Appreciation may be taken to fulfill the global awareness requirement (NBR 6–ACE 9) as well as a requirement for the major.

Business administration majors – [ECON 321](#) or [MNGT 414](#) International Management may be taken to fulfill the global awareness requirement (NBR 6–ACE 9) as well as a requirement for the major. ([ECON 321](#) and [MNGT 414](#) are also IBCR course options.)

Economics majors – [ECON 321](#) may be taken to fulfill the global awareness requirement (NBR 6–ACE 9) as well as a requirement for the major. ([ECON 321](#) is also an IBCR option).

International business majors – [BSAD 320](#) Global Issues, [BSAD 420](#) Global Leadership and the Culture Map, [ECON 321](#) or [MNGT 414](#) may be taken to fulfill the global awareness requirement (NBR 6–ACE 9) and may fill a requirement for the major. (They are also IBCR options.)

Management majors – [MNGT 365](#) Managing Diversity in Organizations or [MNGT 414](#) may be taken to fulfill the global awareness requirement (NBR 6–ACE 9) and may be able to fulfill a requirement for the major/minor depending on the option selected. ([MNGT 414](#) is also an IBCR option.)

Supply chain management majors – [ECON 321](#) may be taken to fulfill the global awareness requirement (NBR 6–ACE 9) as well as a directed elective for the major. ([ECON 321](#) is also an IBCR option).

An alternative to the above options is allowance of the course to count for NBR 6–ACE 9 and the associated minor—but only one or the other (major OR minor).

In any of the above instances where double counting is an option, only 3 hours of credit are awarded; students will still need to meet the 120 hours for graduation. Any course that is used for both an ACE requirement and a first major requirement is not allowed to be used towards the completion of the 300/400 upper-level requirement.

NBR 7: Business Communication (ACE 1)

[BSAD 220](#) Business Writing

This is a business writing course that requires sophomore standing and [ENGL 150](#) or [ENGL 151](#) as prerequisites. While it is also an ACE 1 course, as is ENGL, **BOTH** are specific requirements for the College of Business.

NBR 8: Oral Communication Skills (ACE 2)

Choose one course from:

[MRKT 257](#) Sales Communication

[COMM 286](#) Business and Professional Communication

Due to the importance of this requirement to the business curriculum, the College recommends taking this course on campus.

While several other courses may be selected to fulfill the University ACE 2 requirement, [COMM 286](#) or [MRKT 257](#) is a specific requirement for the College of Business.

NOTE: In the selection of coursework for any of the above NBR's, the term *prerequisite*, when stated anywhere in this catalog, means coursework that **MUST BE COMPLETED** to enroll in the class. Concurrent enrollment in any identified prerequisite(s) is **NOT** permitted unless so indicated in the course description.

Business Core – Four Sections (approximately 62-74 hours)

Business Core Foundation (BCF) – 18 hours

Business Core Intermediate (BCI) – 18 hours

Business Core Advanced–Major (BCA-M) – Hours vary from 21-33 hrs

Business Core Advanced–Capstone (BCA-C) – 3 hours + 0 hour assessment

The foundation and intermediate courses are designed to expose students to the various business disciplines. The advanced courses are those courses identified for each of the eleven majors, and the capstone course is taken in the final semester of the program. All coursework for the Business Core (except where noted differently) must be taken for a grade.

Professional Enhancement Program (PrEP) (4 hours)

Designed to develop confident, professional, and polished business students positioned for lifelong career success, the PrEP program consists of four required 1-hour courses. These courses are labeled [BSAD 111](#) PrEP I, Investing in Strengths; [BSAD 222](#) PrEP II, Career Development and Planning; [BSAD 333](#) PrEP III, Internship and Job Search Strategies; [BSAD 444](#) PrEP IV, Professional and Life Skills, and are offered across the four-year curriculum as part of the Business Core requirements.

Business Core Foundation (BCF) – Nine Courses (18 hours)

All students in the College of Business will take the following courses (unless otherwise noted).

All coursework (except [BSAD 50](#), [BSAD 111](#), and [BSAD 222](#)) must be taken for a grade. Raikes students are exempted from these courses.

BCF 1 – [BSAD 111](#) PrEP I, Investing in Strengths

[BSAD 111](#)

1-credit-hour course (*offered Pass/No Pass only*).

Required of all new freshmen.

Taken as a freshman (*preferably first semester*).

[BSAD 111S](#)

0-credit-hour course, available exclusively to transfer students (*offered Pass/No Pass only*).

Required of all on- and off-campus transfer students.

Taken as soon as possible upon transfer into the college (*preferably first semester*).

BCF 2 – [BSAD 50](#) Business Computer Applications

0-credit-hour course (*offered Pass/No Pass only*).

Offered twice per semester and should generally be taken in the **FIRST seven weeks of semester two**. It is a prerequisite for [ECON 215](#), which is normally taken in the fall of the second year.

Required basic-skills computer course that uses Microsoft Access, Word, PowerPoint, and Excel.

BCF 3 – [SCMA 250](#) Spreadsheet Analytics

1-credit-hour course.

[ECON 215](#) Statistics is a prerequisite or may be taken concurrently.

BCF 4 – [ACCT 201](#) Introductory Accounting I and [ACCT 202](#) Introductory Accounting II

[ACCT 201](#)

Sequential; take [ACCT 201](#) first.

Prerequisite: 2.5 cumulative GPA; sophomore standing, (or freshman standing, with 14 credit hours of college credit and [MATH 104](#) or [MATH 106](#) with a grade of C or better).

[ACCT 202](#)

Sequential; take [ACCT 202](#) following completion of [ACCT 201](#).

Prerequisite: 2.5 cumulative GPA; Sophomore standing, (or freshman standing with 14 hours of University of Nebraska-Lincoln credit and [MATH 104](#) or [MATH 106](#) with a grade of C or better); [ACCT 201](#) with a grade of C or better.

Grade of C or better in prerequisites is normally required for accounting courses.

BCF 5 – [ECON 211](#) Principles of Macroeconomics and [ECON 212](#) Principles of Microeconomics (ACE 6)

Not sequential.

Prerequisite: Completion of 12 hours of college coursework.

BCF 6 – [ECON 215](#) Statistics (ACE 3)

Prerequisites: Sophomore standing; [MATH 104](#) or [MATH 106](#); [BSAD 50](#); and a 2.5 GPA. Must take [ECON 215](#) (not [STAT 218](#) Introduction to Statistics nor [EDPS 459](#) Statistical Methods nor [CRIM 300](#) Applied Statistics and Data Processing in the Public Sector nor [SOC 206](#) Introduction to Social Statistics).

Actuarial science majors MUST take [STAT 380](#) Statistics and Applications instead of [ECON 215](#); will also take [STAT 462](#) Introduction to Mathematical Statistics I:

Distribution Theory and [STAT 463](#) Introduction to Mathematical Statistics II: Statistical Inference.

Economics majors or minors can take [STAT 380](#) instead of [ECON 215](#).

BCF 7 – [BSAD 222](#) PrEP II, Career Development and Planning

1-credit-hour course (*offered Pass/No Pass only*).

Prerequisites: Major in College of Business; sophomore standing; and a 2.5 GPA.

Taken as a sophomore.

Business Core Intermediate (BCI) – Six Courses (18 hours)

Prerequisites for the BCI courses include MATH (NBR2), [ACCT 201](#), [ACCT 202](#), [ECON 211](#), [ECON 212](#), [ECON 215](#), [BSAD 220](#), and a 2.5 GPA.

Required of all business students regardless of major (except where noted under individual courses).

Enrollment in BCI normally occurs during the sophomore and junior years.

All coursework must be taken for a grade.

Sequence with the following recommendations/restrictions:

Plan complete sequence of intentions to take BCI (and necessary prerequisites) to remain on schedule for graduation.

Enroll in courses most applicable to your major as soon as possible, particularly MRKT, FINA, and SCMA, to stay on sequence for major.

There are exceptions to these requirements for specific majors (ABUS, ACCT, MRKT, and ACTS). Please note those exceptions.

If transferring, a maximum of 3 hours may apply, with further restrictions on applicability, to not exceed the 15-hour limitation. For details on transfer rules, see Transfer Credit Restrictions under Course Exclusions and Restrictions.

See the links for each course to know the specific prerequisites and course descriptions.

BCI 1 – [BLAW 371](#) Legal Environment or [BLAW 372](#) Business Law I (ACE 8)

Accounting majors must take [BLAW 372](#).

BCI 2 – [SCMA 350](#) Business Analytics/Information Analysis or in certain cases [MRKT 350](#) Marketing Analytics

Marketing and agribusiness majors may choose to take [MRKT 350](#), which carries an additional prerequisite of [MRKT 341](#).

Students must complete [SCMA 250](#) prior to taking [SCMA 350](#).

BCI 3 – [FINA 361](#) Finance

Actuarial science majors will take [FINA 461](#) Advanced Finance to meet this requirement. Grade of C or better in this course is a requirement for a number of finance courses that follow.

BCI 4 – [MRKT 341](#) Marketing

BCI 5 – [SCMA 331](#) Operations and Supply Chain Management

BCI 6 – [MNGT 301](#) Introduction to Management

Professional Enhancement Program – Upper level

PrEP – [BSAD 333](#) PrEP III, Internship and Job Search Strategies

1-credit-hour course (*offered Pass/No Pass only*).

Prerequisites: Major in College of Business; [BSAD 222](#); and a 2.5 GPA.

Taken second semester of sophomore year or junior year.

PrEP – [BSAD 444](#) PrEP IV, Professional and Life Skills

1-credit-hour course (*offered Pass/No Pass only*).

Prerequisites: Major in College of Business; senior standing or by permission; and a 2.5 GPA.

Taken first or second semester of senior year.

Business Core Advanced-Major (BCA-M) – (21-33 hours)

Coursework for the major requires completion of specific, required courses of the department, along with other guidelines.

Refer to the Major page for a listing of requirements.

Careful and advanced planning is necessary, as some courses for the major may not necessarily be available every semester and classes for the major are limited in the summer sessions.

ALL coursework for the major must be taken for a grade (students may not take classes Pass/No Pass).

Students may be able to take their International Business Course Requirement (IBCR) as part of their major.

Although a 2.5 GPA may not be required to take these courses, a 2.5 is required to apply for graduation; thus, students are expected to maintain this level throughout their collegiate career.

Sequencing of classes is critical; plan the major courses well in advance of enrollment.

Visit with an academic advisor for assistance planning critical class sequencing.

By this point in time, the curriculum was designed for ACE (except ACE 10) to have been completed through other coursework. If missing an ACE 4 or 9, there may be options through the major to fulfill both requirements.

A maximum of 3 hours of coursework may transfer if the 15-hour limitation has not been exceeded. Further restrictions may apply.

Business Core Advanced-Capstone (BCA-C) – Two Courses (3 hours)

BCA-C 1 – [MNGT 475](#) Business Strategies (ACE 10)

Reserved for graduating seniors, this course requires the Business Core Foundation (BCF) and Intermediate (BCI) coursework to be completed for enrollment. [BLAW 371](#) or [BLAW 372](#) may be completed concurrently. Actuarial students may take [FINA 461](#) concurrently with [MNGT 475](#).

A capstone course integrating business concepts covered throughout the program.

Course MUST be taken at the University of Nebraska–Lincoln and taken for a grade (not Pass/No Pass).

BCA-C 2 – [BSAD 98](#) Senior Assessment

A 0-credit-hour seminar required of ALL business graduating seniors.

Taught via Canvas—all components must be completed to a satisfactory level to graduate.

Electives – Hours vary to meet 120 hour minimum to graduate

Electives round out the rest of the 120 hour curriculum. Students have the option to choose courses toward a second major, a dual degree, a minor (or two); or students can simply select courses of personal interest.

Some hours may need to be additional business coursework (to meet the requirement that 60 hours of coursework be in business). This requirement will vary by major.

There may be a need to enroll in an international business course requirement (IBCR) if not taken as part of the major or for the business elective(s) requirement.

A minimum of 12 hours of 300/400 upper-level coursework beyond the business core is required for most majors to ensure depth is achieved through enrollment in elective hours. See 300/400-level Elective Requirement below for additional information.

If not completed through the other area requirements, any remaining ACE requirements will need to be completed as required electives.

In a 21-hour major (BCA-M), students will average 31 hours of elective credit; second major options and/or minors may be appropriate to consider for elective hours.

Other Requirements

International Business Course Requirement (IBCR)

The international business course requirement (IBCR) broadens the student's international perspective.

Each student, excluding accounting majors, must include one course which emphasizes an international business perspective.

Actuarial science majors are encouraged to take [FINA 450](#) if they have not met this requirement with completion of NBR 6 – ACE 9 with [ECON 321](#) or [MNGT 414](#).

The IBCR must be taken for a grade.

The course must be chosen from the following approved list of International Business Course Requirement (IBCR) courses. Many of these courses have prerequisites. Some are restricted for education abroad and others may only be offered once a year. Thus, students are advised to plan ahead in scheduling this requirement into their programs.

IBCR Courses

[BSAD 491](#) International Studies in Business and Economics (1-15 hrs)

Available only to students studying abroad for which there is no University of Nebraska–Lincoln equivalent course.

Available also for the Senshu, Japan, CIMBA Italy, and for the China Education Abroad Programs.

Senshu program students may apply 3 hours towards electives in the FINA, MNGT, or MRKT major; 6 hours are applicable for BSAD or IBUS major/minor.

[BSAD 491](#) credit from any other study abroad program should be based on course topics directly associated with a specific major in MNGT, MRKT, or FINA and may need department consent to be used in the major. Students should visit with an academic advisor for assistance.

[BSAD 320](#) Global Issues

[BSAD 420](#) Global Leadership and the Culture Map

[ECON 321](#) (If not completed at this point, [ECON 321](#) may double count for ACE 9.)

[ECON 421](#) International Trade

[ECON 422](#) International Finance

[ECON 423](#) Economics of the Less Developed Countries

[ECON 440](#) Regional Development

[ECON 466](#) Pro-seminar in International Relations & [ECON 467](#) Pro-seminar in International Relations II (*Credit option for students participating in the Nebraska at Oxford Program.*)

[FINA 450](#) International Financial Management

[MNGT 414](#) (*If not completed at this point, [MNGT 414](#) may double count for ACE 9.*)

[MRKT 491](#) International Studies in Business & Marketing

[MRKT 453](#) International Marketing

[SCMA 439](#) Global Sourcing and Distribution

[SCMA 459](#) Global Information Systems

If planned carefully, the IBCR course may count in two places. It is not an extra 3 hours of credit, but rather, is 3 hours embedded within other requirements. If selected carefully, it can also count for 3 hours of credit in the major (i.e., [MRKT 453](#) International Marketing counts for a MRKT elective in the MRKT major and also counts for the IBCR; [FINA 450](#) International Financial Management counts for a FINA elective in the FINA major (general option) and fulfills the IBCR as well). On the other hand, if coursework for the major is already determined by personal choices or requirements, the IBCR may count in electives, and more specifically, for one of the ‘business’ electives needed for most majors. If not planned carefully this requirement may mean that the student will need to take an additional 3 hours of credit.

300/400 Upper-level Requirement

As part of the degree requirements, all students must complete a certain number of 300/400-level courses. Most of these courses will be completed in the Business Core but some majors will require additional hours from outside of the Business Core. With a “standard” 21-hour major, 12 additional hours will be required. Normally, if a major is larger than 21 hours, the number of additional upper-level courses is reduced. This requirement can be met by business or non-business coursework.

Business coursework from the Business Core Intermediate (BCI), Business Core Advanced-Major (FIRST Major) or Business Core Advanced-Capstone may NOT be used to fulfill this requirement with exceptions noted below:

If more than 21 hours of coursework for the major are taken at the 300/400 level, and of those hours, coursework is not being double counted toward the NBR and major, then the additional 300/400-level hours can be used to fulfill the 300/400-level requirement. Students will need to consult their Degree Audit to determine how the requirements are applied.

Business administration majors and business and law majors will complete a 24-hour major and only need to complete 9 upper-level hours.

Finance majors will take between 24 and 27 hours for their major; consult the major section in this document or the Degree Audit to determine how many hours will double count for this requirement. This will depend on which option is selected for the major.

Actuarial science majors, agribusiness majors, supply chain management majors, and Raikes students do not need to meet this requirement due to the additional hours at the 300/400 level required for the major/program.

Business Core Advanced-Major coursework used for a SECOND major (if selected), or upper-level graded coursework selected for a minor, MAY count.

Coursework that is part of the Non-business Requirement (NBR) taken at the 300/400 level may be double counted to fulfill this requirement, if it is not being used to double count for the first major.

No course may be taken on a Pass/No Pass basis unless it is a business course numbered 395/398/399. Only 3 hours of 395/398/399 credit is allowed for this requirement.

Students generally fulfill this requirement through their electives, but there may be a few upper-class students who may fulfill the requirement with the ACE course requirements.

Business Course/Business Elective Hours

At a minimum, 60 hours of business courses are required for the BSBA degree.

The required hours WILL VARY BY MAJOR, dependent on how requirements have been accepted and/or completed throughout the previous components of the program. While **GENERAL MINIMUM** guidelines by major are noted below, the Degree Audit will specify *minimum business* credit hour expectations for each student. Students will generally see this addressed under the ELECTIVE section (BUSINESS ELECTIVES) on the Degree Audit.

Accounting, economics, management, and marketing majors – 3 hours of business electives.

Business administration majors – no additional business coursework, as the major consists of 24 hours of business coursework.

Actuarial science majors – no additional business coursework, as the major consists of 28 hours of business coursework.

Finance majors – no additional business coursework, as the major consists of 24-27 hours of business coursework.

Supply chain management majors – no additional business coursework, as the major consists of 33 hours of business coursework.

Agribusiness, Business & Law, and Raikes majors – no additional business coursework required due to intent of major as being ‘business-related’ coursework.

Additional hours may be required if there is a variation in hours for NBR, BCF, BCI or BCA, or if there is a violation of transfer limits, the 15 hour rule, etc.

Coursework must be taken for a grade except for 395/398/399 options, where grades are generally not permitted.

Experiential Learning Requirement

All undergraduates in the College of Business must complete an Experiential Learning designated course or experience (which may include 0-credit courses designated to document

co-curricular activities recognized as experiential learning) beginning with the 2022-23 Undergraduate Catalog.

Foreign Languages/Language Requirement

Other than meeting the minimum requirement for admission to the University, the College does not require any additional work in foreign languages, except for IBUS majors. IBUS majors must complete the equivalent of 8 hours of a foreign language while in college. However, students are encouraged to take language courses.

Minimum Hours Required for Graduation

A minimum of 120 semester hours of credit is required for graduation; more may be necessary if specific degree requirements have not yet been completed.

Grade Rules

C- and D Grades

While students may earn grades of C- or D, there are restrictions and recommendations for such grades and further enrollment options:

A grade of C or higher is expected in prerequisite courses to enroll in ACCT courses.

A grade of C or higher is required in [FINA 361](#) in order to take most upper-level FINA courses.

A grade of C or higher is required in other departmental higher-level sequencing courses (i.e., [MATH 101](#) to take [MATH 104](#), etc.). See course descriptions to determine enrollment restrictions.

Minimum 2.5 cumulative GPA is required to enroll in many business courses, including [ACCT 201](#), [ACCT 202](#), [BLAW 371](#), [BLAW 372](#), [ECON 215](#), [FINA 361](#), [MNGT 301](#), [MNGT 475](#), [MRKT 341](#), [MRKT 350](#), [SCMA 331](#), [SCMA 350](#).

Grades of C- or lower may be replaced in the calculation of GPA by retaking the course at the University of Nebraska–Lincoln or within the University system (UNK, UNO).

Grades of C or better are required to transfer courses from outside of the University of Nebraska system.

Academic bankruptcy options may be considered for students who have one or two semesters of poor performance.

Pass/No Pass

The Pass/No Pass option is designed for students who want to study areas or topics in which they may have minimum preparation. If used for this purpose, the option can enrich the student's academic experience without lowering the student's grade point average. Several restrictions apply when considering the Pass/No Pass option:

[BSAD 111](#), [BSAD 222](#), [BSAD 333](#), [BSAD 444](#), [BSAD 50](#), and [BSAD 98](#) are offered only as Pass/No Pass. All are required.

Students may apply no more than 6 hours of elective credit using the Pass/No Pass option (excludes [BSAD 111](#), [BSAD 222](#), [BSAD 333](#), [BSAD 444](#)).

No student enrolled in **any** college at the University of Nebraska–Lincoln may take business courses in the College of Business using the Pass/No Pass option.

College of Business students may **NOT** take coursework to satisfy ACE requirements, the International Business Course Requirement (IBCR), nor any required business coursework, including in the major and minor, using the Pass/No Pass option. Students majoring in actuarial science through the College of Business may **NOT** take any math, actuarial science, or required courses using the Pass/No Pass option. Students taking courses to fulfill the requirements of a minor in an area of study outside the College of Business are subject to College rules restricting use of the Pass/No Pass option if courses in the minor are used to meet ACE or any college-specific requirements.

Students seeking any minor outside the College should verify rules applying to minimum grade expectations and Pass/No Pass options with the advisor for their minor, as additional restrictions may apply and often vary.

Students from UNO/UNK/UNMC and from other institutions are subject to the same restrictions listed here for University of Nebraska–Lincoln students.

Exceptions to the above rules are limited to the following and no other exceptions will be made.

An independent study or an internship course (395, 398, 399) may be taken in the College of Business using the Pass/No Pass option with the permission of the instructor and the department chair, but College of Business students who qualify for this exception may use the independent study or an internship course (395, 398, 399) **only** as elective credit. Advanced Placement grades of P and Credit By Exam grades of P will be accepted to fulfill degree requirements. These hours will not count against the 6-hour-maximum hours permitted.

Students who travel abroad and return with “credit” rather than grades from the institution where they studied may use P grades to fulfill degree requirements. These hours will not count against the 6-hour-maximum number of hours permitted.

GPA Requirements

A 2.5 cumulative grade point average is required to apply for graduation, as well as a requirement for enrollment in [ACCT 201](#) and [ACCT 202](#), [ECON 215](#), [BLAW 371](#) and [BLAW 372](#), [FINA 361](#), [SCMA 331](#), [MNGT 301](#), [MNGT 475](#), [SCMA 350](#) or [MRKT 350](#), and [MRKT 341](#). Some upper-level courses in some majors will also require a 2.5 cumulative GPA. In some instances, a specific grade is required in certain courses to continue with upper-level coursework.

Transfer Credit Rules

For detailed information on transfer credit rules, see Transfer Credit Restrictions under Course Exclusions and Restrictions.

Residency

At least 30 of the last 36 hours of credit must be registered for and completed in residence at the University of Nebraska–Lincoln.

Students electing to study abroad in their final semester are exempted for the hours earned abroad, but no additional hours may be transferred in the last 36 hours. This exemption requires filing a written appeal in the Business Advising and Student Engagement office (Hawks Hall 125).

ACE Requirements

All students must fulfill the Achievement-Centered Education (ACE) requirements.

Information about the ACE program may be viewed at the [Achievement-Centered Education website](#). MyRED may also be used to search for currently offered ACE classes.

ACE Achievement-Centered Education—Ten Courses (normally 30 hours)

This is the university's innovative, outcomes-focused general education component designed to enhance the undergraduate experience by providing broad exposure to multiple disciplines, complementing the major, and helping students develop important reasoning, inquiry, and civic capacities.

Important rules to remember when selecting coursework to meet this requirement:

There are 10 ACE Student Learning Outcomes (SLOs). At least one course, equivalent to 3 credit hours, must be taken for each of the 10 SLOs.

Up to three ACE SLOs from ACE 4–10 may be satisfied by work in one subject area.

ACE SLOs must be satisfied by work in at least three subject areas.

No ACE course may satisfy more than one ACE SLO in a student's program.

If an ACE course addresses two ACE SLOs, the student decides which one of the two outcomes the course will satisfy in that student's program. (The Degree Audit will make an automatic decision based on first course taken, first SLO needed.)

As part of the College requirements of non-business and business courses, many courses will also work for ACE. Students should carefully review required coursework with ACE options to make the best use of courses to fulfill both degree requirements as well as University of Nebraska–Lincoln ACE requirements.

Catalog Rule

Students (including transfer students) must follow the Undergraduate Catalog in effect when they are admitted into the College of Business. Students who leave the College and return, or those applying for 'readmission' to the College, are subject to requirements in place at the time of their readmission to the College.

Students who have transferred from a community college may be eligible to fulfill the requirements as stated in the catalog for an academic year in which they were enrolled at the community college prior to attending the University of Nebraska-Lincoln. The College will determine eligibility in consultation with academic advisors, provided the student a) was enrolled in a community college during the catalog year they are utilizing, b) maintained continuous enrollment at the previous institution for 1 academic year or more, and c) continued enrollment at the University of Nebraska-Lincoln within 1 calendar year from their

last term at the previous institution. Students must complete all degree requirements from a single catalog year and within the timeframe allowable for that catalog year.

☰ Catalog Navigation

Business Analytics Major Overview Page Departmental Portion:

The College of Business at the University of Nebraska–Lincoln has established an undergraduate business analytics major to train undergraduate students to solve a variety of problems faced by businesses and other organizations using statistical, analytical and computational methods. The curriculum covers all aspects of business analytics, including descriptive and predictive methods, such as statistical analysis and forecasting, as well as the quantitative methods used to support decision-making. In addition, the business analytics major provides an introduction to several software tools used to solve business analytics problems in practical settings. Throughout the coursework there is an emphasis on the importance of developing a thorough understanding of the underlying business context.

A focus of the coursework is building knowledge in the three foundational areas of business analytics: (1) descriptive analytics is the use of data to describe what has happened; (2) predictive analytics is the use of data to predict what will happen; and (3) prescriptive analytics is the use of data, and the output of descriptive and predictive analytics, to make good decisions and recommendations for action.

The coursework for the business analytics major (bachelor of science in business administration) consists of 120 credit hours, 27 of which are specific to the major. The twenty-one (21) hours of required coursework provide students with training in each of these three areas, as well as an introduction to the software and techniques used to collect, clean and organize data. The required courses also include an experiential learning capstone course which must be taken in the final spring or fall semester prior to graduation. In this course, teams of students solve real-world, company-based business analytics problems under the supervision of a faculty member. Finally, students will complete an additional 6 hours of coursework from directed electives in supporting fields such as accounting, economics, finance, management, or marketing. These electives will demonstrate the critical role played by analytics in every field of business.

The primary student learning outcomes of the business analytics major are:

1. Understand the technical methods of business analytics
2. Learn methods and relevant software systems for data analysis and decision-making
3. Develop the ability to quantitatively model typical business problems
4. Understand the role of data and information in supporting business decision-making
5. Develop the ability to effectively communicate about data and quantitative analysis

Major Requirements

Core Requirements

In addition to the College Degree Requirements, students will complete 27 hours of coursework for the major (BCA-M).

All students, regardless of their major or interests in the College, will take [SCMA 250](#) Spreadsheet Analytics and [SCMA 350](#) Business Analytics/Information Analysis as part of the Business Core Intermediate requirements.

NONE of these courses may be used to count toward the major (BCA-M).

As noted in the College Degree Requirements section, all coursework for the major must be taken for a grade.

Specific Major Requirements

Business Core Advanced–Major (BCA-M)

All coursework for the major must be taken for a grade. No course taken Pass/No Pass will be counted toward the major.

The requirements for the major, in addition to the general College requirements, consist of 21 hours of required major courses as listed below. All supply chain management majors are expected to enroll in [SCMA 454](#) Business Analytics Applications in Practice during their fall/spring semester prior to graduation.

Code	Title	Credit Hours
SCMA 335	Decision Making Models	3
SCMA 437	Risk and Decision Analysis	3
SCMA450	Data Visualization and Communication	3
SCMA 451	Introduction to Predictive Analytics	3

Code	Title	Credit Hours
SCMA452	Database Management Systems	3
SCMA453	Machine Learning for Business Analytics	3
SCMA 454	Business Analytics Applications in Practice	3
Total Credit Hours		21

Course List

As well as 6 hours from the following directed electives:

Code	Title	Credit Hours
ACCT 308	Managerial Accounting	3
ACCT 309	Accounting Systems	3
ACTS 430	Actuarial Applications of Applied Statistics	3
ACTS 431	Time Series and Machine Learning	3
ECON 315	Economic Data Visualization and Analysis	3
ECON 417	Introductory Econometrics	3
FINA 401	Quantitative Financial Analysis	3
MNGT XXX	HR Analytics	3
MRKT 345	Market Research	3
MRKT 350	Marketing Analytics	3
SCMA 436	Project Management	3

Course List

Additional Major Requirements

Grade Rules

C- and D Grades

Same as College grade rules.

Pass/No Pass

Same as College Pass/No Pass limits.

GPA Requirements

Same as College GPA requirements.

Area	Number	Hours
NBR	ENGL 150 or 151 (ACE 1)	3
	MATH 104 or 106 (ACE 3)	3
	ACE 4	3
	ACE 5	3
	ACE 7	3
	ACE 9	3
	BSAD 220 (ACE 1)	3
	MRKT 257 (or COMM 286) (ACE 2)	3
	BCF	BSAD 50
SCMA 250		1
ACCT 201		3
ACCT 202		3
ECON 211		3
ECON 212		3
ECON 215		3
BCI		BLAW 371 or 372
	FINA 361	3
	MNGT 301	3
	MRKT 341	3
	SCMA 331	3
	SCMA 350	3
PrEP	BSAD 111	1
	BSAD 222	1
	BSAD 333	1
	BSAD 444	1
BCA (M)	SCMA 335	3
	SCMA 437	3
	SCMA 450	3
	SCMA 451	3
	SCMA 452	3
	SCMA 453	3
	SCMA 454	3
	Directed Electives	6
BCA C	MNGT 475	3
	BSAD 98	0
Elective	Open electives*	28
		120
	*Three hours of open elective should be IBCR and Upper Level Requirement	
**Another three hours of open elective should be Upper Level Requirement (in other words, total of six hours of upper level from 28 hours of elective, and three of these hours would be the IBCR)		



Appendix B: Internal Letters of Support



March 28, 2023

Renee Batman
Assistant Vice Chancellor and Chief Administrative Officer
Canfield Administration Building South, Room 208
University of Nebraska-Lincoln
Lincoln, NE 68588-0420

Dear Renee,

I support the Business Analytics Major as described in the enclosed materials and certify that this proposed major has been approved by the College of Business faculty.

The College's Undergraduate Committee reviewed the proposed major and recommended approval at the committee meeting held on Thursday, February 23, 2023.

The Business Analytics Major was discussed by faculty at the March 3, 2023, Faculty Meeting. The College of Business uses electronic voting for all faculty approvals. The electronic voting period ended March 10, 2023, with a final vote tally of 85 respondents in favor, 2 opposed, and 2 abstaining.

Sincerely,

A handwritten signature in black ink that reads "Kathleen A. Farrell".

Kathleen A. Farrell
James Jr. and Susan Stuart Endowed Dean

Dean Kathy Farrell
James Jr. and Susan Stuart Endowed Dean
College of Business
University of Nebraska – Lincoln
Lincoln, NE 68588

Subject: Proposed undergraduate major in business analytics

Dear Dean Farrell,

As the University of Nebraska-Lincoln looks to diversify its degree program offerings in order to meet employer demands and potentially attract more students to Lincoln, it is exciting to hear that the College of Business leadership is looking to expand the business analytics minor into a major. Having spent nearly four years recruiting for the College of Business, I can attest to the fact that this is an interest area for many of our prospective students – both here in Nebraska and around the globe.

The College of Business Enrollment Management Team receives more inquiries about business analytics than any other business field or industry. At least once or twice a week during campus visits, events, etc., prospective students and/or their family members will ask if this is a major option. Upon learning that it is just offered as a minor, many then comment on the fact that several Big Ten peers and even other in-state schools offer the degree program as a major, and thus, it is surprising that Nebraska Business does not.

After years of domestic students inquiring about business analytics, College of Business recruiters are now receiving similar questions from international students. Business analytics was recently added to the U.S. Department of Homeland Security (DHS) STEM Designated Degree Program List. Thus, graduates from any business analytics program would be eligible for the 24-month STEM optional practical training extension. Between the OPT extension and growing demand for graduates with analytical skillsets, one can only imagine that it would be a big draw for many international students if listed on the application.

Ultimately, from a recruitment perspective, the addition of a business analytics major could help the College of Business garner more interest and deposits. Competition between the University of Nebraska-Lincoln, University of Nebraska-Omaha and Creighton is becoming more intense. In an effort to attract more students to the flagship institution, it is imperative that the college units recognize ways to meet the needs and interests of incoming students and offer programs that will usher them to future career success. Thus, I highly recommend that the leadership team consider adding a business analytics major to the College of Business' academic portfolio.

Best,



Kendra Ritchie
Associate Director of Recruitment
College of Business



Appendix C: External Industry Letters of Support



April 10th, 2023

Dean Kathy Farrell
James Jr. and Susan Stuart Endowed Dean
College of Business
University of Nebraska – Lincoln
Lincoln, NE 68588

Subject: Proposed undergraduate major in business analytics

Dear Kathy,

I am pleased to submit this letter of support for the proposed undergraduate major in business analytics, to be offered by the College of Business at the University of Nebraska – Lincoln.

As the Senior Director of Analytics for Bryan Health, I was excited to learn about this proposed degree program. Organizations of all types are recognizing the need for professionals with the knowledge and skills to use data to better understand their business environment, to anticipate future needs, to enable better decision-making, and to generate value for the organization. At Bryan, we've made analytics a core strategy of the organization, making major strides in how we build and use analytics to lower the cost of care, improve quality, and better advance the health of the communities we serve.

Beyond Bryan and healthcare, Nebraska companies, including those in the agriculture, food, transportation, logistics, and manufacturing sectors, have struggled to fill their workforce needs in the business analytics area. These organizations have a need for employees with relevant statistical, computational and analytical training and expertise. I see your proposed degree program as a way to address these workforce needs by providing educated and trained professionals ready to contribute to our organization's success and to help grow industry in Nebraska.

The proposed B.A. in Business Analytics degree program, with its focus on the three pillars of business analytics, i.e. descriptive, predictive and prescriptive methods, and training in a variety of analytics tools, along with its coursework in the foundations of business, promises to produce students who can contribute to the success of organizations such as Bryan Health. This proposed program will produce graduates that are highly employable in a wide variety of industries and organizations.

I strongly support your development of the undergraduate major in business analytics. I am excited about the opportunity to work with you and your graduates.

Sincerely,

A handwritten signature in black ink, appearing to read "Ben Sparks".

Benjamin Sparks
Senior Director, Analytics
Bryan Health

April 10, 2023

Dean Kathy Farrell
James Jr. and Susan Stuart Endowed Dean
College of Business
University of Nebraska – Lincoln
Lincoln, NE 68588

Subject: Proposed undergraduate major in business analytics

Dear Kathy,

I am pleased to submit this letter of support for the proposed undergraduate major in business analytics, to be offered by the College of Business at the University of Nebraska – Lincoln.

As the Managing Partner for Minneapolis, and proud Nebraska Alum, I was excited to learn about this proposed degree program. It is widely understood that business analytics is an area with significant growth and demand. Organizations of all types are recognizing the need for professionals with the knowledge and skills to use data to better understand their business environment, to anticipate future needs, to enable better decision-making, and to generate value for the organization. We can see this reality in the marketplace with the demand our clients have for analytic capabilities.

Nebraska companies, including those in the agriculture, food, transportation, logistics, and manufacturing sectors, have struggled to fill their workforce needs in the business analytics area. These organizations have a need for employees with relevant statistical, computational and analytical training and expertise. I see your proposed degree program as a way to address these workforce needs by providing educated and trained professionals ready to contribute to our organization's success and to help grow industry in Nebraska.

The proposed undergraduate business analytics degree program, with its focus on business analytics, i.e., descriptive, predictive and prescriptive methods, and training in a variety of analytics tools, along with its coursework in the foundations of business, promises to produce students who can contribute to the success of employers. Thus, I anticipate that this proposed program will produce graduates that are highly employable in a wide variety of industries and organizations, including my own.

In summary, I strongly support your development of the undergraduate major in business analytics. If we can be a resource as you implement this program, please let me know. I am excited about the opportunity to work with you and your graduates.

Sincerely,



Matthew M. Marsh
Partner



10 April 2023

Dean Kathy Farrell
James Jr. and Susan Stuart Endowed Dean
College of Business
University of Nebraska – Lincoln
Lincoln, NE 68588

Subject: Proposed undergraduate major in business analytics

Dear Kathy,

On the behalf of Hudl, I am pleased to submit this letter of support for the proposed undergraduate major in business analytics, to be offered by the College of Business at the University of Nebraska – Lincoln.

As the SVP of Business Operations, I was excited to learn about this proposed degree program. It is widely understood that the need for qualified business analysts is underserved and will continue to grow. The extremely competitive job market for these roles is proof of the need for professionals with the knowledge and skills to use data to better understand their business environment, anticipate future needs, enable better decision-making, and generate value for the organization. This is a skill set that Hudl looks for in analyst positions and has become increasingly important as a foundational skill set in other business roles such as Program Management, Revenue Operations and IT Leadership.

From conversations with my peers, I know this is a pressing need for other Nebraska-based companies, including those in the technology and healthcare sectors. These organizations need employees with relevant statistical, computational and analytical training and expertise. I see your proposed degree program as a way to address these workforce needs by providing educated and trained professionals ready to contribute to our organization's success and help grow the industry in Nebraska.

The proposed undergraduate business analytics major, with its focus on the three pillars of business analytics, i.e. descriptive, predictive and prescriptive methods, and training in a variety of analytics tools, along with its coursework in the foundations of business, promises to produce students who can contribute to the success of organizations such as Hudl. I believe this proposed major will produce graduates that are highly employable in a wide variety of industries and organizations, including my own.

I strongly support your development of the undergraduate major in business analytics. If we can be a resource as you implement this program, please let me know. I am excited about the opportunity to work with you and your graduates.

Sincerely,

Courtney Rodgers
SVP Business Operations
Hudl

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



KANSAS CITY CHIEFS FOOTBALL CLUB

Dan Crumb
Chief Financial Officer

April 12, 2023

Dean Kathy Farrell
James Jr. and Susan Stuart Endowed Dean
College of Business
University of Nebraska – Lincoln
Lincoln, NE 68588

Subject: Proposed undergraduate major in business analytics

Dear Kathy,

On the behalf of the Kansas City Chiefs Football Club, Inc., I am pleased to submit this letter of support for the proposed undergraduate major in business analytics, to be offered by the College of Business at the University of Nebraska – Lincoln.

As the Chief Financial Officer of the Kansas City Chiefs, I was excited to learn about this proposed degree program. It is widely understood that business analytics is an area of significant current and future growth market growth. Organizations of all types are recognizing the need for professionals with the knowledge and skills to use data to better understand their business environment, to anticipate future needs, to enable better decision-making, and to generate value for the organization. The Chiefs organization utilizes business analytics extensively to support our various revenue streams, marketing efforts and create operational efficiencies.

Nebraska companies, including those in the agriculture, food, transportation, logistics, and manufacturing sectors, have struggled to fill their workforce needs in the business analytics area. These organizations have a need for employees with relevant statistical, computational and analytical training and expertise. I see your proposed degree program as a way to address these workforce needs by providing educated and trained professionals ready to contribute to our organization's success and to help grow industry in Nebraska.

The proposed Business Analytics degree program, with its focus on the three pillars of business analytics, i.e., descriptive, predictive and prescriptive methods, and training in a variety of analytics tools, along with its coursework in the foundations of business, promises to produce students who can contribute to the success of organizations such as the Kansas City Chiefs. Thus, I anticipate that this proposed program will produce graduates that are highly employable in a wide variety of industries and organizations, including my own.

In summary, I strongly support your development of the undergraduate major in business analytics. If we can be a resource as you implement this program, please let me know. I am excited about the opportunity to work with you and your graduates.

Sincerely,

Dan Crumb
Chief Financial Officer, Kansas City Chiefs Football Club, Inc.

4/5/2023

Dean Kathy Farrell
James Jr. and Susan Stuart Endowed Dean
College of Business
University of Nebraska – Lincoln
Lincoln, NE 68588

Dear Kathy,

I am writing on behalf of Nelnet, a company that has been a proud supporter of the University of Nebraska-Lincoln (UNL) for many years. We are excited about the proposed new major in Business Analytics at the UNL College of Business and want to express our support for this initiative.

As the Director of Data Science and Analytics at Nelnet, I understand the importance of data-driven decision-making in business, and the need for professionals who possess both the technical and strategic expertise to excel in this field. The demand for these individuals is growing exponentially, making it increasingly difficult for us to find and hire team members in these roles. The newly proposed major is smart, and timely, as we expect this trend to continue into the future. As an organization with operations intersecting across finance, education, and technology, we are continuously seeking out analytics-focused team members that can help us navigate a wide range of business opportunities and adapt to ever changing environments and technology. In reviewing the curriculum I am confident it will equip students with the right mix of critical skills, including core technical areas like data structuring, statistics, modeling, and visualization.

By offering a Business Analytics major, UNL would not only enhance the employability of its graduates, but also contribute to the state's economic growth by attracting and retaining top talent in Nebraska. As a company headquartered in Lincoln, Nelnet understands the importance of having access to a skilled and innovative workforce. We believe the creation of this major will create a pipeline of talent that we can tap into for years to come.

In summary, we are excited about the prospect of a new major in Business Analytics at UNL and fully support this initiative. We are confident that this program will produce graduates with the skills and expertise needed to thrive in the data-driven business world, and we look forward to working closely with the College of Business as it embarks on this new chapter in the academic landscape.

Kindly,

Brendan Brown
Director of Data Science & Analytics
Nelnet



April 5, 2024

Dean Kathy Farrell
James Jr. and Susan Stuart Endowed Dean
College of Business
University of Nebraska – Lincoln
Lincoln, NE 68588

Subject: Proposed undergraduate major in business analytics

Dear Kathy,

On the behalf of Werner Enterprises, Inc. I am pleased to submit this letter to strongly support the proposed undergraduate major in business analytics, to be offered by the College of Business at the University of Nebraska – Lincoln.

As the Vice President of Logistics I was excited to learn about this proposed degree program. It is widely understood that business analytics is an area of significant current and future growth market growth. In nearly every aspect of our business, our divisions have the need for professionals with the knowledge and skills to use data to better understand their business environment, to anticipate future needs, to enable better decision-making, and to generate value for the organization. Our Business Analytics team at Werner is heavily involved in every aspect of our business and the skill sets needed for this growing part of our business are in short supply. The analytics team touches our customer facing business and every internal area including operations, maintenance, business development, safety, human resources and engineering.

Nebraska companies, including those in the agriculture, food, transportation, logistics, and manufacturing sectors, have struggled to fill their workforce needs in the business analytics area. These organizations have a need for employees with relevant statistical, computational and analytical training, familiarity with data management tools and expertise. I see your proposed degree program as a way to address these workforce needs by providing educated and trained professionals ready to contribute to our organization's success and to help grow industry in Nebraska

The proposed undergraduate business analytics major, with its focus on the three pillars of business analytics, i.e., descriptive, predictive and prescriptive methods, and training in a variety of analytics tools, along with its coursework in the foundations of business, promises to produce students who can contribute to the success of organizations such as Werner Enterprises. Thus, I anticipate that this proposed major will produce graduates that are highly employable in a wide variety of industries and organizations, including my own.

Page 175 of 474

In summary, I strongly support your development of the undergraduate major in business analytics. If we can be a resource as you implement this program, please let me know. I am excited about the opportunity to work with you and your graduates.

Sincerely,

Craig Stourel
Vice President Logistics



Appendix D: Student Letters of Support

March 29, 2023

Dean Kathy Farrell
James Jr. and Susan Stuart Endowed Dean
College of Business
University of Nebraska – Lincoln
Lincoln, NE 68588

Subject: Proposed undergraduate major in business analytics

Dear Dean Farrell,

My name is Cooper Moore, and I am currently a senior in the College of Business at the University of Nebraska – Lincoln, majoring in Finance with minors in Business Analytics and Economics. I am from Beaver Lake, Nebraska and anticipate graduating this May. During my time on campus, I have served as a BSAD 111 student strengths coach and as a member of the Big Red Investment Club.

I am writing this letter to express my support for the proposed undergraduate major in business analytics, to be offered by the College of Business at the University of Nebraska – Lincoln. I am excited to hear that this major is being developed and I believe it will be a popular option among students in the College of Business.

Business analytics is an area of high demand among employers, with significant growth expected to continue in the future. Companies and organizations of all types recognize the need for professionals with the knowledge and skills to use data to better understand their business environment, to anticipate future needs, to improve decision-making, to generate value for the organization, and to maintain competitive advantage.

I chose to minor in Business Analytics for this exact reason. As the ability to digest, understand, and draw insights from this data increases in importance, graduates with these skills have become increasingly valuable in today's workplace. The Business Analytics minor has served as a natural complement to my finance major and helped me secure a position as a commercial banking intern. During my time in this role, I was best able to utilize my skills by using descriptive methods and visualizations to better break down and understand bank customers' financial data. Furthermore, although I plan to further my education post-graduation, I have looked at job postings and communicated with seniors who will be entering the workforce, and it is my observation that proficiency in business analytics opens the door to an incredibly wide range of job outcomes for graduates.

I believe the proposed undergraduate major in business analytics has the potential to prepare students to meet this growing need. The coursework in the proposed program will help students to develop the statistical and analytical skills that are required to fill these industry positions, and also provide training in the tools and software commonly used in industry.

In summary, I strongly support the development of the proposed undergraduate major in business analytics at the University of Nebraska - Lincoln. It is a program that will be attractive to students who are seeking to advance their careers in the growing field of business analytics, who are looking for a competitive edge on job market, and who would like to improve their earning potential.

Sincerely,



Cooper Moore

March 30, 2023

Dean Kathy Farrell
James Jr. and Susan Stuart Endowed Dean
College of Business
University of Nebraska – Lincoln
Lincoln, NE 68588

Subject: Proposed undergraduate major in Business Analytics

Dear Dean Farrell,

My name is Megan Whittaker. I am currently a student in the College of Business at the University of Nebraska – Lincoln, pursuing a Master of Science in Business Analytics. I graduated from UNL in May of 2022, majoring in finance with minors in business analytics, economics, and mathematics. I am from Elkhorn, Nebraska, and anticipate graduating in December 2023. I am also a women's golf team captain here at Nebraska. I have competed for the last five seasons here and have been fortunate to participate in other athletic department leadership groups. I am currently in the 'Skers Who Serve group, where we initiate volunteer activities throughout the community for student-athletes. For two years, I participated in the Student-Athlete Advisory Committee and the JEDI (Justice, Equity, Diversity, Inclusion) group. Finally, I participated in Inner Circle, where we developed leadership and professional development skills. I have thoroughly enjoyed my time in academics, athletics, and volunteering at UNL over the last five years.

I am writing this letter to express my support for the proposed undergraduate major in business analytics to be offered by the College of Business at the University of Nebraska – Lincoln. I am excited to hear that this major is being developed, and I believe it will be a popular option among students in the College of Business.

Business analytics is an area of high demand among employers, with significant growth expected to continue in the future. Companies and organizations recognize the need for professionals with the knowledge and skills to use data to better understand their business environment, anticipate future needs, improve decision-making, generate value for the organization, and maintain competitive advantage.

I am very thankful to have exposure and experience in business analytics because of the courses I completed for my minor. I had the fantastic opportunity to intern for Titleist last summer, where I was able to use the skills I had learned to improve their internship program. I was tasked with building a dashboard to keep their internship program organized so it could grow. I also analyzed survey results throughout the company to create summaries which I presented to the human resource team. Using data to help companies improve is something I am very passionate about. I am very thankful I had the opportunity to learn about different data application methods throughout my education at UNL.

The proposed undergraduate major in business analytics has the potential to prepare students to meet this growing need. The coursework in the proposed program will help students develop the statistical and analytical skills required to fill these industry positions and also provide training in the tools and software commonly used in the industry, which I witnessed first-hand.

In summary, I strongly support the development of the proposed undergraduate major in business analytics at the University of Nebraska - Lincoln. It is a program that will be attractive to students seeking to advance their careers in the growing field of business analytics, who are looking for a competitive edge on the job market, and who would like to improve their earning potential.

Sincerely,

Megan Whittaker

Megan Whittaker

March 28, 2023

Dean Kathy Farrell
James Jr. and Susan Stuart Endowed Dean
College of Business
University of Nebraska – Lincoln
Lincoln, NE 68588

Subject: Proposed undergraduate major in business analytics

Dear Dean Farrell:

My name is Reese Munson. I am currently a student in the College of Business at the University of Nebraska – Lincoln, majoring in Economics with minors in Mathematics and Business Analytics. I am from Omaha, NE and anticipate graduating in May 2024. I conduct research in the Bureau of Business Research, assist in the Business Career Center as a Peer Career Coach, and actively participate in Husker Venture Fund, Omicron Delta Epsilon, and the Business Honors Academy.

I am writing this letter to express my support for the proposed undergraduate major in business analytics, to be offered by the College of Business at the University of Nebraska – Lincoln. I am excited to hear that this major is being developed and I believe it will be a popular option among students in the College of Business.

Business analytics is an area of high demand among employers, with significant growth expected to continue in the future. Companies and organizations of all types recognize the need for professionals with the knowledge and skills to use data to better understand their business environment, to anticipate future needs, to improve decision-making, to generate value for the organization, and to maintain competitive advantage.

Throughout my time as a student, I have pieced together classes to gain the knowledge that this major would offer, including various math, economics, supply chain, analytics, and computer science courses. This upcoming summer, I will hold an internship at Bank of America as an Enterprise Credit Analyst, and in the interview process, I found that many of the classes that would be offered in a Business Analytics major would apply, such as financial analysis, intermediate accounting, and data modeling.

I believe the proposed undergraduate major in business analytics has the potential to prepare students to meet this growing need. The coursework in the proposed program will help students to develop the statistical and analytical skills that are required to fill these industry positions, and also provide training in the tools and software commonly used in industry.

In summary, I strongly support the development of the proposed undergraduate major in business analytics at the University of Nebraska - Lincoln. It is a program that will be attractive to students who are seeking to advance their careers in the growing field of business analytics, who are looking for a competitive edge on job market, and who would like to improve their earning potential.

Sincerely,



Reese Munson



Appendix E: 2023 Market Analysis for Business Analytics



University of Nebraska - Lincoln

New Academic Program Market Scan Undergraduate
Program in Business Analytics

March 1, 2023

Table of Contents

Methodology.....	3
Institution Data.....	3
Occupation Data.....	3
Job Postings Data.....	3
Region.....	3
Definitions.....	3
Profiled Classification of Instructional Programs Categories.....	3
New Program Market Scan.....	5
Undergraduate Business Analytics Degree (52.1301 and 30.7102).....	5

Methodology

Institution Data	The institution data in this report is taken directly from the National Center for Education Statistic's (NCES) Integrated Postsecondary Education Data System (IPEDS) to assess academic program viability through conferral data and online data. Data was collected and analyzed independently or through a third-party provider, Lightcast, which provides the University of Nebraska-Lincoln with access to their analytical open-source higher education software.
Occupation Data	Lightcast occupation employment data are based on final Lightcast industry data and final Lightcast staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Lightcast earnings by industry.
Job Postings Data	Lightcast Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.
Region	The analysis was conducted at two levels: all degree granting institutions in the United States and all degree granting institutions in Colorado, Iowa, Kansas, Minnesota, Missouri, Montana, Nebraska, North Dakota, South Dakota, and Wyoming.
Definitions	<p>"CIP" refers to the NCES Classification of Instructional Programs code</p> <p>"State" and "statewide" refers to Nebraska.</p> <p>"Completions", "conferrals" and "conferred" refers to the number of degrees awarded by institutions, as reported in IPEDS as degree conferred.</p>
Profiled Classification of Instructional Programs Categories	<p>52) Business, Management, Marketing, and Related Support Services "Instructional programs that prepare individuals to perform managerial, technical support, and applied research functions related to the operation of commercial and non-profit enterprises and the buying and selling of goods and services". (NCES, 2023).</p> <p>a. 52.1301 Management Science, General "A general program that focuses on the application of statistical modeling, data warehousing, data mining, programming, forecasting and operations research techniques to the analysis of problems of business organization and performance. Includes instruction in optimization theory and mathematical techniques, data mining, data warehousing, stochastic and dynamic modeling, operations analysis, and the design and testing of prototype systems and evaluation models". (NCES, 2023)</p> <p>30) Multi/Interdisciplinary Studies "Instructional programs that derive from two or more distinct programs to provide a cross-cutting focus on a subject concentration that is not subsumed under a single discipline or occupational field". (NCES, 2023).</p>

- b. **30.7102 Business Analytics** "A program that prepares individuals to apply data science to solve business challenges. Includes instruction in machine learning, optimization methods, computer algorithms, probability and stochastic models, information economics, logistics, strategy, consumer behavior, marketing, and visual analytics". (NCES, 2023)

Effective March 18, 2020, the NCES updated Classification of Instructional Program (CIP) codes for 2020 reporting and beyond. In making this change, NCES created an interdisciplinary CIP code for Business Analytics. Prior to 2020, there was not a defined category for business analytics. For the purposes of this study, UNL will utilize 52.1301, Management Science for historical institution data. Data from 2017-2019 will reflect only 52.1301, while data from 2020-21 will reflect both 52.1301 and 30.7102.

New Program Market Scan

Undergraduate Business Analytics Degree (52.1301 and 30.7102)

Market Scan Key Insights:

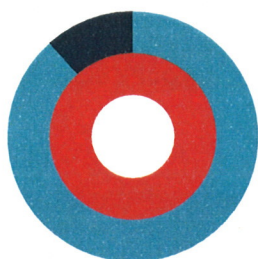
- Regional competitors have driven substantial completions since 2017, up 87%, compared to national growth of 44%. In the Big10, this growth is 211%. There are more campus based programs, than online, but online has potential for growth with fewer competitors.
- Graduates can enter many occupation categories and the opportunities are strong nationally and regionally at a wide array of companies.
- There is strong competition for this degree program nationally but there is an opportunity to develop a foothold in the region both on campus and online.

Undergraduate Degree Completions

	CIP Code	Number of Degrees Conferred					Growth 2017-2021
		2017	2018	2019	2020	2021	
National	52.1301 (Management Science) 30.7102 (Data Science)	3,859	4,167	4,591	5,532 241	5,585 391	44.7%
Regional*	52.1301 (Management Science) 30.7102 (Data Science)	182	357	403	397 40	341 44	87.3%
Nebraska	52.1301 (Management Science) 30.7102 (Data Science)	0	60	72	72 0	74 0	
Big 10	52.1301 (Management Science) 30.7102 (Data Science)	102	130	187	282 0	318 0	211.8%

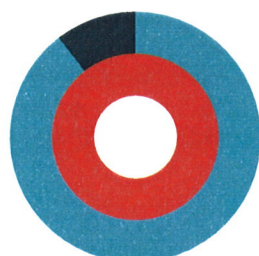
*The region for this analysis included Colorado, Iowa, Kansas, Minnesota, Missouri, Montana, Nebraska, North Dakota, South Dakota, and Wyoming

National Overview, Fall 2021



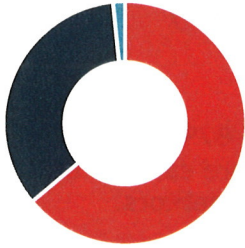
	Completions (2021)	% Completions	Institutions (2021)	% Institutions
All Programs	5,976	100%	131	100%
Distance Offered Programs	691	12%	23	18%
Non-Distance Offered Programs	5,285	88%	108	82%

Regional Overview, Fall 2021



	Completions (2021)	% Completions	Institutions (2021)	% Institutions
All Programs	385	100%	17	100%
Distance Offered Programs	40	10%	3	18%
Non-Distance Offered Programs	345	90%	14	82%

National Market Share by Institution Type, Fall 2021



Institution Type	Completions (2021)	Market Share
Public, 4-Year or above	3,818	63.9%
Private not-for-profit, 4-year or above	2,060	34.5%
Private for-profit, 4-year or above	98	1.6%

Undergraduate Degree Campus Competition

	CIP Code	Number of Campus Programs					Growth 2017-2021
		2017	2018	2019	2020	2021	
National	52.1301 (Management Science)	69	74	86	97	101	46.3%
	30.7102 (Data Science)				5	11	
Regional*	52.1301 (Management Science)	8	11	12	14	13	62.5%
	30.7102 (Data Science)				0	1	
Nebraska	52.1301 (Management Science)	0	1	1	1	1	
	30.7102 (Data Science)				0	0	
Big 10	52.1301 (Management Science)	2	2	2	2	2	0.0%
	30.7102 (Data Science)				0	0	

*The region for this analysis included Colorado, Iowa, Kansas, Minnesota, Missouri, Montana, Nebraska, North Dakota, South Dakota, and Wyoming

Undergraduate Degree Online Competition

	CIP Code	Number of Online Programs					Growth 2017-2021
		2017	2018	2019	2020	2021	
National	52.1301 (Management Science)	8	13	13	15	18	125.0%
	30.7102 (Data Science)				2	5	
Regional*	52.1301 (Management Science)	1	2	2	2	2	100%
	30.7102 (Data Science)				1	1	
Nebraska	52.1301 (Management Science)	0	0	0	0	0	
	30.7102 (Data Science)				0	0	
Big 10	52.1301 (Management Science)	0	0	0	0	0	
	30.7102 (Data Science)				0	0	

*The region for this analysis included Colorado, Iowa, Kansas, Minnesota, Missouri, Montana, Nebraska, North Dakota, South Dakota, and Wyoming

Top National Conferral Competition

Institution Name	State	2021 Completions	Growth % YOY (2021)	Market Share (2021)	IPEDS Cost per Credit (2021)
Virginia Polytechnic Institute	VA	460	4.1%	7.7%	\$490
Ohio University	OH	299	22.0%	5.0%	\$606
University of South Carolina-Columbia	SC	204	-21.5%	3.4%	\$512
Bridgewater State University	MA	184	13.6%	3.1%	\$468
Rutgers University-New Brunswick	NJ	183	15.1%	3.1%	\$404
Grand Valley State University	MI	175	12.2%	2.9%	\$584
New York University	NY	169	-11.5%	2.8%	\$1,583
Arizona State University-Immersion Campus	AZ	150	11.9%	2.5%	\$765
University of Pennsylvania	PA	137	-8.7%	2.3%	\$1,945
University of Maryland-College Park	MD	135	9.8%	2.3%	\$374

Top Regional Conferral Competition

Institution Name	State	2021 Completion	Growth % YOY (2021)	Market Share (2021)	IPEDS Cost per Credit (2021)
University of Wyoming	WY	75	-23.5%	19.5%	\$154
Creighton University	NE	74	2.8%	19.2%	\$1,334
University of Kansas	KS	64	-5.9%	16.6%	\$336
University of Northern Iowa	IA	23	Insf. Data	6.0%	\$325
Saint Mary's University of Minnesota	MN	21	-47.5%	5.5%	\$1,290
Rockhurst University	MO	21	31.3%	5.5%	\$1,317
Saint Ambrose University	IA	21	-4.5%	5.5%	\$970
Saint Louis University	MO	20	81.8%	5.2%	\$1,680
Capella University	MN	10	11.1%	2.6%	\$393
Loras College	IA	10	0.0%	2.6%	\$750

*The region for this analysis included Colorado, Iowa, Kansas, Minnesota, Missouri, Montana, Nebraska, North Dakota, South Dakota, and Wyoming


Target Occupations

2.12M	+3.5%	\$43.19/hr \$89.8K/yr	265,285
Jobs (2021)*	% Change (2021-2022)*	Median Earnings	Annual Openings*

*Filtered by the proportion of the national workforce in these occupations with a bachelor's degree

Occupation	2021 Jobs*	Annual Openings*	Median Earnings	Growth (2021 - 2022)*
General and Operations Managers	1,050,226	125,838	\$45.54/hr	3.21%
Market Research Analysts and Marketing Specialists	433,813	63,423	\$32.07/hr	4.75%
Management Analysts	423,510	53,140	\$43.24/hr	3.28%
Chief Executives	116,642	11,293	\$78.90/hr	1.72%
Data Scientists	41,725	5,386	\$48.35/hr	5.61%
Operations Research Analysts	41,361	4,506	\$40.64/hr	3.77%
Statisticians	12,932	1,531	\$44.07/hr	4.47%
Mathematical Science Occupations, All Other	1,818	168	\$31.55/hr	0.72%

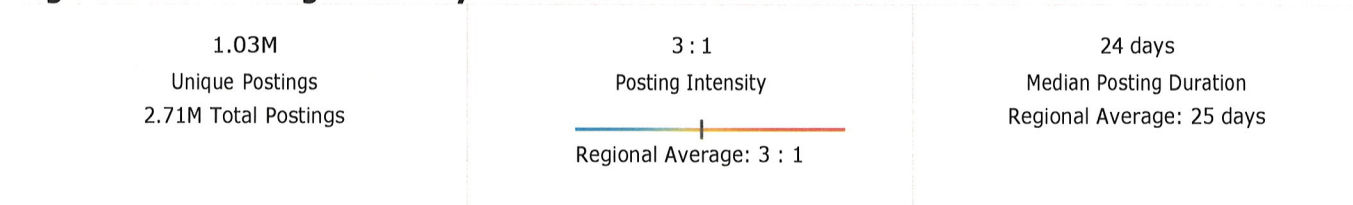
National Job Posting Summary

10.93M	3 : 1	23 days
Unique Postings	Posting Intensity	Median Posting Duration
30.45M Total Postings		Regional Average: 25 days
	Regional Average: 3 : 1	

There were **30.45M** total job postings from January 2013 to January 2023, of which **10.93M** were unique. These numbers give a Posting Intensity of **3-to-1**, meaning that for every 3 postings there is 1 unique job posting.

This is close to the Posting Intensity for all other occupations and companies nationally (3-to-1), indicating that they are putting average effort toward hiring for this position.

Regional Job Posting Summary



There were **2.71M** total job postings from January 2013 to January 2023, of which **1.03M** were unique. These numbers give a Posting Intensity of **3-to-1**, meaning that for every 3 postings there is 1 unique job posting.

This is close to the Posting Intensity for all other occupations and companies in the region (3-to-1), indicating that they are putting average effort toward hiring for this position.

Top Regional Company Job Postings

Company	Total/Unique (Jan 2013 - Jan 2023)	Posting Intensity	Median Posting Duration
Elevance Health	35,118 / 23,762	1 : 1	21 days
Wells Fargo	89,879 / 19,570	5 : 1	15 days
UnitedHealth Group	64,462 / 18,830	3 : 1	22 days
CTG	13,776 / 10,190	1 : 1	22 days
Robert Half	24,586 / 10,012	2 : 1	26 days
Randstad	21,778 / 8,904	2 : 1	23 days
Accenture	18,265 / 8,597	2 : 1	21 days
US Bank	23,714 / 8,538	3 : 1	24 days
Deloitte	16,904 / 6,634	3 : 1	25 days
Dollar Tree	37,946 / 5,948	6 : 1	23 days



BOARD OF REGENTS AGENDA ITEM SUMMARY

Academic Affairs

June 20, 2024

AGENDA ITEM: Proposal to transition the Graduate Certificate in Applied Behavioral Analysis (ABA) administered by the Department of Psychology in the College of Arts and Sciences at the University of Nebraska at Omaha (UNO)

Review **Review + Action** **Action** **Discussion**

This is a report required by Regents' Policy.

PRESENTERS: Jeffrey P. Gold, Provost

PURPOSE & KEY POINTS

The Applied Behavioral Analysis (ABA) Board is changing the requirements for its certification exam and licensing to require a Master's degree. Transitioning the certificate will allow the department to focus on revising its MS ABA degree to align it with the new pathway for certification and licensure. Students currently enrolled in the certificate will be able to complete the credential. When students are no longer enrolled in the program, approval of this proposal will result in the elimination of the Graduate Certificate in ABA.

BACKGROUND INFORMATION

Section 2.9 of the *Bylaws of the Board of Regents* provides that, "No curriculum leading to a degree or certificate shall be... discontinued without the approval of the Board."

RECOMMENDATION

The President recommends approval.

New/Transitioned/Eliminated Programs or Organizational Units

UNO-Proposal to transition the Graduate Certificate in Applied Behavioral Analysis (ABA)

Date of First Offering:		2013				
If a degree, estimated date of final teachout:		AY2027				
Annual Program Savings*	Reductions at Teachout		Brief Explanation			
	FTE	Savings	The Applied Behavioral Analysis (ABA) Board is changing requirements for its exam to require a Masters degree. Transitioning the certificate will allow the department to focus on revising its MS ABA degree so as to align it with the new pathway for certification and licensure.			
Reduction in Faculty**	0					
Reduction in Staff**	0					
All Other Savings***						
Total Annual Savings	\$ -					
*Annual Savings at Teachout; **Total salary and benefits for the time period specified; ***Total of any additional savings on an annualized basis.						
AAU Recognition Potential Impact: [<input type="checkbox"/>]Very Negative [<input type="checkbox"/>]Negative [<input type="checkbox"/>]None [<input type="checkbox"/>]Positive [<input type="checkbox"/>]Very Positive [<input checked="" type="checkbox"/>]Not Applicable						
AAU Recognition Criterion Impacted (If any):						
For Degrees: Program Enrollment						
	AY 2024	AY 2023	AY 2022	AY 2021	AY 2020	Total
Number of Majors	6	11	8	4	2	31
Number of Degrees Granted		1	0	0	0	1



MEMORANDUM

To: Jeffery Gold, Executive Vice President and Provost

From: Jo Li, Chancellor, University of Nebraska at Omaha

Date: March 8, 2024

RE: Certificate Deactivation—Department of Psychology

The University of Nebraska at Omaha committees have reviewed and endorsed the deactivation of a graduate certificate.

The Department of Psychology requests the deactivation of the Graduate Certificate in Applied Behavioral Analysis (ABA) due to changes in the requirements for certification by the Behavioral Analysis Certification Board. With the deactivation of the ABA certificate, the Department of Psychology will focus more on the MS ABA program, as this will be the primary route for certification and licensure moving forward.

Cc: David Jackson, Vice Provost

Phil He, Senior Vice Chancellor for Academic Affairs, Office of Academic Affairs



March 6, 2024

Dr. Sarah Edwards
Assistant Vice Chancellor for Curriculum & Programs
Office of Academic Affairs

Dear Dr. Edwards,

The Department of Psychology has asked that the Graduate Certificate in Applied Behavioral Analysis be deactivated effective fall 2024 due to changes in requirements for certification by the Behavioral Analysis Certification Board.

This information was delivered to the college's Educational Policy Committee as a report item back in December, 2023; I support this curricular change.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mel B'.

Dr. Melanie Bloom
Dean, College of Arts and Sciences and Professor of Foreign Languages and Literature
University of Nebraska at Omaha

CC: Denise Devney, Office of Academic Affairs
Dr. Michael Cortese, Chair, Psychology Department and Dr. Sara Kupzyk



College of Arts and Sciences | Office of the Dean
6001 Dodge St. | Omaha, NE 68182-0013 | Administration: 402.554.2338 | Advising: 402.554.2458
www.unomaha.edu/cas

Applied Behavior Analysis Certificate – Deactivations effective Fall 2024

1. Will the students be able to finish the certificate that they started?
 - a. Yes (they could still do the certificate even if they did not take the exam)
2. Are there any students still pursuing the certificate, if so, number of students?
 - a. Yes, we have 4 active students pursuing the certificate; 6 additional students have been inactive- we will be in contact with them to create a plan
3. What was the reason for inactivation?
 - a. We are discontinuing the ABA Certificate Program because of changes in certification requirements. The Behavior Analysis Certification Board is changing requirements for certification starting in 2026 with expectation that a master's degree in behavior analysis will be required for all individuals to be eligible to take the certification exam by 2032. We are discontinuing the ABA Certificate program to focus more attention on making necessary changes to our MS ABA program which will be the primary route for certification and licensure moving forward.
4. Will students be transferred to the new program?
 - a. No, but they may apply for the ABA MS Program



BOARD OF REGENTS AGENDA ITEM SUMMARY

Academic Affairs

June 20, 2024

AGENDA ITEM: Proposal to establish a new Bachelor of Science in Pharmaceutical Sciences (BSPS) in the College of Pharmacy at the University of Nebraska Medical Center (UNMC)

Review **Review + Action** **Action** **Discussion**

This is a report required by Regents' Policy.

PRESENTERS: Jeffrey P. Gold, Provost

PURPOSE & KEY POINTS

The 120 credit hour BSPS degree is intended to provide a comprehensive undergraduate education for students interested in a Pharm. D. degree (with an accelerated pathway), other health professional degrees (e.g. M.D., D.D.S.), Pharmaceutical Sciences and other graduate programs, or for entry-level careers, such as medical sales representatives or pharmaceutical research technicians. Prerequisites (60 CH during the first two years of study) would be obtained from UNL, UNK, UNO, or one of Nebraska's community or state colleges; the final two years would be on the UNMC's Omaha or Kearney campuses. Well-performing students would be eligible for early admission into the Pharm. D. program, saving an entire year of study.

BACKGROUND INFORMATION

Section 2.9 of the Bylaws of the Board of Regents provides that, "No curriculum leading to a degree or certificate shall be adopted without the approval of the Board."

RECOMMENDATION

The President recommends approval.

New Academic Program or Organizational Units

UNMC-Proposal to establish a new BS in Pharmaceutical Sciences (BSPS)

Proposed Data of First Offering or Org. Unit Creation:		Upon CCPE approval		
New/Additional Annual Program Costs*	Program Management		Brief Explanation	
	FTE	Expense	The 120 credit hour BSPS degree is intended to provide a comprehensive undergraduate education for students interested in a Pharm. D. degree (with an accelerated pathway), or other health degrees and careers. Sixty credit hours (2 years) would be taken at a NU or other undergraduate campus, and the remaining credit hours at UNMC's Omaha or Kearney locations.	
Faculty	1	\$ 253,000.00		
Staff	1	\$ 73,000.00		
Additional Expenses**		\$ 64,768.00		
Total Annual Expense		\$ 390,768.00		
*Total salary and benefits at year 5; **Additional costs on an annualized basis estimated for Year 5 (tuition transfer to other UNMC colleges)				
AAU Recognition Potential Impact: [<input type="checkbox"/>]Very Negative [<input type="checkbox"/>]Negative [<input checked="" type="checkbox"/>]None [<input type="checkbox"/>]Positive [<input type="checkbox"/>]Very Positive [<input type="checkbox"/>]Not Applicable				
AAU Recognition Criterion Impacted (If any): Not Applicable				
Minimum Estimated Program Enrollment (Year 5)				
	Enrollment	Credit Hours	Tuition Rate	Income
Resident Undergraduate Rate	30	30	\$ 259.00	\$ 7,770.00
Resident Pharm. D. Rate***	8		\$ 25,000.00	\$ 200,000.00
Existing Funds****				\$ 290,000.00
			Total Income	\$ 497,770.00
			Net Income	\$ 107,002.00
*** Pharm. D. tuition rate is approximately \$25,000 per year; ****Funds in the College's Kearney Expansion budget for various health programs				



January 29, 2024

H. Dele Davies, MD
Senior Vice Chancellor for Academic Affairs
University of Nebraska Medical Center
987810 Nebraska Medical Center
Omaha, NE 68198-7810
dele.davies@unmc.edu

Dear Dr Davies:

I have received the request for establishing a new Bachelor of Science in Pharmaceutical Sciences at the University of Nebraska Medical Center (UNMC). Based on the information provided, I understand this will continue to fill a critical and unmet workforce need and advance the profession and practice of many disciplines by providing a solid foundation to prepare students for many career paths in the health professions.

As you know, there is a similar combined program offered by UNMC and UNO, however UNO is supportive of this proposal. I agree that the proposed UNMC B.S.P.S. program offers an important synergistic compliment to the UNO/UNMC combined program, offering the opportunity to engage with other partners in the region, including other NU system campuses, state and regional colleges, and community colleges, to create a pathway for students interested in healthcare and medical sciences.

Based upon our discussions and your recommendation, I concur with this decision and request that it be forwarded to the Board of Regents.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jeffrey P. Gold'.

Jeffrey P. Gold, M.D.
Chancellor

MEMO

TO: Jeffrey P. Gold, MD
Chancellor

FROM: H. Dele Davies, MD, MS, MHCM
Senior Vice Chancellor for Academic Affairs
Dean for Graduate Studies

DATE: January 26, 2024

RE: College of Pharmacy, Bachelor of Science in Pharmaceutical Sciences
proposal

Attached is a proposal for a Bachelor of Science in Pharmaceutical Sciences program. The Bachelor of Science in Pharmaceutical Sciences (B.S.P.S) is intended to provide a comprehensive undergraduate education for students interested in pharmacy (Pharm.D.) and other health professions (M.D., D.D.S.), pharmaceutical sciences, graduate programs, or for entry level-careers in the pharmaceutical or agricultural industries. The program will also provide a pathway for early admission into the Pharm.D. program and satisfy the prerequisites for other health profession degrees and graduate programs.

I have reviewed the revised document and I am in support of the request to submit to the Board of Regents.

University of Nebraska Medical Center New Major or Degree

I. Descriptive Information

Name of Institution Proposing New Major or Degree
University of Nebraska Medical Center
Name of Proposed Major or Degree
Pharmaceutical Science
Degree to be Awarded to Graduates of the Major
Bachelor of Science in Pharmaceutical Sciences
Other Majors or Degrees Offered in this Field by Institution
Doctor of Pharmacy (Pharm.D.), Ph.D. in Pharmaceutical Sciences, M.S. in Pharmaceutical Sciences
CIP Code <i>[browse here: http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55]</i>
51.2010
Subject Code
Administrative Units for the Major or Degree
College of Pharmacy
Proposed Delivery Site
In person, University of Nebraska Medical Center, College of Pharmacy in Omaha and Kearney
Program will be Offered <i>[full program, not individual courses]</i>
<input checked="" type="checkbox"/> On-campus only <input type="checkbox"/> Distance only <input type="checkbox"/> Both (on-campus and distance)
Date Approved by the Governing Board
<i>[leave blank]</i>
Proposed Date the New Major or Degree will be Initiated
<i>[term/year]</i>

II. Details

A. Purpose of the Proposed Major or Degree:

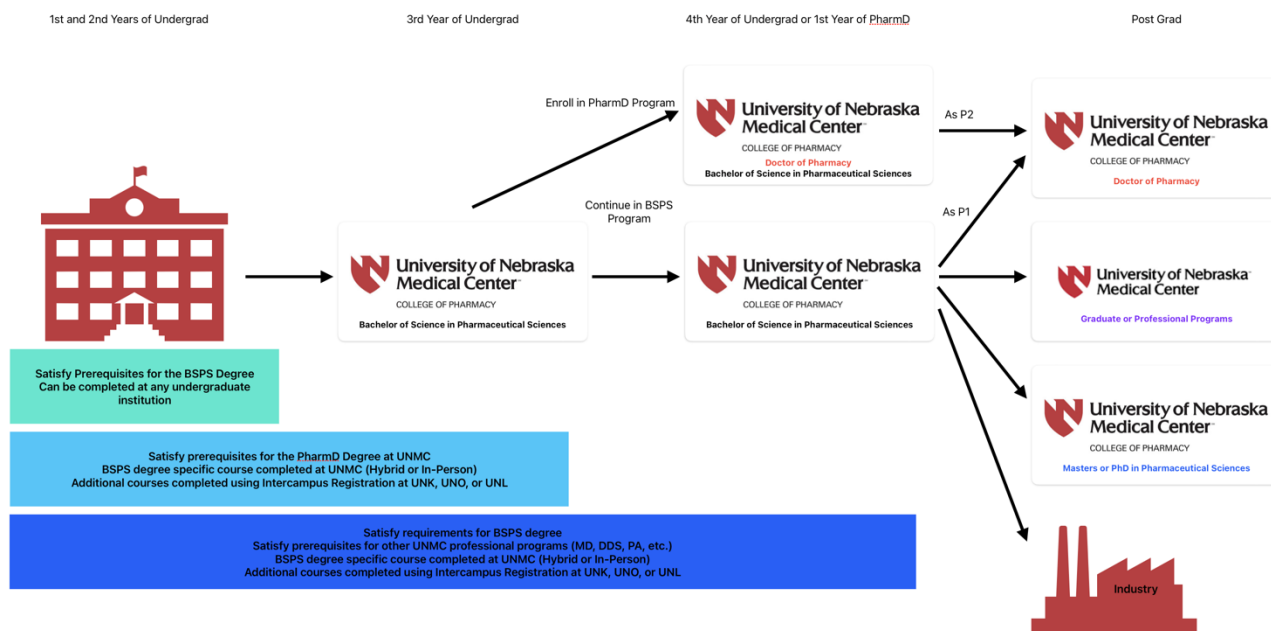
As the population of the United States (US) ages, the demand for health-care professionals including pharmacists and pharmaceutical scientists is expected to increase for two main reasons: life expectancy is increasing and the incidence of chronic disease is rising (“living longer, but sicker”). As the population ages, the demand for the development and approval of prescription drugs increases and generates a national need for a workforce for the pharmaceutical and agriculture industries. Future entry-level scientists and PhD-level scholars

Adapted from UNL AA-GP1 – Major or Degree Proposal Form

in drug development and related careers, as well as future pharmacists and other health professionals, will benefit from a major with specialization in pharmaceutical sciences that begins at the undergraduate level. The Bachelor of Science in Pharmaceutical Sciences (B.S.P.S.) is intended to provide a comprehensive undergraduate education for students interested in Doctor of Pharmacy (Pharm.D.), other health professional degrees (e.g. M.D., D.D.S.), Pharmaceutical Sciences and other graduate programs, or for entry-level careers, such as medical sales representatives or pharmaceutical research technicians. A purpose of the program is to provide a pathway of well-qualified candidates for admission to the College of Pharmacy and other professional degree programs at University of Nebraska Medical Center (UNMC), and to build a workforce for biomedical, biochemical, agriculture scientists and technicians for the development, testing, and regulatory approval of new drugs. The program also will provide a foundational education in step with projections for how the work of pharmacists, scientists and technicians will change over the next ten years.

The unique design of the B.S.P.S. program (Figure 1) is intended to provide students flexibility in earning the B.S.P.S. degree, while providing a pathway for early admissions into the Pharm.D. program or satisfying the prerequisites for other health profession degrees and graduate education. This program is unique in that students can work directly via internships under the supervision of world-renowned pharmaceutical sciences faculty at the UNMC College of Pharmacy. The UNMC Bachelor of Science in Pharmaceutical Sciences will be comprised of coursework delivered by faculty in the College of Pharmacy (COP) with general education and pre-requisite coursework taken at the University of Nebraska at Kearney (UNK), the University of Nebraska - Lincoln (UNL), the University of Nebraska at Omaha (UNO), and other colleges and universities within the State or beyond. Students will complete degree pre-requisites (60 credit hours) at any 2- or 4-year undergraduate institution before being admitted to UNMC. By the end of their first year at UNMC, students will have met the pre-requisites for the Pharm.D. degree and can apply directly into the Pharm.D. program. Students entering the Pharm.D. program will receive their B.S.P.S degree upon successful completion of the first year of the UNMC Pharm.D. program.

Figure 1. Program Overview



Adapted from UNL AA-GP1 – Major or Degree Proposal Form

B. Description of the Proposed Major or Degree:

Describe the structure, objectives and plans to regularly review and revise the program to reflect new developments in the discipline.

- Structure
 - 2 + 2 – first two years as UNK/UNO/UNL, state or community college student, or from any program that would meet the general requirements of the major + latter two years as a UNMC student
- Objectives
 - Prepare students for entrance into workforce, professional programs or graduate school.
 - Provide a pathway of well-qualified candidates for admission to the professional programs; College of Pharmacy (COP), College of Medicine (COM), College of Dentistry (COD), College of Allied Health Professions (CAHP) at UNMC or beyond.
 - Provide students with an outstanding biomedical/biochemical foundation to prepare them for advanced graduate programs at UNMC or beyond.
 - Provide students with an outstanding biomedical/biochemical foundation to prepare them to enter the workforce and contribute to the development, testing, and regulatory approval of new drugs.
 - Offer a major pathway to professional and graduate programs at UNMC.
 - Provide a flexible pathway for students to have multiple avenues to pursue after completing this program. Thus, the B.S.P.S is ideal for students who know they want to be involved with health professions or biomedical research, but are undecided on their ultimate career path.
- Plans to Review and Regularly Revise the Program
 - The B.S.P.S. Program Director, a newly created position at the UNMC COP will lead the College's review and revision process.
 - An Undergraduate Curriculum Committee will be formed to work with the Program Director and oversee the B.S.P.S. curriculum, including curricular assessment.
 - While the Program Director and Undergraduate Curriculum Committee will continuously review the program, the program will undergo a comprehensive review every five years. During the comprehensive review, feedback will be obtained from stakeholders, including the UNMC COM, COD, CAHP, Graduate Programs, as well as employers.

The primary student learning outcomes of the proposed major or degree.

- Demonstrate knowledge and technical ability in the basic and pharmaceutical sciences
- Apply critical thinking and problem solving skills in the pharmaceutical sciences
- Communicate effectively to diverse professional and lay audiences

Admission criteria and selection procedures for students seeking admission to a major or degree. Include strategies designed to enhance the recruitment, retention, and success of students from diverse backgrounds.

- 60 credit hours of prerequisites (Approximately 2 years of undergraduate education):
 - General Chemistry I with lab (4 credits)
 - General Chemistry II with lab (4 credits)
 - Organic Chemistry I with lab (5 credits)
 - Organic Chemistry II with lab (5 credits)
 - Biology I with lab (4 credits)

- Biology II with lab (4 credits)
 - Cell and Molecular Biology (3-4 credits)
 - Physics I with lab (5 credits)
 - Calculus I (5 credits)
 - English Composition I (3 credits)
 - Speech/Public Speaking (3 credits)
 - General Psychology (3 credits)
 - General Electives (11-12 credits)
- Minimum GPA of 2.0
 - No entrance exam required.
 - No undergraduate institution preference.
 - Selection criteria: student interest in healthcare or research career, completion of prerequisites, strong academic track record, communication skills, letters of recommendation

Identify new courses that will be needed to implement the program.

- PHSC –Career Pathways in Pharm Sci (new course)
- PHPR – Contemporary Med Use (new course)
- PHSC - Foundations of Molecules to Medicine I (new course)
- PHSC - Applied Molecules to Medicine II (new course)
- PHSC Biochemistry I
- PHSC Analytical Chemistry and Lab (or other approved course)
- PHPR/PHSC - Introductory Research
- PHPR/PHSC - Advanced Research

Identify any collaborative agreements with other postsecondary institutions to expand the curriculum, if applicable.

- While the program and degree will be offered through the UNMC COP, it will involve collaboration with the other University of Nebraska campuses, the Nebraska state college system, and regional community colleges. Students could fulfill the first two years of the degree requirements at any of those institutions. The COP advisors will work closely with academic advisors at the other programs to help students successfully complete their prerequisites.
- Some UNMC classes will be offered by colleges outside of the COP. The other colleges at UNMC have confirmed their support of the program and willingness to allow B.S.P.S. student to enroll in courses necessary to complete their degree.

The credit hour and course requirements, program of study, research and other academic requirements for students enrolled in the major or degree program.

Course numbers and names may vary depending on the prerequisite institution attended. The following uses course numbers and names from the University of Nebraska at Kearney (UNK), Wayne State College (WSC), and Northeast Community College (NECC) **as examples** to demonstrate how the prerequisites could be fulfilled at a variety of institutions. Similar pathways have been mapped for other state and community colleges.

Course Name	UNK	WSC	NECC	Credit Hours
Non-UNMC Courses (Years 1 and 2)				60
Chemistry Courses				18
General Chemistry I and Lab	CHEM 160/ CHEM 160L	CHE 106	CHEM 1090	4
General Chemistry II and Lab	CHEM 161/ CHEM 161L	CHE 107	CHEM 1100	4
Organic Chemistry I and Lab	CHEM 360/ CHEM 360L	CHE 314	CHEM 2510	5
Organic Chemistry II and Lab	CHEM 361/ CHEM 361L	CHE 315	CHEM 2520	5
Biology Courses				11-12
Biology I and Lab	BIOL 105	BIO 110	BIOS 1010	4
Biology II/ Microbiology and Lab	BIOL 106	BIO 385	Not available	4
Cell and Molecular Biology	BIOL 309	BIO 434	BIOS 2460	3-4
Physics Courses				5
General Physics I with Lab	PHYS 275/ 275L	PHY 301/ 321	PHYS 2110	5
Math Courses				5
Calculus I with Analytical Geometry	MATH 115	MAT 140	MATH 1600	5
General Education Courses				20-21
English Composition	ENG 101 or ENG 102	ENG 102	ENGL 1010	3
Speech Communication	SPCH 100	CAN 100	SPCH 1010	3
General Psychology	PSY 203	PSY 345	PSYC 1810	3
General Electives ¹				11-12
UNMC Courses (Years 3 and 4)				60
Pharmaceutical Sciences/Pharmacy Courses				36
PHSC –Career Pathways in Pharm Sci (new course)				2
PHSC 550 Intro to Pharm Sci				4
PHSC 691 Pharmaceutical Science Applications in Pharmacy				2
PHPR – Contemporary Med Use (new course)				2
PHSC - Foundations of Molecules to Medicine I (new course)				3
PHSC - Applied Molecules to Medicine II (new course)				3
PHPR/SC Research Experience I				3
PHPR/SC Research Experience II				3
PHSC Biochemistry I (new course)				4
PHSC Analytical Chemistry and Lab (new course)				4
Pharmaceutical Sciences/Pharmacy Electives				6
Other UNMC Courses				24
CAHP 462* Human Anatomy & Physiology I ²				4
CAHP 463* Human Anatomy & Physiology II ²				4

Adapted from UNL AA-GP1 – Major or Degree Proposal Form

GENC 641* Principles and Applications of Human Genetics			3
CPH 506* Biostatistics			3
UNMC Electives ³			10
Total			120

¹To satisfy the UNMC PA requirements, general elective should include a second English writing or writing-intensive course, Abnormal Psychology, and Life Span/Developmental Psychology.

²UNMC Medical and PA programs require a lab to be included with HA&P 1 and II

³To satisfy the UNMC PA requirements, UNMC elective should include Medical Terminology (CAHP 310) and Immunology (CAHP 404).

*Existing UNMC courses offered by the College of Allied Health Professions and the College of Public Health.

The following is an example course of study using the course titles in the previous table. All UNMC courses will be offered in hybrid format and originate from either UNMC's Omaha or Kearney campuses.

Course Number	# Credit Hours
Semester 1	
Biology I and Lab	4
General Chemistry I and Lab	4
Calculus I with Analytical Geometry	4
English Composition	3
Semester 2	
Biology II/Microbiology and Lab	4
General Chemistry II and Lab	4
Speech Communication	3
Unrestricted Elective	3
Semester 3	
General Physics I with Lab	5
Organic Chemistry and Lab	5
General Psychology	3
Unrestricted Elective	3
Semester 4	
Cell and Molecular Biology and Lab	4
Organic Chemistry II and Lab	5
Unrestricted Elective	3
Unrestricted Elective (Physics II for COM, COD and CAHP)	3
Semester 5	
PHSC TBD* – Biochemistry	4
CAHP 462 Anatomy and Physiology I	4
PHSC TBD* – Career Pathways in Pharm Sci	<u>2</u>
PHSC 550 Intro to Pharm Sci	4

Adapted from UNL AA-GP1 – Major or Degree Proposal Form

Semester 6	14
CAHP 463 Anatomy and Physiology II	4
PHSC 691 Pharmaceutical Science Applications in Pharmacy	2
PHPR TBD* – Contemporary Med Use	2
UNMC Elective	3
UNMC Elective	3
Semester 7	16
PHSC TBD* Analytical Chemistry and Lab	4
PHSC TBD* - Foundations of Molecules to Medicine 1	3
PHPR/SC Research Experience	3
UNMC Elective	3
Pharmaceutical Sciences/Pharmacy Elective	3
Semester 8	16
CAHP 641 Genetics	4
PHSC TBD*- Applied Molecules to Medicine 2	3
PHPR/SC Research Experience II	3
CPH 506 Biostatistics	3
Pharmaceutical Sciences/Pharmacy Elective	3
Total	120

*TBD – To be developed

How and when advisors are assigned for students in the major or degree.

- During the first semester in the UNMC program students will be assigned a faculty advisor from the faculty teaching within the program. Advising assignments will be made by the program director based on the goals of the student, and in consultation with the faculty member’s department chair.

If applicable, national guidelines or accreditations for such programs, and how this program meets the established standards.]

- There are no national guidelines or accreditations for B.S.P.S. programs. The American Academy of Colleges of Pharmacy (AACCP) has had initial discussions related to guidelines for B.S.P.S. programs, and the College would be an active participant in the guideline discussions and would take appropriate steps to conform to those guidelines.

Identify any partnership agreements that will enhance the program's quality or provide educational or practical experiences for the students.

- UNMC College of Pharmacy will explore partnership agreements with Northeast Community College, Mid-Plains Community College and other Nebraska Community Colleges to provide clear guidance for a pre-requisite course of study. COP will also explore partnerships with the State Colleges and other

undergraduate institutions. Through our conversations with these local organizations, there is strong enthusiasm for this type of program and partnership.

Impact on Course Subject Codes; will any subject codes need to be created, modified, or deleted in relation to the creation of this program.

- N/A

III. Review Criteria

A. Centrality to UNMC Role and Mission

The B.S.P.S supports UNMC's Mission and Strategic Plan.

Educational Learner Focus

Strategy 2

Strengthen programs with K-12 schools, community, and state colleges. Work with K-12 schools, community, state and other Nebraska colleges, and University of Nebraska campuses to interested Nebraska students in healthcare careers and to establish strong pathway programs to build a truly diverse and inclusive health professions workforce.

The proposed program supports UNMC's goal of creating interest in healthcare careers by designing a curriculum that will serve as a pathway to existing UNMC COP and other UNMC health professions programs. The partnerships with the University of Nebraska campuses and community colleges will provide students with opportunities to interact with a broader base of academic and clinical faculty than would be typical for undergraduate students. The program will develop a cohort of students prepared for the rigors of either a professional or graduate program by providing a diverse set of learner's access to COP faculty, courses, and research opportunities.

Strategy 9

Eliminate curricular redundancy and optimize total time of education per degree. Establish Interprofessional workgroups and in every College to determine whether their health profession degree programs that bridge with NU undergraduate and state college campuses can eliminate educational redundancy, reduce total time of education per degree granted and work toward reduction of overall tuition expenditure.

The proposed program supports UNMC's goal of optimizing time to degree by providing a clear pathway to admission into the Pharm.D. program after 3 years, which reduces the total time to the Pharm.D. degree to 7 years. The program further supports the goal of reducing redundancy by allowing 1st year Pharm.D. coursework to count towards the B.S.P.S degree, which reduces total time of education towards the degrees and reduces overall tuition expenditures. The degree will utilize other University of Nebraska campuses, state colleges, and community colleges for prerequisite and elective credits. It will also allow other UNMC college course offerings to fulfill the required coursework.

B. Relationship of the proposal to the NU Five-Year Strategy

The B.S.P.S. program supports the University of Nebraska Five-Year Strategic Plan in the following ways:

- Fulfilling Nebraska's workforce needs. The B.S.P.S. contributes to a highly trained workforce for healthcare and develops pipeline programs to UNMC Pharmacy and other health professional programs as well as medical and agriculture-based scientists.
- Amplifying our impact through partnerships. The B.S.P.S. leverages existing courses offered on the other NU campuses, state colleges, and Nebraska community colleges, which allows for efficiency in offering the program. These partnerships will extend access to students throughout the state. It will also involve industry partners who serve on the COP Dean's Advisory Boards.
- Accessible, Affordable and Attainable Education. The B.S.P.S. will provide access to a unique and high demand UNMC program at the new UNMC-UNK collaborations and throughout the rest of Nebraska.

C. Consistency with the Comprehensive Statewide Plan for Post-Secondary Education

Program support for relevant statewide goals for education.

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

The program strongly supports learning opportunities that are student-centered. The program offers built-in opportunities for engagement between students and faculty in coursework and experiential learning opportunities. For example, the research experience courses are one-on-one experiences where students will spend time in a faculty member's laboratory.

- *Practical research requirements are embedded at multiple points in the program. This will provide individualized research training and mentorship with faculty. A student may have multiple research opportunities throughout the B.S.P.S. curriculum, meaning that they may benefit from multiple experiences and mentors.*
- *Postsecondary education in Nebraska will be responsive to the workforce development and ongoing training needs of employers and industries to build and sustain a knowledgeable, trained, and skilled workforce in both rural and urban areas of the state.*

The B.S.P.S. will support workforce development by contributing to the preparedness of graduates for entering PharmD program, other professional schools, Pharmaceutical Sciences graduate programs, and the agricultural or pharmaceutical industry as medical scientists and technicians. By being housed in the College of Pharmacy at UNMC, graduates of the program will have workforce readiness skills including communication, teamwork skills and will receive targeted skills in a professional field that is changing as health care practices and drug delivery development evolves.

- *Postsecondary education institutions will work as partners with one another and with other entities, including those in the private sector, whenever appropriate to share resources and deliver programs cooperatively to enhance learning opportunities for Nebraska residents.*

The program is a collaboration between UNMC and the state's other universities, colleges, and community colleges that leverages the expertise of each institution. It is new and distinct from other programs at UNMC but developed by leveraging existing resources at UNMC. There is new coursework to support the program, but it is maximizing existing coursework. Northeast Community College is an example of a collaborator that recognizes the value of the program and the unique opportunity it represents to students in northeast Nebraska.

D. Evidence of Need and Demand

1. Need:

The proposed UNMC B.S.P.S. is responsive to efforts to increase graduates who qualify for high-skilled and high-paying jobs. There are three major pathways for graduates of the proposed B.S.P.S. The first pathway would provide a pipeline to graduates interested in pursuing further health professional education with the goal of providing patient care (Pharm.D., M.D., D.D.S., other health sciences, or veterinary sciences). The second offers a pipeline for graduates interested in pursuing advanced training to become a biomedical research scientist (e.g., M.S., Ph.D. programs). The third offers a pipeline of graduates to entry level positions within the animal agriculture or pharmaceutical industry or clinical research organizations.

The proposed UNMC B.S.P.S. will contribute to ensuring well-qualified applicants to programs offered by the UNMC COP, including the Pharm.D. program and Ph.D and M.S. programs in Pharmaceutical Sciences. For

Adapted from UNL AA-GP1 – Major or Degree Proposal Form

students who know that they wish to pursue a Pharm.D. professional degree, the B.S.P.S will offer an opportunity to directly transition to the UNMC Pharm.D. curriculum, after meeting the undergraduate prerequisites. The UNMC B.S.P.S provides an added benefit of building relationships with UNMC faculty during their undergraduate training. In addition, the program has been designed to meet other UNMC health profession degree program prerequisites, offering an alternative undergraduate major option in addition to the commonly selected majors, such as Biology, Chemistry, Molecular and Biomedical Biology, and Neuroscience, to support student's pathways to other health professional schools.

Workforce demand for Pharm.D. graduates.

Over the next ten years, more pharmacists will work in institutional healthcare settings, outpatient clinics, and other non-retail positions. The B.S.P.S. from the UNMC College of Pharmacy will emphasize both the skills and the foundational sciences courses needed to enter any degree program at UNMC. In contrast to the national projections, which estimate a 2.1% decline from 2020-2030 in the demand for pharmacists (due to mail order, automation, and online prescription services), there is a projected growth in Nebraska of +1.4% (<https://www.projectionscentral.com/Projections/LongTerm>). Even greater increases in demand for pharmacists are predicted for states in the Midwest where UNMC graduates often practice (CO 15.5%, IA 5.5%, KS 2.8%, ND 7.8%, SD 4.0%).

Workforce demand for medical scientists.

The long-term job outlook for medical scientists (a job category that includes pharmaceutical scientists) who contribute to the development of drugs through both research and development is projected to grow at 6% from 2019-2029 compared to 4% for all occupations (<https://www.bls.gov/ooh/lifephysical-and-social-science/medical-scientists.htm>). From 2020-2030, an 12.2% to 50% increase in demand for medical scientists is predicated for Nebraska (12.3%) and surrounding states (CO 27.3%, IA 18.8%, KS 16.7%, MN 12.2%, MO 27.9%, ND 50.0%, SD 21.7%) (<https://www.projectionscentral.com/Projections/LongTerm>). Graduates of the UNMC B.S.P.S would also be highly competitive applicants for graduate programs in biochemistry. Employment growth in the category of Biochemists and Biophysicists is projected at 4.9% nationally, and 11.1% in Nebraska.

The proposed B.S.P.S. also prepares graduates for a variety of entry-level positions in the pharmaceutical and medical industry. These are often high wage, high demand, and high skill jobs (H3). As industry is innovating in the areas of drug therapy, medicine production, and drug delivery, pharmaceutical sciences graduates will be in demand. This includes career opportunities in sales and marketing, drug research and development, clinical research, quality assurance, professional services, pharmaceutical manufacturing, chemical manufacturing, food and beverage manufacturing, biomedical and bioscience, testing laboratories, and technical consulting services. A search on the Indeed job website for 'pharmaceutical and medical sales' shows 53 job openings in Nebraska in the field of pharmaceutical sales with salaries listed up to \$188,000. In addition, it is important to note that B.S. degree programs in Pharmaceutical Sciences are not widespread. Nationwide, there are only 20-25 institutions offering such a program. The program offered by UNMC would allow us to serve the Nebraska and Midwest region and is aligned with the University of Nebraska's strategic efforts of creation of the Center for Drug Design and Innovation, approved this summer by the Coordinating Commission for Postsecondary Education (CCPE). The success of the new Center will depend on a well-trained workforce. Individuals with the proposed B.S.P.S. will have opportunities as technicians entry level scientists. Those B.S.P.S. graduates who go on to professional or graduate degrees may have the opportunity to be directly involved with discovering therapeutic molecules and advancing these new products through the research and development pathway to regulatory approval. Finally, according to the 2022 Nebraska Manufacturing Facts published by the National Association of Manufacturers (<https://www.nam.org/state-manufacturing-data/2022-nebraska-manufacturing-facts/>), pharmaceutical and medicine manufacturing was the highest sector with manufacturing job openings in 2021.

Overall, according to the U.S. Bureau of Labor Statistics, the healthcare industry and medical science industry will experience significant growth in the coming years due to an aging population and scientific advances. They project the healthcare industry will experience a 13% growth in employment, and medical scientists will experience a 17% growth in employment between 2021 to 2031. In total, these statistics reflect 2 million job openings each year (<https://www.bls.gov/ooh/healthcare/home.htm>), emphasizing the role that the B.S.P.S. may play in future career opportunities.

Enrollment projections for the B.S.P.S. are:

Year 1: 10 new students

Year 2: 16 new students

Year 3: 24 new students

Year 4: 30 new students

Year 5: 36 new students

These projections are based, in part, on observations of the growth of other new programs along with labor statistics cited previously. In addition, conversations with UNMC academic leaders outside of the COP indicates that a UNMC would be viewed favorably to a degree from other undergraduate programs (see letters of support). We expect this will increase demand for the degree amongst students seeking professional or graduate degrees. The first three years are predicted to have low enrollments. Growth is expected to increase once Year 1 and Year 2 students are visibly advancing in the program and share their experiences with other students. Because most coursework exists with capacity for enrollment, the minimum number of students required to make this program viable is 10 graduates per year.

E. Avoidance of Unnecessary Duplication

We acknowledge that there is currently a B.S.P.S. program based at The University of Nebraska Omaha campus and taught by UNMC faculty members. The program enrolled the first students in January 2022 and 36 students have declared this as a major at UNO. The proposed UNMC B.S.P.S. program offers an important compliment to the UNO program, offering the opportunity to engage with other partners in the region, including other NU system campuses, state and regional colleges, and community colleges, to create a pathway for students interested in healthcare and medical sciences. The UNMC program also offers an important opportunity to launch in parallel with the UNMC-UNK health science collaboration, offering students the opportunity to work with UNMC faculty, and a desirable, direct path to UNMC programs. The primary focus is to expand opportunity beyond UNO students to others in the state who have interest in this area.

There are accelerated Pharm.D. programs in the Midwest States of Kansas, Missouri, Iowa, South Dakota, North Dakota, and Minnesota, and several of these grant B.S.P.S. or Health Sciences degrees as part of an accelerated Pharm.D. program. However, these accelerated programs are embedded in each university's College of Pharmacy and offer students a shortened timeline from starting their bachelor's degree to completing a PharmD. For example, at Creighton, undergraduates complete two years of college coursework and enter the Pharm.D. program in their third year. The B.S.P.S. is awarded after the second year of the PharmD coursework and the Pharm.D. at the conclusion of six-year of coursework. In contrast to existing programs, the proposed UNMC B.S.P.S program will be unlike other accelerated Pharm.D. programs in the region by *allowing students to have the option to complete this degree independently from their Pharm.D.* In addition, the UNMC program will offer an accelerated pathway into the UNMC COP PharmD program, which will be highly desirable to minimize student debt. Outside of just the Pharm.D., the program will allow students to have the flexibility to decide upon their individual career path as they progress through their academic program and learn about new career pathways. The UNMC program has been designed to facilitate ease of matriculation to most UNMC graduate or professional programs. Specifically, the coursework meets the prerequisite for all UNMC programs, providing

flexibility for a student who is interested in healthcare or medical sciences, but still unsure of their specific career path.

The UNMC B.S.P.S program is complimentary to the UNO program and is unique to other programs in the region. Specifically, the UNMC program will expand the availability of this program to alternative and broad student populations in the state, including community colleges and other regional colleges and universities. The UNMC B.S.P.S. program is well-positioned and well-timed to leverage the UNMC – University of Nebraska at Kearney collaboration, housed in the Rural Health Education building. Through this collaboration, a UNMC B.S.P.S. will provide opportunities to reach a larger geographic area outside of Omaha for those students interested in the B.S.P.S. program as a terminal degree, as well as those who desire a pathway to UNMC professional degree programs offered both in Omaha and in Kearney. The UNMC B.S.P.S will be a vital component of the UNMC-UNK collaboration, advancing the goal to provide opportunities for careers in healthcare and medical sciences, and to improve access to high quality healthcare in rural settings.

F. Adequacy of Resources:

1. Faculty/Staff

The UNMC COP will need to hire one additional faculty member to serve as director of the degree program. The hire will have additional responsibilities teaching in the Pharm.D. program and will be based in Kearney, NE. The position will be fully funded through the College of Pharmacy's Kearney expansion budget. The COP will similarly need to hire student affairs associate to manage the unique nature of the undergraduate program, including admissions, transfer credits, and partner relations. Again, this will be funded through the COP's Kearney expansion budget.

2. Library/Information Resources

UNMC's library and information resources are more than adequate to meet the needs of the program. Students outside of the UNMC campus will have electronic access to library materials. As part of the UNMC Kearney expansion, additional library resources, including librarians, will be accessible to students in Kearney.

3. Physical Facilities and Equipment

Classroom space for the B.S.P.S has been included in the COP's Kearney expansion plan. The UNMC College does not require any additional facilities or equipment to offer the program.

4. Instructional Equipment and Informational Resources

No additional instructional equipment or informational resources are needed to support the B.S.P.S.

5. Budget Projections

See attached.

TABLE 1: PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM

	(FY2025) Year 1		(FY2026) Year 2		(FY2027) Year 3		(FY2028) Year 4		(FY2029) Year 5		Total	
Personnel	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
Faculty	1	\$225,000	1	\$231,000	1	\$238,000	1	\$245,000	1	\$253,000		\$1,192,000
Professional												\$0
Graduate assistants												\$0
Support staff	1	\$65,000	1	\$67,000	1	\$69,000	1	\$71,000	1	\$73,000		\$345,000
Subtotal	2	\$290,000	2	\$298,000	2	\$307,000	2	\$316,000	2	\$326,000		\$1,537,000
Operating												
General Operating												\$0
Equipment												\$0
New or renovated space												\$0
Library/Information Resources												\$0
Other ¹		\$40,480		\$64,768		\$64,768		\$64,768		\$64,768		\$299,552
Subtotal		\$40,480		\$64,768		\$64,768		\$64,768		\$64,768		\$299,552
Total Expenses		\$330,480.00		\$362,768.00		\$371,768.00		\$380,768.00		\$390,768.00		\$1,836,552.00

¹ Tuition transferred to other UNMC units offering courses to BSPS student.

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

	FY(2025) Year 1	(FY2026) Year 2	(FY2027) Year 3	(FY2028) Year 4	(FY2029) Year 5	Total
Existing Funds ¹	\$290,000	\$290,000	\$290,000	\$290,000	\$290,000	\$1,450,000
Required New Public Funds						\$0
1. State Funds						\$0
2. Local Tax Funds (community colleges)						\$0
Tuition and Fees ²	\$77,700	\$274,320	\$355,400	\$402,020	\$433,100	\$1,542,540
Other Funding						\$0
1						\$0
2						\$0
3						\$0
Total Revenue	\$367,700	\$564,320	\$645,400	\$692,020	\$723,100	\$2,992,540

¹ These funds are included in the College of Pharmacy's Kearney Expansion budget. They will not impact funding for other programs.

² Tuition calculations are based on UNMC Undergraduate Resident tuition rate of \$259 per credit hour for students enrolled only in the BSPS program and the UNMC PharmD annual tuition of approximately \$25,000

	BSPS 1st Yr	BSPS 2nd Yr	BSPS PharmD	Credit Hours	Tuition	PharmD Tuition	Total Tuition
Year 1	10			300	77700	0	77700
Year 2	12	4	6	480	124320	150000	274320
Year 3	16	4	8	600	155400	200000	355400
Year 4	18	8	8	780	202020	200000	402020
Year 5	20	10	8	900	233100	200000	433100

Bachelor of Science in Pharmaceutical Sciences

Abstract

The health care and pharmaceutical industry is highly specialized requiring advanced training for most positions, even those that are entry-level. Additionally, the demand for health-care professionals, scientists, and laboratory staff is expected to increase over the next decade as the population ages and the need for clinical caregivers and scientists to create new pharmacological treatments for chronic diseases. The demand for advanced workers is also needed in the agricultural sector as many new drugs and chemicals will be needed as the world population increases coupled with weather related changes. The Bachelor of Science in Pharmaceutical Sciences (B.S.P.S) is intended to provide a comprehensive undergraduate education for students interested in pharmacy (Pharm.D.) and other health professions (M.D., D.D.S.), pharmaceutical sciences, graduate programs, or for entry level-careers in the pharmaceutical or agricultural industries.

The unique design of the B.S.P.S will expose students to a wide range of courses not available at other Colleges because of the world-renowned faculty at the UNMC College of Pharmacy (COP). The program will also provide a pathway for early admission into the Pharm.D. program and satisfy the prerequisites for other health profession degrees and graduate programs. The program is unique in students will work directly via internships under the supervision of UNMC faculty with exposure to the latest technology used in drug development, drug delivery and mechanisms of pharmacology and disease processes. Students can also participate in internships with the pharmaceutical industry and related fields. The B.S.P.S will be comprised of coursework delivered by COP faculty and supplemented by coursework taken at the University of Nebraska-Kearney, University of Nebraska-Lincoln, University of Nebraska-Omaha, as well as other undergraduate and community colleges through the State. Students will complete degree prerequisites (minimum 60 hours) at any 2- or 4-year undergraduate institution before being admitted to the UNMC COP. By the end of the first year B.S.P.S students will have met prerequisites for the Pharm.D. program and can apply directly for admissions to the program, or students can remain in the program, graduate, and be eligible to join the workforce or pursue admission into other health care professions.

Letters of Support

Internal

Dr. Kenneth Bayles, Vice Chancellor for Research, University of Nebraska Medical Center

Dr. Bradley Britigan, Dean of the College of Medicine, University of Nebraska Medical Center

Dr. Kyle Meyer, Dean of the College of Allied Health Professionals, University of Nebraska Medical Center

Dr. Ali Khan, Dean of College of Public Health, University of Nebraska Medical Center

External

Dr. Jeff Hoffman, Dean of Health and Public Services, Northeast Community College

Dr. Gangadhar Sunkara, Global Program Head, Novartis Pharmaceuticals Corporation

Dr. Melanie Bloom, Dean of the College of Arts and Sciences, University of Nebraska - Omaha



March 26, 2024

Keith M. Olsen, Pharm.D., FCCP, FCCM
Joseph D. Williams Endowed Dean
College of Pharmacy
University of Nebraska Medical Center

Dear Dr. Olsen:

I am writing to offer my strongest support for the UNMC College of Pharmacy (COP) proposal to develop a Bachelor of Science in Pharmaceutical Sciences (BSPS) degree program. The proposal represents an innovative approach to providing students with a comprehensive undergraduate degree for a variety of entry-level roles in the science-related workforce, as well as providing the requisite bachelor's degree for students seeking health profession degrees, or graduate degrees in the basic and clinical sciences.

Both the expressed intent of the degree and the proposed curriculum demonstrate its potential value for students interested in pursuing graduate health profession degrees housed within the College of Allied Health Professions (CAHP). The curriculum the CAHP reviewed in March 2024 contains undergraduate prerequisites consistent with the requirements for application to a variety of programs in the CAHP, including the Physician Assistant Program.

Completion of the program at UNMC will ensure undergraduate students have the unique opportunity to work with world renowned scientists throughout the colleges and institutes at UNMC and will expose students to a variety of biomedical research and health profession options for continued study, should they so choose. In addition, the CAHP would be pleased to partner with the COP to utilize existing courses in the CAHP to fulfill elective requirements for the BSPS degree. I strongly support your efforts to establish this exciting new program.

Sincerely,

A handwritten signature in blue ink that reads "Kyle P. Meyer".

Kyle P. Meyer, PhD, MS, FASAHP
Founding Dean
College of Allied Health Professions



March 22, 2024

Keith M. Olsen, Pharm.D., FCCP, FCCM
Joseph D. Williams Endowed Dean
College of Pharmacy
University of Nebraska Medical Center

Dear Dr. Olsen:

I am writing this letter to offer my strongest support for your proposal to develop an UNMC undergraduate degree in pharmaceutical sciences. This program will provide an important avenue for students seeking professional degrees, entry level science jobs, and opportunities to achieve MS or PhD degrees in basic and clinical sciences. This undergraduate program would accelerate our efforts to increase the workforce with highly qualified graduates. The UNMC program is unique as students have the opportunity to work with world renowned scientists throughout the colleges and institutes on our campus. Therefore, I strongly support your efforts to establish this exciting new program.

Sincerely,

A handwritten signature in black ink that reads "Bradley Britigan". The signature is written in a cursive style.

Bradley E. Britigan, M.D.
Stokes-Shackelford Professor and Dean



December 8th, 2023

Keith M. Olsen, Pharm.D., FCCP, FCCM
Joseph D. Williams Endowed Dean
College of Pharmacy
University of Nebraska Medical Center

Dear Dr. Olsen:

I am writing to offer my strongest support for the UNMC College of Pharmacy (COP) proposal to develop a Bachelor of Science in Pharmaceutical Sciences (BSPS) degree program. The proposal represents an innovative approach to providing students with a comprehensive undergraduate degree for a variety of entry-level roles in the science-related workforce, as well as providing the requisite bachelor's degree for students seeking health profession degrees, or graduate degrees in the basic and clinical sciences.

Both the expressed intent of the degree and the proposed curriculum demonstrate its potential value for students interested in pursuing graduate health profession degrees housed within the College of Allied Health Professions (CAHP). The curriculum contains undergraduate prerequisites consistent with the requirements for application to a variety of programs in the CAHP.

Completion of the program at UNMC will ensure undergraduate students have the unique opportunity to work with world renowned scientists throughout the colleges and institutes at UNMC and will expose students to a variety of biomedical research and health profession options for continued study, should they so choose. I strongly support your efforts to establish this exciting new program.

Sincerely,

A handwritten signature in blue ink that reads "Kyle P. Meyer".

Kyle P. Meyer, PhD, MS, FASAHP
Founding Dean
College of Allied Health Professions



March 25th, 2024

Keith M. Olsen, Pharm.D., FCCP, FCCM
Joseph D. Williams Endowed Dean
College of Pharmacy
University of Nebraska Medical Center

Dear Dr. Olsen:

I am writing to offer my strongest support for the UNMC College of Pharmacy (COP) proposal to develop a Bachelor of Science in Pharmaceutical Sciences (BSPS) degree program. The proposal represents an innovative approach to providing students with a comprehensive undergraduate degree for a variety of entry-level roles in the science-related workforce, as well as providing the requisite bachelor's degree for students seeking health profession degrees, or graduate degrees in the basic and clinical sciences.

Both the expressed intent of the degree and the proposed curriculum demonstrate its potential value for students interested in pursuing graduate health profession degrees housed within the College of Public Health (COPH). The curriculum contains graduate prerequisites consistent with the requirements for application to a variety of programs in our College and we would be delighted to help train these students at COPH.

Completion of the program at UNMC will ensure undergraduate students have the unique opportunity to work with world renowned scientists throughout the colleges and institutes at UNMC and will expose students to a variety of biomedical research and health profession options for continued study, should they so choose. I strongly support your efforts to establish this exciting new program.

Sincerely,

A handwritten signature in black ink that reads "Ali S Khan".

Ali S Khan, MD, MPH, MBA
Dean & Professor of Epidemiology
Richard Holland Presidential Chair of Public Health



December 8, 2023

Jeffery D. Hoffman, DPE
Dean of Health & Public Services
Northeast Community College
801 East Benjamin Avenue
Norfolk, NE 68701
jhoffma3@northeast.edu
402.844.7748

Donald Klepser, PhD, MBA
Senior Associate Dean for Academic Affairs
University of Nebraska Center
College of Pharmacy

Dear Dr. Klepser,

I am writing this letter in enthusiastic support for your proposal to develop a UNMC undergraduate pharmaceutical science program. As Dean of Health & Public Services at Northeast Community College, I believe this program will meet the rising demand for skilled professionals in the pharmaceutical industry and contribute significantly to advancements in the field.

This undergraduate program would be a unique and valuable opportunity to serve as a bridge for our students to access high-quality education and contribute to the advancements in pharmaceutical sciences. I believe this initiative will create an efficient pathway to an in-demand undergraduate degree, while satisfying the pre-requisites for a number of health professions and graduate programs.

Therefore, I strongly support your efforts to establish this exciting new undergraduate program.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeffery D. Hoffman", with a long horizontal flourish extending to the right.

Dr. Jeffery D. Hoffman

11-Dec-2023

RE: Letter of support* to offer BS degree course in Pharmaceutical Sciences at UNMC

Dear Sir or Madam:

I am an alumnus of Pharmaceutical Sciences Graduate Program at UNMC and graduated with PhD degree in Y2002. Prior to joining UNMC, I studied Bachelor of Pharmacy (B.Pharm) and Master of Pharmacy (M.Pharm) in Pharmaceutical Sciences from a University in India. Since 2002, I have been working at Novartis Pharmaceuticals, a multi-national pharmaceutical company, with focus on Drug Development. All these years in various roles at Novartis, I have been collaborating with associates in various other disciplines such as Research, Commercial and Medical Affairs functions. It has brought to my attention that the UNMC is considering offering BS (4-year) undergraduate degree course with pharmaceutical sciences as specialization, and I am writing this letter in support of that effort.

In the US, the training in pharmacy practice or pharmaceutical sciences w/orientation for research, development and commercial service is primarily provided as graduate class programs (Pharm D; MS or PhD or MBA). The talent pipeline to these programs is typically come from regular BS- programs with focus on life sciences, chemistry, pre-medicine or similar areas. Majority of the MS level graduate students focus their learning in a specific field such as medicinal chemistry, pharmaceuticals, drug delivery, etc; while the PhD students further specialized in respective areas with more emphasis on experiments, research methodology, data analysis/review and presentation. Therefore, both MS and PhD students do not develop a comprehensive understanding of the drug, drug product and associated areas such as integrated pharmacology, formulation development, industrial pharmacy, clinical research etc unless they are specialized as part of graduate training. In the case of Pharm D, the focus is primarily on pharmacy practice, pharmacy administration which is around retail/hospital/clinical and health economics perspective and through fellowship programs, the Pharm D talent develops next level of specialization customized to Industry or regulatory agencies or specialized clinical setting services. To this end, the point is that there are no group of students who could gain comprehensive basics of pharmaceutical sciences early in their learning journey and who could then choose specialization in the above mentioned primary pharmaceutical sciences or pharmacy practice oriented graduate programs. This is an important need in the community as this group of students can get to other fields to utilize their pharmaceutical sciences knowledge in the areas of MBA, Public Health, basic research areas (Mol Biology, biochemistry, oncology etc) in addition to the above-mentioned graduate programs.

From the pharmaceutical industry perspective, I also fully support the proposed BS program in pharmaceutical sciences for the following reasons:

- The discipline of pharmaceutical sciences has more interfaces compared to any other healthcare science program due to the core functional areas revolve around drug discovery, drug development (inc clinical research), drug commercialization/access and drug manufacturing/ distribution/supply-channels. These areas interface with basic sciences like biology, biochemistry, chemistry; integrated aspects like physical pharmacy/industrial

pharmacy, dosage forms etc; and areas like patent/legal, business management etc. A successful pharmaceutical industrial scientist/business associate in any specialization should have basics of knowledge at all these interfaces. Thus, a BS pharm sciences student would have a better learning ability at PharmD/MS/PhD/MBA/MPH like areas because of their ability to navigate effectively at the interfaces.

- The therapeutics of treating patients have been evolving with lots of emerging technologies from biology side such as cell/gene therapies and from computational side such as data analytics/artificial intelligence. Irrespective of nature of therapy, the knowledge holders of drug activity/action should be able to represent the pharmaceutical product and connect all the experts in basic fields, which is possible with students gaining alphabets and grammar of pharmaceutical sciences in their undergraduate curriculum.
- Just with the degree of BS in pharm sci, the students can explore career in marketing, sales, legal/pricing domain with or without higher education.

In summary, representing the pharmaceutical industry, I full support the proposed BS in pharmaceutical sciences curriculum at UNMC. While it is difficult to share several dimensions of perspective through this letter, I am open to address questions the committee may have over a phone call or in-person meeting.

(*Disclaimer: the perspectives presented in this letter are personal opinions and do not represent Novartis practices or policies)

Best Regards,

Dr. Gangadhar Sunkara



February 16, 2024

College of Pharmacy
University of Nebraska Medical Center
986120 Nebraska Medical Center
Omaha, NE 68198-6120

Dear Dr. Donald Klepser:

Following extensive discussion with UNO's Office of Academic Affairs and Division of Institutional Effectiveness and Student Success, I am pleased to submit this letter of support for the UNMC College of Pharmacy's proposal for the Bachelor of Science in Pharmaceutical Sciences (BSPS).

While the proposed program's curriculum is very similar to UNO's current BSPS program, it is our understanding that UNMC's new program will have more capacity than our degree program. UNO's BSPS program began recruiting majors in fall 2022, and we currently have a small, but growing, number of majors (~15). The program provides a strong foundation in chemistry as well as research experiences with UNMC College of Pharmacy or UNO Department of Chemistry faculty. Students graduating from UNO's BSPS program will continue to have unique qualifications due to this training.

As written, the UNMC proposal focuses on recruiting students from UNK, UNO and UNL, but strategically leverages UNMC's existing relationship with UNK. While the degree program might attract students from UNO's BSPS program, it is unlikely to draw many as our students will have a distinct career path.

We look forward to this and future collaborations with UNMC.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mel. Bloom'.

Melanie Bloom, Ph.D.
Dean
College of Arts and Sciences

Cc. Dr. Phil He, Senior Vice Chancellor for Academic Affairs
Dr. Rich Klein, Vice Chancellor of of Institutional Effectiveness and Student Success



BOARD OF REGENTS AGENDA ITEM SUMMARY

Business and Finance

June 20, 2024

AGENDA ITEM: Approve the Fund B, University Program and Facilities Fees (UPFF) 2024-25 Allocation for the University of Nebraska at Kearney (UNK)

Review Review + Action Action Discussion

This is a report required by Regents' policy.

PRESENTERS: Charlie Bicak, Interim UNK Chancellor
Jon Watts, UNK Vice Chancellor for Business and Finance

PURPOSE & KEY POINTS

UPFF Fund B Category	Approved Allocation 2023-24	Recommended Allocation 2024-25	
Health	\$1,000,000	\$1,000,000	
Student Events	765,000	765,000	
Facilities	690,000	690,000	
Union	370,000	370,000	
Wellness Center	470,000	555,000	
TOTAL	3,295,000	3,380,000	
Cost/Student			<u>Increase</u>
Per Semester	\$458.00	\$470.00	\$12.00

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 2024-25.

BACKGROUND INFORMATION

June 22, 2023 – The Board of Regents approved the Fund B, University Program and Facilities Fees (UPFF) 2023-24 Allocation for the University of Nebraska at Kearney (UNK).

RECOMMENDATION

The President recommends approval.



BOARD OF REGENTS AGENDA ITEM SUMMARY

Business and Finance

June 20, 2024

AGENDA ITEM: Approve the Fund B University Program and Facilities Fees (UPFF) 2024-25 Allocation for the University of Nebraska-Lincoln (UNL)

Review

 Review + Action

 Action

 Discussion

This is a report required by Regents' Policy.

PRESENTERS: Rodney Bennett, Chancellor
 Michael Zeleny, Vice Chancellor for Business and Finance

PURPOSE & KEY POINTS

General policies governing the administration of UPFF fees are set forth in Chapter 5.9 of the Board of Regents' Policies. 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 2024-25.

	Approved Allocation	Recommended Allocation	
<u>Fund B Category</u>	<u>2023-24</u>	<u>2024-25</u>	
Existing Debt Service	\$ 4,245,625	\$ 4,245,625	
Campus Recreation	9,520,581	9,793,057	
Nebraska Unions	5,180,043	5,214,691	
Transit Services	1,205,037	1,223,903	
Univ. Health Center	5,133,799	5,613,380	
Counseling and Psychological Services	2,545,819	2,720,146	
 TOTAL	 <u>\$ 27,830,904</u>	 <u>\$ 28,810,802</u>	
 Cost/Student/Semester:	 643.22	 \$667.11	 <u>Increase</u> \$23.89

The consolidated requests from fee users equate to a \$979,898 allocation increase which is a 3.71% increase to the UPFF fee. This request is derived primarily due to mandatory cost increases from the following areas:

- An increase in minimum wage of \$1.50 per hour resulting in approximately \$160,000 in student hourly increases for over 1,000 student employees.
- Approximately \$700,000 related to full-time salary and benefit increases which directly match the assumptions used in the overall University projections.

- The remaining \$130,000 is reflected in areas such as utilities, cost of goods, and similar lines.

BACKGROUND INFORMATION

Pursuant to Board of Regents policy 5.9.1.(6), the approval of allocated Fund B monies for support must be approved by the Board or Regents upon the recommendation of the Chancellor and the President.

RECOMMENDATION

The President recommends approval.



BOARD OF REGENTS AGENDA ITEM SUMMARY

Business and Finance

June 20, 2024

AGENDA ITEM: Approve the Fund B, University Program and Facilities Fee (UPFF) 2024-25 Allocation for the University of Nebraska Medical Center.

Review
 Review + Action
 Action
 Discussion

This is a report required by Regents' policy.

PRESENTERS: Jeffrey P. Gold, Chancellor
 Anne C. Barnes, Vice Chancellor for Business and Finance and Business Development

PURPOSE & KEY POINTS

UPFF Fund B Category	Approved Allocation 2023-24	Recommended Allocation 2024-25	
Student Health Services	\$ 404,010	\$ 404,010	
Supplemental Counseling	\$ 38,400	\$ 38,400	
Campus Recreation	\$ 249,900	\$ 276,675	
	\$ 692,310	\$ 719,085	
Total Cost/Student/Semester			Increase
Full Time:	\$ 169.75	\$ 177.25	4.42%
Part Time:	\$ 120.00	\$ 127.50	6.25%

The 2024-2025 recommended allocation for UPFF Fund B is being increased by \$7.50/semester for Campus Recreation.

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 2023-24 student enrollment. Actual revenues will be higher if enrollment increases and/or more students participate. The recommendation, if approved, will increase the Fund B Campus Recreation Facility Fee to \$77.50/semester and maintain the Fund B Student Health Services/Supplemental Counseling Fee at \$99.75/semester.

BACKGROUND INFORMATION

On June 22, 2023, the Board of Regents approved the 2023-24 Fund B allocation.

RECOMMENDATION

The President recommends approval.



BOARD OF REGENTS AGENDA ITEM SUMMARY

Business and Finance

June 20, 2024

AGENDA ITEM: Approve the Fund B, University Program and Facilities Fees (UPFF) 2024-25 Allocation for the University of Nebraska at Omaha (UNO)

Review
 Review + Action
 Action
 Discussion

This is a report required by Regents' policy.

PRESENTERS: Joanne Li, UNO Chancellor
 Carol Kirchner, UNO Vice Chancellor for Business and Finance
 Cathy Pettid, UNO Associate Vice Chancellor for Student Life and Wellbeing

PURPOSE & KEY POINTS

UPFF Fund B Category	Approved Allocation 2023-24	Recommended Allocation 2024-25
Campus Recreation	\$1,627,285	\$1,755,205
Student Activities	912,940	952,553
Milo Bail Student Center	806,325	878,735
Milo Bail Student Center Bond Issue	999,430	999,430
H&K Addition/Renovation Bond Issue	3,050,690	3,050,690
Athletics	1,728,750	1,728,750
Health Services	1,175,755	1,188,722
Facilities	640,160	640,160
Transit Services	<u>1,767,985</u>	<u>1,767,985</u>

TOTAL 12,709,320 12,962,230

Cost/Student			<u>Increase</u>
Per Semester	\$520.00	\$531.00	\$11.00

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. This request supports hiring a Campus Rec Facilities Coordinator and partial funding for two positions in

Auxiliary Operations and a 3% salary increase with associated benefits. The proposed allocations are based on UPF fees to be collected in 2024-25.

BACKGROUND INFORMATION

June 22, 2023 – The Board of Regents approved the Fund B, University Program and Facilities Fees (UPFF) 2023-24 Allocation for the University of Nebraska at Omaha (UNO).

RECOMMENDATION

The President recommends approval.



BOARD OF REGENTS AGENDA ITEM SUMMARY

Business and Finance

June 20, 2024

AGENDA ITEM: Approve the University of Nebraska’s FY 2024-25 Operating Budget. Reappropriate with the State of Nebraska’s Department of Administrative Services any unexpended balances existing on June 30, 2024 that are committed to be spent in FY 2024-25.

Review Review + Action Action Discussion

This is a report required by Regents’ policy.

PRESENTER: Chris J. Kabourek, Interim President and Senior Vice President | CFO

PURPOSE & KEY POINTS

The University of Nebraska’s proposed 2024-25 operation budget eliminates the biennial structural deficit and sets President-Elect Gold up with a clean slate as he transitions into the role.

Closing the deficit was one of Interim President Kabourek’s highest priorities, and he is pleased to deliver a fiscally conservative proposal that maintains our affordability and requires us to make spending cuts, while also making room for strategic investments that will move us forward in our goals for academic excellence.

The Board of Regents expected us to deliver a balanced budget and this proposal achieves that in three steps:

- \$11.5 million in permanent spending cuts to be found during the 2024-25 fiscal year. These follow nearly \$30 million in cuts that have been made over the past two years.
- No allocation for inflation. In other words, all units will need to reprioritize their spending to manage inflationary increases, just like Nebraska families and businesses are doing.
- An inflationary tuition increase. We don’t consider any tuition increase lightly. But we have big goals for academic excellence, and it’s appropriate for all of us – the University, the State and our students – to chip in to get us where we want to go. The proposed increase equals \$135 per semester for a Nebraska student at UNL, or \$1.29 per day. A UNK student would pay \$1 more per day. There will be no impact for Nebraska Promise students.

This budget isn’t about cuts, it’s a statement of our priorities. With strong fiscal discipline, we will be able to make investments that will have major impact for students, our state, workforce and Nebraska’s competitiveness:

- \$1.5 million to expand the Presidential Scholars Program to an annual cohort of 50 5-star scholars. The program has been a remarkable success in its first four months with 17 Presidential Scholars already signed to Team Nebraska. We are in a great position to build on our momentum.

- A \$15 million state investment in the Kristensen Rural Health Complex to get this transformational facility staffed and operating.
- \$1.5 million for President-Elect Gold to invest in priorities of his choosing.

We've discussed at length the headwinds facing us and we recognize we still have a great deal of work ahead. We will need to continue to have bold and sometimes uncomfortable conversations about priorities, our structure, productivity standards and program duplication if we want to find the resources necessary to move us forward.

We fully believe we can achieve our goals for AAU readmission, making UNO a premier metropolitan university, strengthening UNK's role in rural Nebraska, and maintaining our world-class medical center. That will require us to challenge the status quo. We look forward to a transparent, robust dialogue with all Nebraskans about the future of our University.

All expenditures, including compensation, are estimated and subject to the availability of state funds appropriated to the Board of Regents.

BACKGROUND INFORMATION

April 19, 2024 - The Board of Regents receive an update on the university's budget planning from Interim President Chris Kabourek.

Feb 9, 2024 – The Board of Regents receive an update on the university's budget planning from Interim President Chris Kabourek.

December 1, 2023 – The Board of Regents received a presentation on the university's five point plan from President Ted Carter.

May 31, 2023 – The Board of Regents received a presentation on the university's budget from President Ted Carter and Senior Vice President and CFO Chris Kabourek.

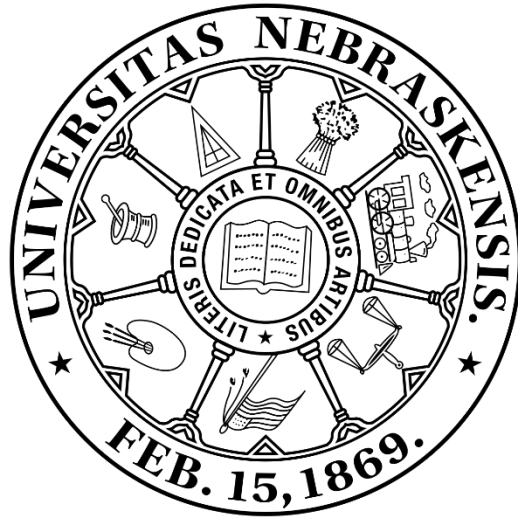
April 7, 2023 – The Board of Regents approved the 2023-2025 Collective Bargaining Agreement with the University of Nebraska at Omaha American Association of University Professors (UNO/AAUP).

February 10, 2023 – The Board of Regents approved the 2023-2025 Collective Bargaining Agreement with the University of Nebraska at Kearney Education Association (UNKEA).

August 11, 2022 – The Board of Regents approved the FY 2023-24 and FY 2024-25 University of Nebraska Biennial Operating Budget request guidelines.

RECOMMENDATION

The president recommends approval of the item.



University of Nebraska 2024-2025 Operating Budget

**Proposal to the Board of Regents
June 20, 2024**

Operating Budget

The operating budget has two components. The first is the state-aided budget which includes the University's general operations supported by state tax appropriations and student tuition. The second component is comprised of the University's outside generated revenues - designated and restricted budgets which includes the operations for self-supporting auxiliary entities of which many are restricted by bond covenants, restricted federal research grants, restricted federal financial aid, and restricted private funds. No capital construction budgets are included in this document.

University of Nebraska (Excluding NCTA)
General Operating Budget (also known as the 'State-aided' Budget)
FY 2024-25

(Operating Budget Supported Primarily by State Appropriations and Tuition Funds)

	FY 2022-23	FY 2023-24			FY 2024-25 Proposal			
	Updated with Enrollment	Updated Estimates	Change Amount	Change Percent	Estimates	Change Amount	Change Percent	
ESTIMATED FUNDING								(a)
State Appropriations	\$ 646,140,393	\$ 664,144,540	\$ 18,004,147	2.8%	\$ 680,547,547	\$ 16,403,007	2.5%	(b)
Rural Health Complex Salaries & Operating					14,500,000	14,500,000	2.2%	(b)
2024 Legislative Session A Bills					375,777	375,777	0.1%	
Total State Appropriations					\$ 695,423,324	\$ 31,278,784	4.7%	
Net Tuition (less University Remissions)								
Resident	213,747,371	221,228,530	7,481,159	3.5%	231,235,971	10,007,441	4.5%	(c)
Nonresident & International	131,698,185	136,311,668	4,613,483	3.5%	143,529,864	7,218,196	5.3%	(c)
Tuition subtotals	345,445,556	357,540,198	12,094,642	3.5%	374,765,835	17,225,637	4.8%	(c)
Investment Income, other cash funds	19,126,860	19,126,860	-	0.0%	19,302,373	175,513	0.9%	
Total Unrestricted Funds	1,010,712,809	1,040,811,598	30,098,789	3.0%	1,089,491,532	48,679,934	4.7%	
ESTIMATED EXPENDITURES:								(d)
Core Operations								
Faculty Salaries	340,522,228	350,737,895	10,215,667	3.0%	361,260,032	10,522,137	3.0%	(e)
Nonfaculty Salaries	332,739,973	342,722,172	9,982,199	3.0%	353,003,837	10,281,665	3.0%	(e)
Benefits	83,360,664	85,861,484	2,500,820	3.0%	88,437,329	2,575,845	3.0%	
Health Insurance	87,943,497	98,936,434	10,992,937	12.5%	110,808,806	11,872,372	12.0%	(f)
Total Compensation	844,566,362	878,257,985	33,691,623	4.0%	913,510,004	35,252,019	4.0%	
General Operations	112,422,342	116,244,702	3,822,360	3.4%	119,732,043	3,487,341	3.0%	(g)
Utilities	47,940,595	48,659,704	719,109	1.5%	49,389,600	729,896	1.5%	(g)
Core Operations	1,004,929,299	1,043,162,391	38,233,092	3.8%	1,082,631,647	39,469,256	3.8%	
University Priorities:								(h)
Nebraska Promise	19,000,000	19,964,000	964,000		20,643,000	679,000		
Kristensen Rural Health Staff & Operations	500,000	500,000	-		15,000,000	14,500,000		
Career Scholarships	6,000,000	8,000,000	2,000,000		8,000,000	-		
LB 384 Deferred Maintenance Fund		2,000,000	2,000,000		4,000,000	2,000,000		
IT/Cybersecurity		2,000,000	2,000,000		4,000,000	2,000,000		
New Investments								
Presidential Scholars					1,500,000	1,500,000		
President-elect Gold Transition and Priorities					1,500,000	1,500,000		
Legislative Designations:								(i)
Nebraska Opioid Research (LB 1355A)					250,000	250,000		
Medical Malpractice (LB 92A)					106,000	106,000		
Insurance coverage for colorectal cancer (LB 829A)					19,777	19,777		
Spending Reductions to Balance the Budget								(j)
No allocation of inflation			(3,447,360)		(6,549,701)	(3,102,341)		
2022-23 and 2023-24 spending reductions	(10,770,191)	(29,770,191)	(19,000,000)		(29,770,191)	-		
2024-25 reductions to be made					(11,839,000)	(11,839,000)		
Total Expenses	1,019,659,108	1,045,856,200	22,749,732	2.2%	1,089,491,532	47,082,692	4.5%	
NET ACTIVITY	\$ (8,946,299)	\$ (5,044,602)	\$ 7,349,057		\$ -	\$ 1,597,242		

Notes:

(a) An estimated \$120 million of one-time carry forward funds (encumbrances and other one-time commitments) are not reflected above. Reinstatement of allotment (spending) authority for these funds will be submitted to the State of Nebraska Department of Administrative Services (DAS). Capital construction budgets are not shown.

(b) State appropriations reflects a 2.5% increase for core operations and \$14.5 million of operating funds for the Rural Health Complex in Kearney.

(c) The 2024-25 tuition budget includes, on average, a 3.4% inflationary (CPI) increase. Enrollment and remission management is projected to be slightly positive at 1.3%.

(d) Expenditure line items are estimated. Final budget figures may vary from figures noted above. All expenses are subject to availability of state funds appropriated to the Board of Regents.

(e) A 3% merit salary pool was provided for all employees. UNO and UNK faculty increases will be governed by collective bargaining contracts.

(f) Assumes a 11.5% increase in premiums in calendar year 2025 per actuary estimates. Overall budget increase of 12% is based on a fiscal year period, including six months (July-Dec 2024) of current premium increases at 12.5% and six months (Jan-June 2024) at 11.5%.

(g) Assumes a 3.0% increase in inflation.

(h) University priorities include:
- Nebraska Promise financial aid budgets are increased at the same rate as tuition.
- A depreciation fund to assist with future building renewal needs as required per LB 384.
- Investments in technology, particularly cybersecurity and disaster recovery initiatives.
- Funding to establish a 50 student cohort of Presidential Scholars
- Funding for President-elect Gold's transition and priorities

(i) Legislative Designations include reflects Appropriation (A Bills) passed during the 2024 legislative session

(j) Spending reductions that have been made and will be required to be found to structurally balance the budget over the biennium.

University of Nebraska (Excluding NCTA)
Total Budget - All Funds
FY 2024-25

	FY 2023-24 Budget	FY 2024-25 Estimated Budget	Change Amount
General Fund Budget (state/tuition)	\$ 1,040,811,598	\$ 1,089,491,532	\$ 48,679,934
Outside Revenues:			
Designated Cash Funds	117,850,000	125,550,000	7,700,000 (a)
Revolving/Auxiliary Funds	868,195,000	889,025,000	20,830,000 (b)
Restricted Federal Funds	717,460,000	752,550,000	35,090,000 (c)
Restricted Trust Funds	567,752,000	606,550,000	38,798,000 (d)
Subtotals	2,271,257,000	2,373,675,000	102,418,000
TOTALS	\$ 3,312,068,598	\$ 3,463,166,532	

- (a) Primarily clinical revenues (i.e. Dentistry, Munroe-Meyer Institute, etc.) and F&A recovery on research grants. These funds are primarily designated to go back to the generating campus/department. Increase is primarily inflation driven.
- (b) Represents the budgets for the self-supporting units at the University (student housing, dining, Husker Athletics, etc.). Increase is primarily inflation driven.
- (c) Represents an increase in federal grant activity and inflation.
- (d) Represents an increase in privately funded activities (grants and contracts, Foundation support, etc.)

Tuition Rates

University of Nebraska - Lincoln

Student Category	Per Tuition Unit	2023-24 Rate	2024-25 Rate	Change
Undergraduate				
Resident	Sem. Credit Hr.	\$268.00	\$277.00	\$9.00
Nonresident	Sem. Credit Hr.	\$859.00	\$888.00	\$29.00
Graduate				
Resident	Sem. Credit Hr.	\$353.00	\$365.00	\$12.00
Nonresident	Sem. Credit Hr.	\$1,031.00	\$1,066.00	\$35.00
College of Architecture Undergraduate				
Resident	Sem. Credit Hr.	\$361.00	\$373.00	\$12.00
Nonresident	Sem. Credit Hr.	\$1,098.00	\$1,135.00	\$37.00
College of Architecture Graduate				
Resident	Sem. Credit Hr.	\$468.00	\$484.00	\$16.00
Nonresident	Sem. Credit Hr.	\$1,311.00	\$1,356.00	\$45.00
College of Business Administration Undergraduate				
Resident	Sem. Credit Hr.	\$332.00	\$343.00	\$11.00
Nonresident	Sem. Credit Hr.	\$1,064.00	\$1,100.00	\$36.00
College of Business Administration Graduate				
Resident	Sem. Credit Hr.	\$437.00	\$452.00	\$15.00
Nonresident	Sem. Credit Hr.	\$1,275.00	\$1,318.00	\$43.00
College of Engineering Undergraduate				
Resident	Sem. Credit Hr.	\$384.00	\$397.00	\$13.00
Nonresident	Sem. Credit Hr.	\$1,120.00	\$1,158.00	\$38.00
College of Engineering Graduate				
Resident	Sem. Credit Hr.	\$489.00	\$506.00	\$17.00
Nonresident	Sem. Credit Hr.	\$1,330.00	\$1,375.00	\$45.00
Law				
Resident	Sem. Credit Hr.	\$420.00	\$434.00	\$14.00
Nonresident	Sem. Credit Hr.	\$1,132.00	\$1,170.00	\$38.00

University of Nebraska at Omaha

Student Category	Per Tuition Unit	2023-24 Rate	2024-25 Rate	Change
Undergraduate				
Resident	Sem. Credit Hr.	\$243.00	\$251.00	\$8.00
Nonresident	Sem. Credit Hr.	\$764.00	\$790.00	\$26.00
Graduate				
Resident	Sem. Credit Hr.	\$353.00	\$365.00	\$12.00
Nonresident	Sem. Credit Hr.	\$849.00	\$878.00	\$29.00
College of Business Administration Undergraduate				
Resident	Sem. Credit Hr.	\$316.00	\$327.00	\$11.00
Nonresident	Sem. Credit Hr.	\$871.00	\$901.00	\$30.00
College of Business Administration Graduate				
Resident	Sem. Credit Hr.	\$407.00	\$421.00	\$14.00
Nonresident	Sem. Credit Hr.	\$1,002.00	\$1,036.00	\$34.00
College of Information Science & Technology Undergraduate				
Resident	Sem. Credit Hr.	\$293.00	\$303.00	\$10.00
Nonresident	Sem. Credit Hr.	\$915.00	\$946.00	\$31.00
College of Information Science & Technology Graduate				
Resident	Sem. Credit Hr.	\$368.00	\$381.00	\$13.00
Nonresident	Sem. Credit Hr.	\$1,029.00	\$1,064.00	\$35.00

University of Nebraska at Kearney

Student Category	Per Tuition Unit	2023-24 Rate	2024-25 Rate	Change
Undergraduate				
Resident	Sem. Credit Hr.	\$216.00	\$223.00	\$7.00
Nonresident	Sem. Credit Hr.	\$471.00	\$487.00	\$16.00
Graduate				
Resident	Sem. Credit Hr.	\$268.00	\$277.00	\$9.00
Nonresident	Sem. Credit Hr.	\$589.00	\$609.00	\$20.00

University of Nebraska Medical Center

Student Category	Per Tuition Unit	Programs Starting in 2023/2024	Programs Starting in 2024/2025	\$ Change
Undergraduate				
Resident	Per Credit Hour	\$268	\$277	\$9
NonResident	Per Credit Hour	\$844	\$873	\$29
Graduate				
Resident	Per Credit Hour	\$353	\$365	\$12
NonResident	Per Credit Hour	\$1,011	\$1,045	\$34
Allied Health - Cardiovascular Interventional Technology (CVIT) (Semester)				
Resident	Flat Rate	\$4,552	\$4,707	\$155
NonResident	Flat Rate	\$4,552	\$4,707	\$155
Allied Health - Clinical Perfusion (CLPR) (Semester) P2				
Resident	Flat Rate	\$6,915	\$7,150	\$235
NonResident	Flat Rate	\$17,971	\$18,582	\$611
Allied Health - Clinical Perfusion (CLPR) (Semester) P1				
Resident	Flat Rate	\$6,915	\$7,496	\$581
NonResident	Flat Rate	\$17,971	\$18,582	\$611
Allied Health - Clinical Perfusion (CLPR) (Summer)				
Resident	Flat Rate	\$3,072	\$3,330	\$258
NonResident	Flat Rate	\$7,987	\$8,259	\$272
Allied Health - Cytotechnology (CYTO) (Semester)				
Resident	Flat Rate	\$5,601	\$5,791	\$190
NonResident	Flat Rate	\$14,558	\$15,053	\$495
Allied Health - Cytotechnology (CYTO) (Summer)				
Resident	Flat Rate	\$1,245	\$1,287	\$42
NonResident	Flat Rate	\$3,234	\$3,344	\$110
Allied Health - Diagnostic Medical Sonography (SONCAH) (Semester)				
Resident	Flat Rate	\$4,819	\$4,983	\$164
NonResident	Flat Rate	\$4,819	\$4,983	\$164
Allied Health - Diagnostic Medical Sonography (SONCAH) (Summer)				
Resident	Flat Rate	\$1,071	\$1,107	\$36
NonResident	Flat Rate	\$1,071	\$1,107	\$36
Allied Health - Genetic Counseling (GCI) (Semester)				
Resident	Flat Rate	\$6,779	\$7,009	\$230
NonResident	Flat Rate	\$11,928	\$12,334	\$406
Allied Health - Genetic Counseling (GCI) (Summer)				
Resident	Flat Rate	\$2,911	\$3,010	\$99
NonResident	Flat Rate	\$5,122	\$5,296	\$174
Allied Health - Magnetic Resonance Imaging (MRICAH) (Semester)				
Resident	Flat Rate	\$4,284	\$4,430	\$146
NonResident	Flat Rate	\$4,284	\$4,430	\$146
Allied Health - Medical Laboratory Science (MLS) (Semester)				
Resident	Flat Rate	\$5,757	\$5,953	\$196
NonResident	Flat Rate	\$5,757	\$5,953	\$196

Student Category	Per Tuition Unit	Programs Starting in 2023/2024	Programs Starting in 2024/2025	\$ Change
Allied Health - Medical Nutrition (MNED) (Semester)				
Resident	Flat Rate	\$5,498	\$5,685	\$187
NonResident	Flat Rate	\$8,474	\$8,762	\$288
Allied Health - Medical Nutrition (MNED) (Summer)				
Resident	Flat Rate	\$1,833	\$1,895	\$62
NonResident	Flat Rate	\$2,825	\$2,921	\$96
Allied Health - Occupational Therapy (OT) (Semester)				
Resident	Flat Rate	\$8,965	\$9,270	\$305
NonResident	Flat Rate	\$15,773	\$16,309	\$536
Allied Health - Occupational Therapy (OT) (Summer)				
Resident	Flat Rate	\$1,992	\$2,060	\$68
NonResident	Flat Rate	\$3,506	\$3,625	\$119
Allied Health - Physical Therapy (Semester) P2, P3				
Resident	Flat Rate	\$8,369	\$8,654	\$285
NonResident	Flat Rate	\$14,725	\$15,226	\$501
Allied Health - Physical Therapy (Semester) P1				
Resident	Flat Rate	\$8,369	\$9,072	\$703
NonResident	Flat Rate	\$14,725	\$15,226	\$501
Allied Health - Physical Therapy (Summer) P2				
Resident	Flat Rate	\$4,782	\$4,945	\$163
NonResident	Flat Rate	\$8,415	\$8,701	\$286
Allied Health - Physical Therapy (Summer) P1				
Resident	Flat Rate	\$4,782	\$5,184	\$402
NonResident	Flat Rate	\$8,415	\$8,701	\$286
Allied Health - Physician Assistant (Semester) P2, P3				
Resident	Flat Rate	\$8,613	\$8,906	\$293
NonResident	Flat Rate	\$22,384	\$23,145	\$761
Allied Health - Physician Assistant (Semester) P1				
Resident	Flat Rate	\$8,613	\$9,121	\$508
NonResident	Flat Rate	\$22,384	\$23,145	\$761
Allied Health - Physician Assistant (Summer) P2				
Resident	Flat Rate	\$2,392	\$2,473	\$81
NonResident	Flat Rate	\$6,218	\$6,429	\$211
Allied Health - Physician Assistant (Summer) P1				
Resident	Flat Rate	\$2,392	\$2,533	\$141
NonResident	Flat Rate	\$6,218	\$6,429	\$211
Allied Health - Radiation Therapy (RTHCAH) (Semester)				
Resident	Flat Rate	\$4,819	\$4,983	\$164
NonResident	Flat Rate	\$4,819	\$4,983	\$164
Allied Health - Radiation Therapy (RTHCAH) (Summer)				
Resident	Flat Rate	\$1,071	\$1,107	\$36
NonResident	Flat Rate	\$1,071	\$1,107	\$36

Student Category	Per Tuition Unit	Programs Starting in 2023/2024	Programs Starting in 2024/2025	\$ Change
Allied Health - Radiography (RDX) (Semester)				
Resident	Flat Rate	\$5,670	\$5,863	\$193
NonResident	Flat Rate	\$5,670	\$5,863	\$193
Allied Health - Radiography (RDX) (Summer)				
Resident	Flat Rate	\$2,519	\$2,605	\$86
NonResident	Flat Rate	\$2,519	\$2,605	\$86
Allied Health - Respiratory Care				
Resident	Per Credit Hour	\$0	\$392	\$392
NonResident	Per Credit Hour	\$0	\$392	\$392
Dentistry - Dental Hygiene				
Resident	Per Credit Hour	\$302	\$312	\$10
NonResident	Per Credit Hour	\$844	\$873	\$29
Dentistry (Semester)				
Resident	Flat Rate	\$16,745	\$17,314	\$569
NonResident	Flat Rate	\$34,910	\$36,097	\$1,187
Dentistry (Summer) P3 & P2 & P1				
Resident	Flat Rate	\$8,373	\$8,658	\$285
NonResident	Flat Rate	\$17,453	\$18,046	\$593
Dentistry - ASP (Semester)				
NonResident	Flat Rate	\$36,655	\$37,901	\$1,246
Dentistry - ASP (Summer)				
NonResident	Flat Rate	\$18,327	\$18,950	\$623
Medicine (Semester) P2, P3, P4				
Resident	Flat Rate	\$18,300	\$18,922	\$622
NonResident	Flat Rate	\$24,840	\$25,685	\$845
Medicine (Semester) P1				
Resident	Flat Rate	\$18,300	\$19,288	\$988
NonResident	Flat Rate	\$24,840	\$26,181	\$1,341
Nursing Undergraduate (Semester)-Admitted Fall 2023 & Prior				
Resident	Per Credit Hour	\$391	\$404	\$13
NonResident	Per Credit Hour	\$1,053	\$1,089	\$36
Nursing Undergraduate (Semester) - Admitted Fall 2024 & Forward				
Resident	Per Credit Hour	\$391	\$424	\$33
NonResident	Per Credit Hour	\$1,053	\$1,141	\$88
Nursing Graduate/Professional-Admitted Fall 2023 & Prior				
Resident	Per Credit Hour	\$629	\$650	\$21
NonResident	Per Credit Hour	\$1,136	\$1,175	\$39
Nursing Graduate/Professional Admitted- Admitted Fall 2024 & Forward				
Resident	Per Credit Hour	\$629	\$682	\$53
NonResident	Per Credit Hour	\$1,136	\$1,231	\$95
Pharmacy (Semester)				
Resident	Flat Rate	\$13,439	\$13,896	\$457
NonResident	Flat Rate	\$13,439	\$13,896	\$457
Public Health Graduate Programs - Admitted Fall 2023 & Prior				
Resident	Per Credit Hour	\$363	\$375	\$12
NonResident	Per Credit Hour	\$1,011	\$1,045	\$34
Public Health Graduate Programs - Admitted Fall 2024 & Forward				
Resident	Per Credit Hour	\$363	\$401	\$38
NonResident	Per Credit Hour	\$1,011	\$1,116	\$105
Public Health Professional Programs - Admitted Fall 2023 & Prior				
Resident	Per Credit Hour	\$477	\$493	\$16
NonResident	Per Credit Hour	\$1,159	\$1,198	\$39
Public Health Professional Programs - Admitted Fall 2024 & Forward				
Resident	Per Credit Hour	\$477	\$527	\$50
NonResident	Per Credit Hour	\$1,159	\$1,280	\$121



BOARD OF REGENTS AGENDA ITEM SUMMARY

Business and Finance

June 20, 2024

AGENDA ITEM: Approve the Nebraska College of Technical Agriculture’s FY 2024-25 Operating Budget. Reappropriate with the State of Nebraska’s Department of Administrative Services any unexpended balances existing on June 30, 2024 that are committed to be spent in FY 2024-25.

Review

Review + Action

Action

Discussion

This is a report required by Regents’ policy.

PRESENTERS: Chris J. Kabourek, Interim President and Senior Vice President | CFO
Michael J. Boehm, NU Vice President and IANR Harlan Vice Chancellor

PURPOSE & KEY POINTS

NCTA’s operating budget assumptions are similar to those used for the University. Expenditures, including compensation, are estimated and subject to the availability of state funds appropriated to the Board of Regents. The tuition rates are based on the State of Nebraska’s current budget and are subject to change if the University’s state funding is cut.

BACKGROUND INFORMATION

August 11, 2022 – The Board of Regents approved the FY 2023-24 and FY 2024-25 University of Nebraska Biennial Operating Budget request guidelines.

RECOMMENDATION

The President recommends approval.

Nebraska College of Technical Agriculture State-aided Operating Budget FY 2024-25

(Operating Budget Supported Primarily by State Appropriations and Tuition Funds)

	FY 2023-24 Budget	FY2024-25		
		Proposed Budget	Change	
			Amount	Percent
ESTIMATED FUNDING				(a)
State Appropriations	\$ 3,794,866	\$ 3,889,738	\$ 94,872	2.5%
Net Tuition (less University Remissions)				
Resident	779,212	662,906	(116,306)	-14.9% (b)
Nonresident & International	295,661	306,161	10,500	3.6% (b)
Tuition subtotals	<u>1,074,873</u>	<u>969,067</u>	<u>(105,806)</u>	<u>-9.8%</u>
Total Estimated Funding	<u>4,869,739</u>	<u>4,858,805</u>	<u>(10,934)</u>	<u>-0.2%</u>
EXPENDITURES:				(c)
Faculty Salaries	1,429,967	1,472,866	42,899	3.0%
Nonfaculty Salaries	1,498,084	1,543,027	44,943	3.0%
Benefits	446,140	459,524	13,384	3.0%
Health Insurance	492,701	551,825	59,124	12.0%
Total Compensation	<u>3,866,892</u>	<u>4,027,242</u>	<u>160,350</u>	<u>4.1%</u>
General Operations	461,614	475,462	13,848	3.0%
Utilities	541,233	549,351	8,118	1.5%
Spending Cuts to be made		(193,250)	(193,250)	
Total Expenses	<u>4,869,739</u>	<u>4,858,805</u>	<u>(10,934)</u>	<u>-0.2%</u>
NET ACTIVITY	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	

Notes:

- (a)** An estimated \$1 million of one-time carry forward funds (encumbrances and other one-time commitments) are not reflected above. Reinstatement of allotment (spending) authority for these funds will be submitted to the State of Nebraska Department of Administrative Services (DAS). Capital construction budgets are not shown.
- (b)** The tuition budget includes a proposed \$5/SCH tuition rate increase (roughly 3.47%)
- (c)** Expenditure line items are estimated. Final budget figures may vary from figures noted above. All expenses are subject to availability of state funds appropriated to the Board of Regents.

Tuition Rates

Student Category	Per Tuition Unit	2023-24	2024-25	Change
Resident & Nonresident	Sem. Credit Hr.	\$144.00	\$149.00	\$5.00

Nebraska College of Technical Agriculture Total Budget - All Funds FY 2024-25

	FY 2023-24 Budget	FY 2024-25 Estimated Budget	Change Amount	Percent
State-aided Funds	\$ 4,869,739	\$ 4,858,805	\$ (10,934)	-0.2%
Revolving/Auxiliary Funds	2,175,000	2,325,000	150,000	6.9%
Total Funds	7,044,739	7,183,805	139,066	2.0%



BOARD OF REGENTS AGENDA ITEM SUMMARY

Business and Finance

June 20, 2024

AGENDA ITEM: Approve the renewal of the FM Global Property Insurance policy for the period July 1, 2024 to July 1, 2025

Review
 Review + Action
 Action
 Discussion

This is a report required by Regents' policy.

PRESENTERS: Chris J. Kabourek, Interim President

PURPOSE & KEY POINTS

Pursuant to Section 6.4 of the *Bylaws*, except as provided for under Regents' Policy 6.3.1(4), all contracts shall be approved by the Board in public session.

Renewal of the following insurance policy is expected to have an aggregate impact on the University in excess of \$5 million and thus requires the approval of the Board of Regents:

FM Global Property Insurance Policy - \$6,159,877 plus any applicable taxes, fees, and surcharges

BACKGROUND INFORMATION

History of FM Global Insurance Premiums:

	24/25	23/24	22/23	21/22
Annual Premium	\$ 5,939,877 *	\$ 5,347,786	\$ 4,627,800	\$ 4,062,926
Insurable Values	\$ 15,239,793,000	\$ 13,441,439,000	\$ 11,517,047,000	\$ 9,254,956,000
Increase in Values	13%	17%	24%	
Increase in Premium	11%	16%	14%	
Premium Per \$100 of Value	\$ 0.0390	\$ 0.0398	\$ 0.0402	\$ 0.0439
Limit (in most cases)	\$ 1,250,000,000	\$ 1,250,000,000	\$ 1,250,000,000	\$ 1,250,000,000
Deductible (in most cases)	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 500,000

* - net of \$220,000 credit to be received upon completion of Love Library North sprinkler project (June 2024)

RECOMMENDATION

The President recommends approval.



BOARD OF REGENTS AGENDA ITEM SUMMARY

Business and Finance

June 20, 2024

AGENDA ITEM: Approve and authorize execution of a new Cellular Neutral Host Distributed Antenna System (“DAS”) for Memorial Stadium

Review **Review + Action** **Action** **Discussion**

This is a report required by Regents’ policy.

PRESENTERS: Troy Dannen, Athletic Director

PURPOSE & KEY POINTS

In order to increase cellular service inside Memorial Stadium for patrons, administration, staff, teams, and game support personnel, Athletics surveyed carriers to determine which provider would be the lead carrier in a neutral Distributed Antenna System (“DAS”) operation. It was determined that Verizon would be the lead carrier and would install, and operate, wireless communication facilities at the stadium valued at \$25-30 million dollars. All carriers beyond Verizon would need to negotiate service agreements with Verizon on or before the expiration of the term of other carrier rental agreements. Verizon, in conjunction with other wireless carriers using the DAS, will be responsible for all costs associated with the technical and commercial aspects of future upgrades and technological improvements to the DAS. Subject to agreement between the parties on equipment locations, Verizon will work to provide coverage for 95% of the stadium including the bowl, back of house, team areas, concourses, and administration areas. Verizon and any other carriers participating in the DAS will pay rent to Athletics at a commercially reasonable rate. The parties negotiated a ten-year agreement with one five-year automatic renewal option unless a party otherwise provides notice. Installation of DAS network/equipment will be coordinated with any stadium construction. The cost of the project to Nebraska Athletics will be \$0.

BACKGROUND INFORMATION

Athletics hired MS Benbow and Associates Consulting Firm (MSB) to assist with creating a new strategy for cellular service inside Memorial Stadium. It was recommended that Memorial Stadium transition to a multi-carrier, neutral host DAS that is owned and operated by one of the carriers instead of each carrier having dedicated, standalone antennas.

RECOMMENDATION

The President recommends approval.

Neutral Host DAS Term Sheet

Draft as of May 29, 2024

The Board of Regents of the University of Nebraska (“University”), a public body corporate and governing body of the University of Nebraska, by and on behalf of the University of Nebraska-Lincoln (“UNL”) is offering the following terms for review and consideration by Cellco Partnership d/b/a Verizon Wireless (“Verizon”) regarding a new Cellular Neutral Host Distributed Antenna System (“DAS”) for Memorial Stadium located in Lincoln, Nebraska (“Memorial Stadium”).

This term sheet presents the material terms of the University’s offer, and its terms will be elaborated upon and incorporated into a formal agreement (the “Agreement”) with the Board of Regents of the University of Nebraska for execution. The Bylaws and Policies of the Board of Regents of the University of Nebraska (“Board”) require the Board approve this Agreement. No agreement will be enforceable absent the Board’s approval and execution by Verizon. Notwithstanding, the parties agree that good faith efforts will be made to enter into an Agreement. Except for the parties’ obligation of good faith, if and when the parties wish to enter into a binding relationship related to the terms of this term sheet, they will enter into a separate definitive written Agreement setting forth the details of their respective rights and obligations.

1) Commercial

- A. Scope – Verizon will install, own and operate the DAS at Memorial Stadium as will be more particularly described in an exhibit that will be incorporated into the Agreement (the “Premises”). The Agreement will be structured as a license and not a lease and will not confer any property interest or estate to Verizon.
- B. Contract Term – The University requests a 10-year initial term, with two automatic 5-year renewal terms unless either party elects not to renew.
- C. Capital and Operations Expense – Capital and operating expenses of the DAS will be paid for by Verizon, but will be shared by other Wireless Carriers as a prerequisite to their use of the DAS, which will include but are not limited to costs associated with connecting to the DAS and the usage of electricity for the installation and operation of the DAS. The University will have no monetary obligation for this project.
- D. Other Wireless Carriers – Wireless Carriers participating on the DAS will enter into a sublicense agreement with Verizon for their use of the DAS and will also have a direct site license agreement with the University for their use of equipment space. All rent for equipment space from participating Carriers will be negotiated by and paid to the University as required in the site license agreement between University and the Wireless Carriers.
- E. Rent - Verizon will pay the University rent at a commercially reasonable rate to be negotiated by the parties.
- F. Installation – Prior to the commencement of any installation and at Verizon’s expense, Verizon will prepare and deliver to the University the plans detailing the dimensions and size of the locations to be used and specifically describing the installation. If the University disapproves the plans, then Verizon will provide the University with revised plans for the University’s acceptance or objection. If the University disapproves the revised plans, either party may terminate the Agreement. The installation shall be pursuant to the approved plans and no changes to the

approved plans may be made without the University's written consent, which shall not be unreasonably withheld, conditioned or delayed.

- G. Upgrades and Improvements – Verizon, in conjunction with other Wireless Carriers using the DAS, will be responsible for all costs associated with the technical and commercial aspects of future upgrades and technological improvements to the DAS. Verizon and the University must mutually agree upon what is considered an upgrade or improvement. Design and installation plans for any modification or replacement of Verizon's DAS must be submitted to the University for approval; provided that Verizon shall have the right to perform maintenance, repairs, and replacements that are routine in nature without the University's approval.
- H. Other Wireless Carriers – Verizon will work in good faith with the other Wireless Carriers to coordinate their connections to the DAS, subject to each Wireless Carrier entering into either a separate sublicense agreement, or a License Supplement which is subject to a Master Agreement between Verizon and that Wireless Carrier, all pursuant to industry standard terms (including those found in the Master Agreement). Verizon will begin discussion with Wireless Carriers regarding their participation in the DAS within sixty (60) calendar days from the execution of the Agreement, and seek design input regarding the DAS following receipt of an application from a Wireless Carrier.
- I. Exclusive - The license given by University to Verizon to place a DAS at Memorial Stadium is an exclusive grant to Verizon, and University agrees that during the initial ten years of the term of the Agreement, University shall not permit, allow, or grant the right to another party to install or place a new DAS at the Stadium with functionality substantially consistent with the functionality and performance of the DAS provided by Verizon at the Stadium. Additionally, University shall not renew or extend the term of any existing contracts, or enter into new contracts between University and other Wireless Carriers that permit the provision of wireless communications within the Stadium.
- J. Fiber – Verizon, or its preferred utility provider, shall be granted the right to install and operate fiber optic cabling to provide backhaul service to the DAS and Verizon Facilities, and University shall cooperate with Verizon to grant any needed rights across the property or through the building.

2) Technical

- A. Capacity – The DAS will be dimensioned to accommodate the capacity of Memorial Stadium at the time of design. The DAS will be engineered to support 90,000 patrons plus administration, staff, teams and game support personnel.
- B. Neutral Host DAS – The DAS will be engineered to support additional wireless service providers (“Wireless Carriers” or “Carriers”), and upon receipt of an application from a Carrier, Verizon will update DAS designs in order to accommodate the Carriers equipment.
- C. Coverage – Subject to the parties' agreement on equipment locations, Verizon will endeavor to provide coverage for 95% of the Stadium inclusive of bowl, back of house, team areas, concourses and administration areas, as further detailed in the approved final design plans.
- D. Support – Verizon will have complete operational responsibility for monitoring and maintaining the DAS inclusive of break/fix activities.
- E. Timeline – Verizon will use commercially reasonable efforts to ensure the DAS is installed and operational on or before August 15, 2025, with consideration for impacted work areas based

on the University's Memorial Stadium capital improvement project and for delays outside of the reasonable control of Verizon. For the avoidance of doubt, this pertains only to the DAS and not other Wireless Carrier's connection to the DAS. Upon receipt of an application from other Wireless Carriers, Verizon will work in good faith to facilitate their timely connection to the DAS.

- F. Technology Supported – The technology supported will be 4G & 5G with support for all frequency bands licensed by the Wireless Carriers in the Lincoln, Nebraska market inclusive of C-band. Milli-meter wave frequency bands will be excluded from the Agreement and will be negotiated separately.
- G. Reporting – Verizon will provide DAS performance reports every two weeks which will include all events for the past 14 days. Reports will include the following:
 - Technology (i.e. 4G, 5G)
 - Date
 - Game/Event (i.e. Flyers vs Devils, Metallica, etc)
 - Start/End time (1H before, 1H after)
 - 4G
 - DL - UPTP
 - UL - UPTP
 - Call completion failure % - RRC setup failure
 - Dropped call % - (Volte LC)
 - Blocked rate % (Volte IA)
 - 5G MMW
 - DL- UPTP
 - UL-UPTP
 - 5G Cband
 - DL-UPTP
 - UL-UPTP

3) Miscellaneous

- A. Holdover – If Verizon remains in possession of the Premises after termination of the Agreement, Verizon Wireless will be deemed to be occupying the Premises on a month-to-month basis subject to the terms and conditions of the Agreement.
- B. Termination – The Agreement may be terminated without penalty or further liability by either party upon thirty (30) calendar days' written notice if a party remains in default under the agreement after applicable cure period has expired; or if such breach cannot be cured reasonably within such thirty (30) day period and the curing party fails to commence to cure such breach within thirty (30) days after notice from the aggrieved party or fails to proceed to diligently cure such breach within a reasonable time period thereafter.
- C. Insurance – Verizon shall carry commercial general liability insurance with limits of \$1,000,000 per occurrence for bodily injury and property damage and \$3,000,000 general aggregate including the Board of Regents of the University of Nebraska as an additional insured as their interest may appear under this Agreement on such policy. Verizon shall also carry commercial auto liability insurance in the amount of \$2,000,000 combined single limit each accident for bodily injury and property damage covering all owned, non-owned and hired automobiles and workers' compensation insurance in compliance with Nebraska law.

Verizon at its sole cost and expense shall continuously maintain in full force and effect property insurance or self-insurance fire and extended coverage form in an amount sufficient to reimburse the University for all of its facility and personal property located on the Premises, including future improvements.

- D. Taxes – If University is required by law to collect any federal, state, or local tax, fee, or other governmental imposition (each, a “Tax”) from Verizon with respect to the transactions contemplated by this Agreement, then University shall bill such Tax to Verizon in the manner and for the amount required by law, Verizon shall promptly pay such billed amount of Tax to University, and University shall remit such Tax to the appropriate tax authorities as required by law; provided, however, that University shall not bill to or otherwise attempt to collect from Verizon any Tax with respect to which Verizon has provided University with an exemption certificate or other reasonable basis for relieving University of its responsibility to collect such tax from Verizon.
- E. Compliance – Verizon will comply with all applicable laws and regulations and any policy, procedure or restriction affecting the University’s Premises. The parties agree that each party will be responsible for compliance with any and all applicable governmental laws, rules, statutes, regulations, codes, ordinances or principles of common law regulating or imposing standards of ability or standards of conduct with regard to protection of the environment or worker health and safety, as may now or at any time hereafter be in effect, to the extent such apply to that party’s activity conducted in or on the Premises.



BOARD OF REGENTS AGENDA ITEM SUMMARY

Business and Finance

June 20, 2024

AGENDA ITEM: Approve and authorize execution of outside food service vendor to be utilized in Nebraska Athletics’ new performance nutrition facility in the Osborne Legacy Complex and delegation of authority to the President to finalize and execute a contract consistent with the terms below upon approval by the Athletic Director, President, and, as to form, the Vice President and General Counsel.

Review **Review + Action** **Action** **Discussion**

This is a report required by Regents’ policy.

PRESENTERS: Troy Dannen, Athletic Director

PURPOSE & KEY POINTS

The University of Nebraska Athletic Department is nearing completion of a new performance nutrition center located within the Osborne Legacy Complex to support student-athlete’s nutritional needs. Athletics conducted an RFP to select a provider that can provide appealing customizable options, understand the ever-changing landscape of college athletics, and will encourage positive and frequent interaction between culinary staff and student-athletes, coaches, and athletic staff.

Athletics negotiated a five-year contract with FLIK International Corp. (“FLIK”) with an optional 5-year extension which would entitle Athletics to an extension bonus of \$1,000,000. As a financial incentive for entering into the agreement, FLIK is providing Athletics a one-time credit in the amount of \$250,000 to be used for pre-opening costs and \$625,000 to Athletics for certain capital improvements in connection with the agreement. Athletics will pay FLIK a performance fee of up to 8% of catering sales if FLIK meets key performance indicators, an administrative fee of 2.5% percent of catering sales, and operating expenses up to the amount budgeted and agreed upon by the parties. Athletics has agreed to a minimum combined performance and administrative fee that will vary each year depending upon whether key performance indicators are met and CPI. If all key performance indicators are met in year one this minimum fee will total \$320,000.

Projected Yearly Spend: \$6,000,000

BACKGROUND INFORMATION

The current training table menu is limited by the facility layout, equipment, and staffing structure. The new performance nutrition facility will provide more customizable options at the highest level for each meal. The new provider will serve the traditional operation of breakfast, lunch, and

dinner and provide student-athletes action stations, cooking demonstrations, incidental meals, and nutrition enhancements. The new vendor will also provide recruiting meals, special donor event catering, team banquet spreads, and other special event food options for Nebraska Athletics.

RECOMMENDATION

The President recommends approval.



BOARD OF REGENTS AGENDA ITEM SUMMARY

Business and Finance

June 20, 2024

AGENDA ITEM: Approve and authorize execution of a Ground Lease for development of row housing on Lot 64 at the University of Nebraska Medical Center.

Review **Review + Action** **Action** **Discussion**

This is a report required by Regents' policy.

PRESENTERS: Jeffrey P. Gold, Chancellor
Anne C. Barnes, Vice Chancellor for Business and Finance and Business Development

PURPOSE & KEY POINTS

In a continued effort to maximize the best use of Board of Regents-owned property, University of Nebraska Medical Center is seeking approval of a ground lease to allow the construction of row houses on the owned property currently functioning as Parking Lot 64.

The mechanism to facilitate the project will be a Ground Lease between UNMC Board of Regents and the proposed developer, Sullivan Development Company. The design, construction, lease-up, and ongoing maintenance, and management will be entirely at developer's risk with no obligation, financial or otherwise, on the University.

The Ground Lease term will be Thirty-Five (35) years with three (3) five-year renewal options. The Year 1 Ground Lease rate will be Fifty-Seven Thousand Forty-Seven Dollars & 00/100 (\$57,047.00) with annual increases of 2.5%. The Ground Lease rate was determined using a number of factors including land value per square foot and relevant Treasury Rate data.

BACKGROUND INFORMATION

The University of Nebraska Medical Center continues to work to provide alternative housing accommodations for students, staff, and faculty. In addition to UNMC-supported work happening on campus proper, this row housing opportunity on Lot 64 will be an important step forward in the availability of housing both to campus and the surrounding community.

RECOMMENDATION

The President recommends approval.



BOARD OF REGENTS AGENDA ITEM SUMMARY

Business and Finance

June 20, 2024

AGENDA ITEM: Approve and authorize execution of Change Order #1 for the construction agreement with Valley Corporation for the Saddle Creek Public Improvements project at UNMC.

Review **Review + Action** **Action** **Discussion**

This is a report required by Regents' policy.

PRESENTERS: Jeffrey P. Gold, Chancellor
Anne C. Barnes, Vice Chancellor for Business and Finance and Business Development

PURPOSE & KEY POINTS

The Saddle Creek Public Improvements project is in progress as authorized by the Board of Regents in July 2022 for phases I and II. UNMC is seeking approval to authorize Phase III, which includes re-building the Saddle Creek Road and Leavenworth Street intersection and completing certain improvements along Saddle Creek Road between Leavenworth Street and Farnam Street. This contract is within support of the district infrastructure supported by the City of Omaha. The phase III addendum, if approved, increases the contract and thus the contract requires Board of Regent approval per Chapter 6 policy. The contract will be increased by Change Order #1 in the amount of \$5,895,400. The funding of this project is available, and this change order is within budget.

BACKGROUND INFORMATION

In March 2023, UNMC and Valley Corporation executed the original construction agreement for the first two phases of the project. The project budget was developed for a third phase of construction, pending additional funding provided by the City of Omaha. In April, the Board of Regents approved and executed a revised Interlocal Agreement with the City of Omaha, increasing the funding provided from \$18,000,000 to 20,000,000, and thus fully funding and enabling the third phase of construction.

RECOMMENDATION

The President recommends approval.



BOARD OF REGENTS AGENDA ITEM SUMMARY

Business and Finance

June 20, 2024

AGENDA ITEM: Approve and authorize the disposal of The International House, 428 South 38th Street, Omaha, NE 68131

Review **Review + Action** **Action** **Discussion**

This is a report required by Regents' policy.

PRESENTERS: Jeffrey P. Gold, Chancellor
Anne C. Barnes, Vice Chancellor for Business and Finance and Business Development

PURPOSE & KEY POINTS

In a continued effort to maximize the best use of Board of Regents-owned property, University of Nebraska Medical Center is seeking approval to dispose of the property located at 428 South 38th Street, otherwise known as The International House.

Market data and comparable recent sales support a sales price between \$1,000,000 and \$1,200,000. The appraised value of the building is \$910,000.

BACKGROUND INFORMATION

Historically this building has been used as student housing. The community-style living (shared sleeping rooms, community bathrooms, shared kitchen, etc.) of this space no longer has the demand it once did, and the building has been sitting primarily vacant with only occasional use for approximately three (3) years.

UNMC Facilities Management & Planning has spent time talking with the neighborhood association and walking the building with additional community members to gather ideas on repurposing the structure. Upon further review by trusted architectural partners, the existing zoning conditions on the building make a different use unlikely.

RECOMMENDATION

The President recommends approval.



BOARD OF REGENTS AGENDA ITEM SUMMARY

June 20, 2024

AGENDA ITEM: Approve the Contract of Employment and First Amended and Restated Deferred Compensation Agreement for Jeffrey P. Gold, M.D., as President of the University of Nebraska

Review **Review + Action** **Action** **Discussion**

This is a report required by Regents' policy.

PRESENTERS: Rob Schafer, Chair

PURPOSE & KEY POINTS

Key terms of the Contract of Employment and First Amended and Restated Deferred Compensation Agreement for Jeffrey P. Gold, M.D. are as follows:

- Positions: President, University of Nebraska (Special)
Professor, Department of Surgery, College of Medicine, UNMC (Health Professions)
- Start Date: July 1, 2024
- Term: Through June 30, 2029 (five year term)
- Base Salary: \$1,062,573
- Performance-Based Merit Pay: Eligible for up to 15% of Base Salary (\$159,386)
- Fringe Benefits: Standard fringe benefits of University employment, including vacation, disability leave, retirement contribution, and health insurance
- Deferred Compensation: 11.5% of Base Salary
- Official Residence: Official Residence and all expenses for maintenance, utilities, and insurance (to be paid from support received from the University of Nebraska Foundation)
- Moving/Transition Expenses: Up to \$20,000
- Membership: Full privileges or social membership at a country club of the president's

choosing as approved by the University of Nebraska Foundation will be provided from support received from the Foundation. Non-University related/personal use will be included as non-wage compensation.

Outside Activities: Board of Regents approval required for service as a compensated member of any non-profit organization.

Activities of
President's Spouse: Reasonable travel expenses for the president's spouse to participate in selected University events will be paid from support received by the University of Nebraska Foundation or other non-state funds.

BACKGROUND INFORMATION

On April 26, 2024, the Board of Regents approved the appointment of Jeffrey P. Gold, M.D. as President of the University of Nebraska and approved key contractual terms of his appointment.

Section 3.2 of the *Bylaws of the Board of Regents* provides that the Board shall appoint the President and approve any contract for services of the President.

RECOMMENDATION

The Board Chair recommends approval.

**CONTRACT OF EMPLOYMENT
JEFFREY P. GOLD, M.D.
PRESIDENT OF THE UNIVERSITY OF NEBRASKA**

This Contract of Employment (“Contract”) is made by and entered into between **The Board of Regents of the University of Nebraska** (“University”), a public body corporate under the Constitution and Statutes of the State of Nebraska, and **Jeffrey P. Gold, M.D.** (“Dr. Gold”), collectively referred to as the Parties.

Recitals

A. As recorded in the minutes of the meeting of the University’s governing Board of Regents (the “Board”) held on April 26, 2024, the Board approved the hiring of Jeffrey P. Gold, M.D. to serve as the University’s President.

B. Dr. Gold has agreed to serve as the University’s President under the terms set forth within this Contract.

Terms

In consideration of the mutual promises and covenants set forth below and for other good and valuable consideration, the sufficiency of which is hereby acknowledged, the Parties agree to the following:

Section 1. Term of Employment.

Dr. Gold’s employment as President of the University shall commence on July 1, 2024 (“Effective Date”). Unless this Contract is terminated earlier as set forth herein or as otherwise permitted by law, Dr. Gold’s employment as President shall continue for five (5) years, ending as of midnight on June 30, 2029 (the “Term”). For clarification, unless otherwise specifically stated, references to “annual” or “annually” in this Contract shall refer to the University’s fiscal year, beginning on July 1 and ending on June 30. All prior negotiations and representations between the Parties are hereby expressly integrated into this Contract. Except as otherwise specifically and explicitly provided herein, upon resignation or termination of this Contract for whatever reason, all compensation, benefits, perquisites and other privileges provided to Dr. Gold under this Contract shall cease to the full extent permitted by law.

Section 2. Salary; Authority and Duties of the President.

(a) In consideration of an annual salary of \$1,062,573.00 (such amount to be referred to herein as the “Base Salary”) and any further agreements and considerations hereinafter stated, Dr. Gold agrees to accept employment as the President of the University of Nebraska. Dr. Gold shall be the chief executive officer of the University and shall have charge of the administration of the University of Nebraska with all of the powers and duties incident to the Office of the President as such powers and duties are prescribed by law, the Bylaws of the Board of Regents of the University of Nebraska (“Bylaws”), and policies, rules, regulations, and directives duly adopted by the Board. Dr. Gold shall report to and be accountable to the Board.

(b) At any time during the Term hereof, the annual Base Salary may be increased or decreased by action of the Board, without formal written amendment or modification of this Contract; provided, that such salary shall be decreased only under circumstances where the Board determines that across-the-board salary reductions for all members of the administrative staff are warranted due to budgetary constraints. Dr. Gold's annual Base Salary shall be paid in twelve (12) equal monthly installments in accordance with the University policies governing the payment of salaries to its all-year academic-administrative staff.

(c) Dr. Gold shall be eligible for performance-based merit pay of fifteen percent (15%) of his Base Salary at the end of each full year of employment, the first date of eligibility being June 30, 2025, with the understanding that the actual amount of performance-based merit pay earned by Dr. Gold may be less than fifteen percent (15%) of his Base Salary, depending on his progress toward the performance-based metrics established pursuant to this Section. No later than January 1, 2025, the Board and Dr. Gold will develop and mutually agree upon performance-based metrics, which shall thereafter be reviewed and updated at the end of each fiscal year. Any performance-based merit pay will not be included in Dr. Gold's Base Salary going forward.

Section 3. Professional Staff Appointment Status.

(a) Special Appointment. The professional staff appointment status of Dr. Gold shall be an all-year special appointment in the academic-administrative staff as President of the University of Nebraska, with benefits and under the terms and conditions of employment for members of the academic-administrative staff holding all-year, full-time special appointments as provided in Chapter III of the Bylaws and the rights and responsibilities of professional staff as provided in Chapter IV of the Bylaws.

(b) Professional/Academic Appointment. Dr. Gold shall retain his current, all-year continuous (tenured) appointment at the rank of Professor in the Department of Surgery in the College of Medicine at the University of Nebraska Medical Center. This appointment is coincident with the special appointment as President and shall have no salary obligation or separate employment obligations until exercise of retreat rights following termination of the special appointment above. Upon exercise of retreat rights to the faculty as Professor in the Department of Surgery in the College of Medicine at UNMC, the salary obligation shall be set at an annual level no less than \$300,000 or the average of the University funded (excludes amounts funded through the clinical practice plan or otherwise through non-state-supported funds) annual salary of the three highest paid faculty members in the Department of Surgery (whichever is higher) together with standard University benefits, commencing on termination of the special appointment above. Dr. Gold shall maintain in good status his license to practice medicine in the State of Nebraska during the term of his appointment.

Section 4. Fringe Benefits.

(a) Dr. Gold shall receive the fringe benefits of University employment, including vacation leave, disability leave, retirement and health insurance benefits, prescribed for other members of the academic-administrative staff holding all-year, full-time appointments as specified in the Bylaws, policies, rules, regulations, and directives duly adopted by the Board. Dr. Gold shall receive such additional fringe benefits relating to his employment as President as may be from time-to-time duly approved and authorized by the Board.

(b) The annual salary and taxable portion of fringe benefits paid to Dr. Gold for his services pursuant

to this Contract shall be subject to withholding for state and federal payroll taxes. The University shall (i) determine in accordance with applicable state and federal laws, regulations, orders and rulings the necessary payroll taxes to be withheld and (ii) appropriately withhold necessary amounts for payroll taxes owed in relation to Dr. Gold's taxable University compensation, regardless of source. Individual income and taxable fringe benefits resulting to Dr. Gold are reported as taxable income from the University to Dr. Gold on the University's regular payroll reporting (W2) form. Dr. Gold shall provide substantiation necessary to follow the applicable rules and income reporting guidelines.

(c) Dr. Gold shall have the right to use University transportation for official University business; provided, however, Dr. Gold shall at all times comply with applicable law and all University policies, rules, regulations and directives, including all relevant recordkeeping obligations, with respect to his use of University transportation.

Section 5. Deferred Compensation.

Dr. Gold shall be eligible to receive deferred compensation as provided in the First Amended and Restated Deferred Compensation Agreement (the "Deferred Compensation Agreement") that is attached as Appendix A to this Contract. The provisions of the Deferred Compensation Agreement are incorporated into and made a part of this Contract.

Section 6. Residence of the President.

(a) As a condition of employment and a requirement in the performance of duties as President of the University, Dr. Gold shall be provided with an official residence selected in the sole discretion of the Board, (the "Official Residence"). Provision of the Official Residence shall be in accordance with the University's policies and process for non-wage compensation that shall be paid as directed by the University from support received from the University of Nebraska Foundation. All expenses for maintenance, utilities, and insurance for the Official Residence likewise shall be paid by the University from support received from the University of Nebraska Foundation. Such residence shall be kept in a good state of repair, and utilities, maintenance, and fire and extended property and related liability insurance of the interior and exterior of the residence, and maintenance of the grounds on which the residence is located shall be provided at no cost or expense to Dr. Gold.

(b) Provided that the Official Residence is reasonably habitable, Dr. Gold shall occupy the Official Residence throughout the term of this Contract.

(c) If this Contract is terminated prior to the end of the Term, Dr. Gold and his immediate family will be afforded a reasonable period, not exceeding four (4) months to obtain another residence and move from the Official Residence.

(d) The Executive Committee of the Board of Regents is hereby authorized to administer these Official Residence and housing allowance provisions, including the authority to provide an interim housing allowance and approve moving expenses per University policy (notwithstanding distance requirements) pending acquisition or transition to and from an Official Residence. Public funds shall not be used to perform construction, maintenance or repair work on the personal residence of the President, and University personnel shall not be used for such purpose under any circumstances.

Section 7. Moving and Transition Expenses.

Pursuant to the University's Moving Relocation Policy (BF-01), the University shall pay reasonable expenses, up to \$20,000.00, incurred in moving Dr. Gold and his family to the Official Residence from their current residence, to be paid as a lump sum processed through payroll.

Section 8. Membership(s).

As a condition of employment in the performance of duties as President of the University, Dr. Gold shall have full privileges or a social membership at a country club of his choosing, provided that the selection of the country club and the membership status thereof shall be acceptable to the University of Nebraska Foundation within its reasonable discretion. Such membership shall be maintained in accordance with the University's policies and process for non-wage compensation that shall be paid as directed by the University's Vice President for Business and Finance from support received from the University of Nebraska Foundation. With respect to the club membership, initiation fees are not considered compensation to Dr. Gold, since the "beneficial" ownership of the club membership belongs to the University of Nebraska Foundation, as that term is defined by the IRS. Dr. Gold shall keep and provide to the University and/or the University of Nebraska Foundation records in compliance with the Internal Revenue Code to substantiate legitimate business use of the club membership, in order that annual or periodic club dues may be allocated between personal and business use. Failure to maintain and provide such records shall result in the annual or periodic club dues paid on behalf of Dr. Gold to be fully taxed and reported as compensation. The value of Dr. Gold's personal use of such membership(s) will be considered taxable income to him and reported to the IRS as required by law.

Section 9. Professional Conduct.

Dr. Gold is expected to exhibit individual leadership to maintain and foster the highest standards of competence, professionalism, leadership, and ethics at the University. Dr. Gold acknowledges that his duties as President include a duty to professionally balance and respect diverse rights, values, and competing interests and that this duty is not strictly limited to his official actions as President or his actions as President at official University settings, but rather also includes all behavior, actions or comments that bring disparagement or otherwise damage the University or the Office of the President, regardless of whether the behavior, actions or comments occur in his personal or professional capacity.

Section 10. Professional Dues and Meetings.

The Board acknowledges that leadership by Dr. Gold in higher education and/or business organizations may advance the interest of the University and encourages Dr. Gold's reasonable (based upon the time commitment involved) participation therein. In addition, Dr. Gold may attend educational conferences, conventions, courses, seminars, and other similar professional growth activities that do not interfere with the performance of his duties as President of the University. The University shall pay or reimburse reasonable expenses in connection therewith, including membership in professional organizations. The University agrees that Dr. Gold shall be permitted to maintain membership in the professional organizations in which he is currently a member, as well as future organizations appropriate for the Office of the President as approved in writing by the Board, and the University further agrees to reimburse Dr.

Gold for any membership fees associated with current and approved future membership in such professional organizations.

Section 11. Outside Business, Civic and Professional Activities.

Subject to Section 10 above and this Section 11, Dr. Gold shall devote substantially all of his time, attention, and energies to the performance of the duties of the Office of President of the University. The Board contemplates the performance of these duties by Dr. Gold may be advanced by the expenditure of reasonable amounts of time for charitable, civic, service or professional activities. In addition, the expenditure by Dr. Gold of reasonable amounts of time relating to personal or outside business shall not be considered a breach of this Contract, provided such activities do not interfere with Dr. Gold's performance of duties as President of the University. Dr. Gold shall not engage in any outside activity that may be adverse to the best interests of the University, and he shall not serve as a compensated member of the board of directors of any for-profit organization without first obtaining Board approval. All current non-compensated outside Board positions in which Dr. Gold serves may be continued consistent with the term and conditions of such specific appointments.

Section 12. Activities of President's Spouse.

From time to time, the President's spouse may participate in and perform an official role in the official social and professional life of the University. Consequently, University of Nebraska Foundation funds or other non-state funds will be allocated to pay reasonable and customary travel expenses for Dr. Gold's spouse, leaving from and returning to Lincoln, Nebraska, to participate in selected official University events in which her participation has a clear official purpose. In addition, travel to official University-related events such as Alumni Association activities and events in other locations, leaving from and returning to Lincoln, Nebraska, may be paid or reimbursed at the discretion of the Alumni Association or the University of Nebraska Foundation. It is understood and agreed that Dr. Gold's spouse may participate in official University activities as the spouse of the President to facilitate Dr. Gold's ordinary and necessary duties as President. It is further understood and agreed that Dr. Gold is expected to entertain for University functions in the Official Residence for University-related activities. Dr. Gold shall provide substantiation as may be necessary to establish a University-related purpose for such activities.

Section 13. Performance Evaluations.

Dr. Gold's professional performance as President of the University shall be evaluated annually by a method that is mutually agreeable to the Board and to Dr. Gold. Such evaluation method shall include the performance-based metrics developed pursuant to Section 2(c) of this Contract.

Section 14. Confidential Information.

In his role as President, Dr. Gold shall have direct and indirect access to the University's confidential business information, trade secrets, intellectual property, proprietary information, and information protected from disclosure under federal and state law ("Confidential Information"). Throughout his employment with the University, and at all times thereafter, Dr. Gold shall not disclose the University's Confidential Information to any third parties unless required to do so by law, unless absolutely necessary to fulfill his duties as President, or unless directed to do so by the Board. If Dr. Gold receives any legal

demand to disclose Confidential Information, including without limitation through an order of a court or administrative agency, a subpoena, or a valid public records request, Dr. Gold shall promptly notify the University's General Counsel of the demand. Upon separation from the University, Dr. Gold shall promptly return any Confidential Information and University property to the University.

Section 15. Termination of Employment; Disability or Death.

(a) Termination for Cause. The University may terminate the employment of Dr. Gold for cause prior to the end of the Term based on a majority vote of its Board members. The University shall have good cause to terminate Dr. Gold's employment if he, as determined by the Board, (i) fails to carry out his duties as President in a diligent and professional manner, or otherwise in a manner that meets the Board's expectations, after being afforded a reasonable opportunity to rectify any performance deficiencies, (ii) engages in any misconduct in his role as President or in any personal misconduct outside of his role as President that, to a reasonable and objective person, brought significant public disrespect, contempt, or ridicule upon the University, including without limitation any misconduct that entails a violation of civil or criminal laws, an ethical violation, or moral turpitude, and including any conduct that occurred at a prior employer for which Dr. Gold was found responsible, (iii) fails to adhere to the written directives, bylaws, policies, rules, regulations or practices of the Board or otherwise engages in any conduct that is deemed insubordinate by the Board, (iv) engages in willful misrepresentation, fraud, acts of fraud, willful dishonesty (other than good faith disputes regarding expenses or taxable benefits) or misappropriation of funds or University assets, including conduct that occurred at a prior employer for which Dr. Gold was found responsible, that in any case is (or was) intended to result in his or another person or entity's substantial personal enrichment at the expense of the University (or the prior employer), (v) is convicted of, or enters a plea of guilty or nolo contendere with respect to, any felony (other than a traffic infraction or vicarious liability solely as a result of his position), including with respect to conduct that occurred at a prior employer for which Dr. Gold was found responsible, (vi) knowingly engages in conduct that conceals from the University or protects the willful misconduct of other University personnel where such misconduct would itself be covered under this Section 15(a), or (vii) breaches any of the material terms of this Contract. Prior to taking any vote to terminate Dr. Gold's employment for cause, the Board shall first inform Dr. Gold in writing of the grounds on which cause is alleged to be based and provide him with an opportunity for a hearing before the Board. If the Board votes to terminate Dr. Gold's employment for cause, all duties and obligations under this Contract, including, without limitation, any obligation to further compensate Dr. Gold for any work not yet performed such as any Base Salary for the remainder of the Term following the effective date of termination, and any performance-based merit pay that has not been earned prior to termination, shall cease immediately upon the effective date of the termination, with the exception that Dr. Gold's obligation to not disclose Confidential Information or disparage the University shall survive the termination of this Contract.

(b) Termination for Reasons Other than Cause. The University may terminate the employment of Dr. Gold for reasons other than for cause based on a majority vote of its Board members upon giving Dr. Gold at least ninety (90) days' prior written notice. If the Board votes to terminate Dr. Gold's employment for reasons other than for cause, all duties and obligations under this Contract, including without limitation any obligation to further compensate Dr. Gold for any work not yet performed, shall cease immediately upon the effective date of the termination, with the exception that Dr. Gold's obligation to not disclose Confidential Information or disparage the University shall survive the termination of this Contract. If Dr. Gold's employment is terminated for reasons other than for cause, the University shall provide Dr. Gold

severance (the “Severance Payment”) at his then current Base Salary from the date of termination through the end of the Term. Such Severance Payment shall be: (i) contingent upon and subject to Dr. Gold executing, and not revoking, a Confidential Separation Agreement and General Release, to be prepared by and in a form mutually satisfactory to the University and Dr. Gold; (ii) subject to all applicable taxes, deductions, and withholding; and (iii) paid to Dr. Gold on the next regular payroll period that occurs following the effective date of the Confidential Separation Agreement and General Release. If, at any time from the date of termination through the end of the Term, Dr. Gold accepts new employment in the administration of a higher education or academic institution outside of the University, or a hospital or health system affiliated with a higher education or academic institution outside of the University, he shall immediately notify the University of such subsequent employment and the compensation Dr. Gold will receive or be eligible to receive through such subsequent employment, and will be required to repay, within sixty (60) calendar days, the Severance Payment reduced by the federal and state taxes initially withheld by the University and/or paid by Dr. Gold (based on substantiation of federal and state income taxes paid by Dr. Gold and in any event not to exceed \$25,000.00).

Except as provided in this Section 15(b), Dr. Gold shall not be entitled to receive any other compensation, payments, bonuses, or benefits of any other kind or nature from the University (such as any performance-based merit pay that has not been earned prior to termination) following the effective date of Dr. Gold’s termination of employment for reasons other than for cause.

(c) Disability or Death. Should Dr. Gold be unable to perform his duties as President by reason of disability due to illness or accident, and such disability shall continue for more than six (6) months, or if such disability is permanent, irreparable or of such a nature as to make performance of his duties impossible, then, subject to Dr. Gold’s entitlement to six (6) months disability leave with pay, either Party may terminate this Contract, whereupon the respective rights, duties, and obligations of the Parties hereunder shall cease, including without limitation, any obligation to pay Base Salary for the remainder of the Term following the effective date of termination, or any performance-based merit pay that has not been earned prior to termination, and each Party shall be released and discharged from this Contract without further liability to the other. The foregoing provisions of this section shall not apply to any liability the Board may have to Dr. Gold under the Nebraska Worker’s Compensation laws or to any benefits that Dr. Gold may be entitled to receive under any disability insurance coverage provided in whole or in part by the Board. In the event of Dr. Gold’s death, this Contract shall terminate at the end of the calendar month in which his death occurs. The Board shall be liable to Dr. Gold’s personal representative for any accrued and unpaid compensation, together with any other benefits, which shall be payable to Dr. Gold’s personal representative by reason of his death but shall not be obligated to provide any Base Salary for the remainder of the Term following the effective date of termination, and any performance-based merit pay that has not been earned prior to termination.

(d) The Parties acknowledge and agree that notwithstanding any provision of this Agreement to the contrary, the provisions of Sections 4.4.1, 4.8.1 and 4.15.2 of the Bylaws shall not apply in the event of a decision of the Board to terminate this Agreement whether for cause or without cause, and that the provisions of this Section 15(a), (b) and (c) shall control.

Section 16. Resignation.

(a) Dr. Gold may resign his employment as President by providing the Board with at least ninety (90) calendar days' advance written notice of his resignation. The effective date of termination of Dr. Gold's employment under this Section 16(a) shall be the expiration of the ninety (90) calendar day period or, at the election of the Board, on such earlier date as determined by the Board in its sole discretion. If Dr. Gold publicly announces his intent to resign or verbally informs the Board of his intent to resign prior to providing the Board with written notice of resignation, the Board, in its sole discretion, may consider such public statements or verbal communications an official notice of Dr. Gold's resignation. If the Board determines that Dr. Gold's public statements or verbal communications constitute official notice of resignation, the effective date of termination of Dr. Gold's employment under this Section 16(a) shall be the expiration of a ninety (90) calendar day period following the Board's determination of official notice of resignation or, at the election of the Board, on such earlier date as determined by the Board in its sole discretion. Upon the effective date of Dr. Gold's termination of employment, all duties and obligations under this Contract, including without limitation any obligation to further compensate Dr. Gold for any work not yet performed, shall cease, with the exception that Dr. Gold's obligations to not disclose Confidential Information or disparage the University shall survive the termination of this Contract.

(b) Unless notice of termination of employment has been given to Dr. Gold in accordance with Section 15 of this Contract, Dr. Gold, or any person or entity acting on his behalf, shall not engage in discussions or negotiate, directly or indirectly, concerning Dr. Gold's prospective employment by any other employer without first notifying the Chair of the Board of Regents of such discussions or negotiations.

(c) If Dr. Gold resigns prior to the completion of the Term of this Contract to seek or accept employment in the administration of (i) a higher education or academic institution outside the University, or (ii) a hospital or health system affiliated with a higher education or academic institution, the Parties agree that the University will incur damages in an amount that would be uncertain and not susceptible to exact computation. In light of this fact, the Parties acknowledge and agree that Dr. Gold shall pay the University the relevant amount listed below as liquidated damages, with such amount to be determined based upon the date Dr. Gold notifies the University of his resignation. Such liquidated damages payment shall be made within sixty (60) calendar days following the effective date of his resignation, as a reasonable forecast or approximation of the damages that the University will incur from Dr. Gold's resignation.

The Parties have bargained for and agreed to the foregoing liquidated damages provisions, giving consideration to the personal talents that Dr. Gold brings to the University that cannot be easily replaced; the critical importance of stability to the success of the University; the significant costs of conducting an employment search for a president; the serious and substantial disruption to the University of his unplanned departure; and the serious and substantial devotion of administrative resources in relation to a change of administration, all of which result in damages the amount, nature, and extent of which are difficult to determine and cannot be estimated with certainty. Accordingly, the Parties acknowledge and agree that the amount of liquidated damages payable to the University under this provision is fair and reasonable.

Date President Notifies

the University of Resignation

Amount Owed by Dr. Gold

Effective Date through June 30, 2025

\$250,000

July 1, 2025 through June 30, 2026	\$250,000
July 1, 2026 through June 30, 2027	\$250,000
July 1, 2027 through June 30, 2028	\$250,000
On or after July 1, 2028	\$0

(d) In electing to resign prior to the completion of the Term of this Contract, with the exception of faculty retreat rights as specified herein, Dr. Gold shall forfeit any right Dr. Gold may have under this Contract or University policy to further compensation following the effective date of resignation, including, without limitation, any Base Salary for the remainder of the Term following the effective date of resignation, or any performance-based merit pay that has not been earned prior to termination. The forfeiture shall not include any accrued, but unused vacation or floating holidays, any final Base Salary paid for work previously performed, as well as earned but unpaid performance-based merit pay, or any compensation paid as part of a vested retirement benefit.

Section 17. Non-Disparagement.

Following the cessation of Dr. Gold’s employment as President for any reason, whether effectuated through a termination or resignation, Dr. Gold shall not make any written or oral statements to anyone disparaging, attacking or painting in a negative light the University or any of its campuses, colleges, schools, departments, divisions, regents, faculty, staff, students, stakeholders, services, programs, sports or degrees; and the University (limited to the Regents serving on the Board as of the date of such termination or resignation and each employee of the University system that holds the position of Vice President or above as of the date of such termination or resignation), shall not make any written or oral statements to anyone disparaging, attacking or painting Dr. Gold in a negative light. Notwithstanding the foregoing, nothing in this Section 17 shall prevent either Party from making any truthful statement to the extent (i) necessary to rebut any untrue public statements, (ii) necessary with respect to any litigation, arbitration, or mediation involving this Agreement and the enforcement thereof, (iii) required by law or by any court, arbitrator, mediator or administrative or legislative body (including any committee thereof) with jurisdiction over such Party, and (iv) discussing any matter in the performance of Dr. Gold’s duties as President.

Section 18. Amendments.

This Contract and the other documents described or referred to herein constitute the entire understanding of the parties hereto and supersede any and all prior or contemporaneous representations or agreements, whether written or oral, between the parties, and cannot be changed or modified unless in writing signed by the parties hereto. This Contract may be amended at any time through a formal, written modification duly approved by the Board and accepted by Dr. Gold. Subject to Section 2(a) and Section 2(b) above, a formal, written modification is not required, however, to effectuate a change to Dr. Gold’s Base Salary or his fringe benefits, or to approve performance-based merit pay for him, as all of these actions may be accomplished at any time through official action of the Board without the necessity for a written modification or amendment to this Contract.

Section 19. Governing Law; Severability.

This Contract shall be construed and enforced in accordance with, and is subject to, the laws of the State

of Nebraska. Any dispute arising from or related to this Contract shall be resolved in a court, administrative body, or other forum of competent jurisdiction located within the State of Nebraska. If any portion of this Contract shall be declared invalid or unenforceable by a court of competent jurisdiction, such declaration shall not affect the validity or enforceability of the Contract's remaining provisions.

Section 20. Board Approval and Administrative Provisions.

(a) This Contract is subject to approval by a vote of the Board of Regents according to the University's policies and procedures, which shall be evidenced through the Chair of the Board of Regents' execution of this Contract and an attestation by the Corporation Secretary following a vote at a public meeting of the Board of Regents.

(b) This Contract may be executed in any number of separate counterparts, including by electronic signature of Dr. Gold, each of which executed counterparts shall be deemed an original, and all such counterparts shall together constitute one and the same contract.

(c) No delay or failure to enforce any provision of this Contract shall constitute a waiver or limitation of rights enforceable under this Contract.

(d) This Contract is not assignable but shall be binding upon the heirs, administrators, personal representatives, successors, and assigns of both parties.

(e) The University will not provide tax advice to Dr. Gold or Dr. Gold's beneficiaries regarding the tax effects of this Contract or Deferred Compensation Agreement. The University encourages Dr. Gold and Dr. Gold's beneficiaries to consult with their own tax advisors concerning the federal, state, and local tax effects of this Contract and the Deferred Compensation Agreement. Because both parties were afforded the opportunity to participate in the negotiation and drafting of this Contract, this Contract shall not be construed against any part as the drafter of this Contract.

(f) The recitals and headings contained within this Contract may be executed in one or more counterparts, and the counterparts will be construed together to constitute the fully executed Contract.

(g) Dr. Gold understands that information regarding, related to, or part of this Contract is a public record as provided by the Nebraska public records statutes (Neb. Rev. Stat. §§ 84-712 to 84-712.09) and shall be made available by the University to the public for examination in accordance with the University's interpretation and application of Nebraska law. Dr. Gold consents to the public disclosure of this Contract at the University's discretion and, if requested, Dr. Gold will cooperate with the University in the production of records responsive to a request.

(h) All notices contemplated in this Contract shall be in writing and shall be deemed effective when personally delivered, sent via overnight delivery or, if mailed, three (3) days after the date deposited in the United States Mail, postage prepaid, registered or certified, and return receipt requested. Until changed by written notice, notices shall be given to the Board of Regents at the following address:

The Board of Regents of the University of Nebraska
Corporation Secretary

3835 Holdrege Street
Lincoln, Nebraska 68583-0745

and such notices shall be given Dr. Gold at the following address:

Dr. Jeffrey P. Gold
9300 Tuscan Court
Lincoln, Nebraska 68520

In witness of this Contract, authorized representatives of each Party have executed this Contract on the dates indicated below.

JEFFREY P. GOLD

By _____
Jeffrey P. Gold, M.D. Date

**THE BOARD OF REGENTS OF THE
UNIVERSITY OF NEBRASKA**

By _____
Robert M. Schafer Date
Chair of the Board of Regents

ATTEST:

By _____
Stacia L. Palsler Date
Interim Corporation Secretary

**FIRST AMENDED AND RESTATED
DEFERRED COMPENSATION AGREEMENT
JEFFREY P. GOLD, M.D.**

THIS FIRST AMENDED AND RESTATED DEFERRED COMPENSATION AGREEMENT (this “Agreement”) is made effective on July 1, 2024 by and between the BOARD OF REGENTS OF THE UNIVERSITY OF NEBRASKA, (the “Board” or the “University”) and JEFFREY P. GOLD, M.D. (“Dr. Gold”).

WHEREAS, the University is an organization described in Section 501(c)(3) of the Internal Revenue Code (“Code”) and, as such, is organized and operated exclusively for charitable and educational purposes; and

WHEREAS, the Board has authorized a deferred compensation program pursuant to Section 457(f) of the Code, to be funded by the University of Nebraska Foundation for Presidents and Chancellors of the University; and

WHEREAS, Dr. Gold is currently employed as Chancellor of the University of Nebraska Medical Center, effective February 1, 2014, which employment will terminate with the commencement of the term of his employment as President of the University of Nebraska (“President”) effective July 1, 2024;

WHEREAS, the Board and Dr. Gold previously entered into a University of Nebraska Deferred Compensation Agreement, effective February 1, 2014 (the “2014 Agreement”); and

WHEREAS, the University would suffer loss if Dr. Gold were to accept another offer of employment, and it is thus ordinary, necessary and reasonable to provide Dr. Gold with additional compensation on a deferred basis to induce him to serve and continue to serve as President; and

WHEREAS, the desire to amend and restate the 2014 Agreement to reflect amounts deferred under the 2014 Agreement and to provide Dr. Gold with certain deferred compensation benefits, as set forth herein, that shall be in addition to his current compensation and any future increase thereof for merit or cost of living.

NOW, THEREFORE, in consideration of the mutual promises set forth herein, the University and Dr. Gold agree as follows:

Section 1. Existing Deferred Compensation Account. During the term of Dr. Gold’s service as Chancellor of the University of Nebraska Medical Center, the University created a separate account pursuant to the 2014 Agreement entitled “Chancellor Gold Deferred Compensation Account,” which, upon the commencement of Dr. Gold’s employment as President, the University shall rename the “Jeffrey P. Gold Deferred Compensation Account,” which is owned by the University (the “Account”). All amounts in the Account as of the effective date of this Agreement shall continue to be held, vested and distributed as set forth in this Agreement.

Section 2. Credits to Account. The University has credited or shall credit the following amounts to Dr. Gold’s Account:

(a) On February 16, 2024, the University credited an amount of \$106,436.00 to the Account pursuant to the terms of the 2014 Agreement.

(b) The University shall, during the month of February, 2025, credit to the Account 11.5 percent of a pro rata amount determined by multiplying 5/12 by the amount of Dr. Gold's annual base salary as President in effect on July 1, 2024, which amount shall be attributable to services to be performed by Dr. Gold as President beginning on February 1, 2025 and ending June 30, 2025.

(c) The University shall, during the month of July, 2025, credit to the Account 11.5 percent of Dr. Gold's annual base salary as President in effect on July 1, 2025, which amount shall be attributable to services to be performed by Dr. Gold as President beginning on July 1, 2025 and ending June 30, 2026. Effective July 1, 2025, for purposes of this Agreement, "Contract Year" shall mean July 1 to June 30.

(d) For each subsequent Contract Year, if Dr. Gold continues to serve as President as of July 1 of such Contract Year, then the University shall, during the month of July of such Contract Year, credit 11.5 percent of Dr. Gold's annual base salary as President in effect on July 1 of such Contract Year (the "Annual Credit Amount") to the Account (subject to the termination provision in Section 4(b) herein). Each credit of the Annual Credit Amount to the Account shall be attributable to services to be performed by Dr. Gold as President for the Contract Year in which the credit is made.

Amounts credited to the Account shall be invested by an investment manager as selected by the University from time to time during the existence of the Account. The Account shall be adjusted from time to time, not less than annually, to reflect deemed income received or accrued and deemed gains or losses, if any, realized from investing amounts credited to the Account, and for any investment management fees attributed to such investment.

Sums so accumulated or invested shall be held exclusively by and for the benefit of the University, shall be a part of the general assets of the University, subject to the claims of its creditors, and Dr. Gold shall have no current or future enforceable interest therein except as provided in this Agreement.

Section 3. Funding Contingencies. The obligation of the University to credit funds to the Account each Contract Year shall be subject to the following contingencies:

(a) Termination of Employment. If the employment of Dr. Gold is terminated, whether voluntarily or involuntarily, while this Agreement is in effect, then the University shall credit no additional sums to the Account on and after the date of such termination, other than investment earnings or gains earned through the date of such termination. If the termination is voluntary or involuntary for cause (as defined in Section 15(a) of the Contract of Employment between the Board and Dr. Gold, effective as of July 1, 2024), the University shall retain all of the assets credited to the Account and Dr. Gold shall have no further claim to any of the assets credited to the Account or the earnings thereon. If the termination is involuntary not for cause, the Account shall be distributed to Dr. Gold as provided in Section 4(c) herein.

“Termination of Employment” or “Terminates Employment” means the termination of Dr. Gold’s employment with the University for reasons other than death or Disability. Whether a Termination of Employment takes place is determined based on the facts and circumstances surrounding the termination of Dr. Gold’s employment and whether the University and Dr. Gold intended for Dr. Gold to provide significant services for the University following such termination. A termination of employment will not be considered a Termination of Employment if Dr. Gold continues to provide services for the University (whether as an employee or independent contractor) at an annual rate that is 20 percent or more of the services rendered, on average, during the immediately preceding three full calendar years of employment (or, if employed less than three years, such lesser period).

Dr. Gold’s employment relationship will be treated as continuing intact while Dr. Gold is on military leave, sick leave or other bona fide leave of absence if the period of such leave of absence does not exceed 6 months, or if longer, so long as Dr. Gold’s right to reemployment with the University is provided either by statute or by contract. If the period of leave exceeds 6 months and there is no right to reemployment, a Termination of Employment will be deemed to have occurred as of the first date immediately following such 6-month period.

(b) Disability. If Dr. Gold shall become Disabled (as defined in Section 4(d) of this Agreement) during the term of this Agreement to an extent that he is no longer able to perform his duties as President, no further sums shall be credited to the Account following the date of termination as a result of Disability other than investment earnings or gains earned through the date of such termination, and the Account shall be distributed to Dr. Gold as provided in Section 4(d) herein.

(c) Death. If Dr. Gold shall die during the term of this Agreement, no further sums shall be credited to the Account following Dr. Gold’s date of death other than investment earnings or gains earned through the date of such termination, and the Account shall be distributed to the personal representative of Dr. Gold’s estate as provided in Section 4(e) herein.

Section 4. Vesting, Distribution. The Account shall become vested, and shall be distributed to Dr. Gold, in the following manner:

(a) Vesting/Distribution of Account as of January 31, 2025. If Dr. Gold shall continue as President through January 31, 2025, all assets credited to the Account by the University through January 31, 2025, including all investment earnings attributed on the books of the University thereto through such date, shall vest on February 1, 2025, and shall be distributed, less applicable withholding required by law, to Dr. Gold in a lump sum on or before February 28, 2025.

(b) Vesting/Distribution For Service Commencing February 1, 2025. If Dr. Gold shall continue as President through July 1, 2027, all assets credited to the Account by the University from February 1, 2025 through June 30, 2027, including all investment earnings attributed on the books of the University thereto through such date, shall vest on July 1, 2027, and shall be distributed, less applicable withholding required by law, to Dr. Gold in a lump sum on or before July 31, 2027.

If Dr. Gold shall continue as President for a period of two additional full Contract Years beyond July 1, 2027, the assets credited to the Account by the University during such period, including all investment earnings attributed on the books of the University thereto for such period, shall vest as of July 1 following the end of such second Contract Year, and shall be distributed (less required withholding) to Chancellor Gold in a lump sum on or before July 31 following the second such Contract Year. For example, if Dr. Gold's service as President extends through July 1, 2029, the assets so credited to the Account through June 30, 2029, including all investment earnings attributed on the books of the University thereto, shall vest on July 1, 2029, and shall be distributed (less required withholding) to Dr. Gold in a lump sum on or before July 31, 2029.

This two-year credit/vesting program shall continue for as long as Dr. Gold shall continue to serve as President, unless terminated by the Board upon written notice to Dr. Gold not less than sixty (60) days prior to the beginning of the first Contract Year of any such two-year credit/vesting period.

(c) Vesting/Distribution Following Involuntary Termination Not For Cause. If the employment of Dr. Gold is involuntarily terminated not for cause while this Agreement is in effect, all of the assets credited to the Account at the time of such termination, including all investment earnings attributed on the books of the University thereto, shall be distributed (less required withholding) to Dr. Gold in a lump sum within 30 days following such date of termination.

(d) Vesting/Distribution Following Disability. In the event that Dr. Gold becomes Disabled to an extent that he is no longer able to perform his duties as President, all of the assets credited to the Account shall vest. If Dr. Gold is deemed Disabled, as defined in the following sentence, the assets credited to the Account, including all investment earnings attributed on the books of the University thereto, will be distributed (less required withholding) to Dr. Gold in a lump sum within 30 days following the date of Disability determination. Dr. Gold will be deemed Disabled if Dr. Gold: (i) is unable to engage in any substantial gainful activity by reason of any medically determinable physical or mental impairment which can be expected to result in death or can be expected to last for a continuous period of not less than 12 months; or (ii) is, by reason of any medically determinable physical or mental impairment which can be expected to result in death or can be expected to last for a continuous period of not less than 12 months, receiving income replacement benefits for a period of not less than three months under an accident and health plan covering employees of the University. Medical determination of Disability may be made by either the Social Security Administration or the University. Dr. Gold must submit proof acceptable to the Board of Disability, including, but not limited to, the Social Security Administration's determination.

(e) Vesting/Distribution Following Death. In the event that Dr. Gold shall die while this Agreement is in effect, all of the assets credited to the Account at the time of death, including all investment earnings attributed on the books of the University thereto, shall vest and be distributed (less required withholding) to the personal representative of Dr. Gold's estate in a lump sum within 30 days following Dr. Gold's date of death.

Section 5. Conditions to Distributions. Any distributions to Dr. Gold from the Account are subject to, and contingent upon, the non-occurrence of the following acts or omissions, as determined in good faith by the Board, to wit:

(a) Dr. Gold shall commit any substantial or material violation of the directives, bylaws, policies, rules or regulations of the Board pertaining to his duties as President of the University.

(b) Dr. Gold shall commit any substantial violation of any rule or regulation of the National Collegiate Athletic Association (or any successor organization) that is applicable to the University and its intercollegiate athletic programs.

(c) Dr. Gold shall commit any dishonest or fraudulent act or any misappropriation of funds of the University.

(d) Dr. Gold shall attempt to assign or encumber any benefits or other payments that he may be entitled to receive hereunder prior to the time of actual distribution and receipt.

(e) Dr. Gold shall be a party to or convicted of any act involving moral turpitude or detrimental conduct of sufficient magnitude to reflect discredit upon himself or the University.

In the event that Dr. Gold engages in any one or more of the above specified acts or omissions, then he shall not, in any event, be entitled to receive any benefits from the Account or otherwise, pursuant to this Agreement, and the University shall retain all of the assets therein. Dr. Gold shall retain all assets previously distributed from the Account.

Section 6. No Present Rights. Neither Dr. Gold, his personal representative, heirs, legatees, distributees, or any other person claiming under him shall have any right to commute, encumber, or otherwise dispose of any right to receive payments hereunder, all of which payments and the rights thereto are expressly declared to be non-assignable. In addition, such rights as herein created shall not be subject to execution, attachment, or similar process. Any attempt to assign, transfer, pledge, or otherwise dispose of any such right, interest, or benefit contrary to the provisions of this Agreement, or the levy of any attachment or similar process thereon, shall be null and void and without effect.

Section 7. No Discretionary Powers. Dr. Gold shall take no part whatsoever in the exercise of discretionary powers that are retained by the University pursuant to this Agreement. The University shall incur no liability to Dr. Gold for the manner or method in which the assets of the Account are managed or invested.

Section 8. Intent of Parties. Anything to the contrary notwithstanding, it is the intention of the parties to this Agreement that the Agreement shall create a contractual obligation to make payments as provided herein. The parties do not intend, and this document should not be construed, to establish any trust for the benefit of Dr. Gold or to grant him any beneficial interest in the amounts credited to the separate Account established herein until he is entitled to receive payment thereof, nor shall it be construed as an election on the part of Dr. Gold to defer any current compensation to which he be otherwise entitled by reason of his current employment by the University.

Section 9. Miscellaneous Provisions.

(a) Recitals. The recitals set forth above are hereby incorporated herein and confirmed by the parties hereto in their entirety.

(b) Entire Agreement, Amendment. This document constitutes the entire agreement between the parties with respect to the subject matter addressed herein and may not be modified, amended or terminated except by a written agreement specifically referring to this Agreement signed by the parties hereto.

(c) Captions. The section headings contained herein are for the purposes of convenience only and are not intended to define or limit the contents of said section.

(d) Binding Effect. Except as otherwise expressly provided herein, this Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors, assigns and heirs.

(e) Nebraska Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Nebraska.

(f) No Acceleration or Delay of Distributions. The time or manner of distribution of amounts deferred under this Agreement may not be changed by amendment or otherwise except in conformity with the requirements of Code Section 409A.

(g) Taxes on Distributions. The University or its paying agent shall withhold any taxes that are required to be withheld from the benefits provided under this Agreement. Dr. Gold acknowledges that the University's sole liability regarding taxes is to forward any amounts withheld to the appropriate taxing authority(ies). Further, the University or the paying agent shall satisfy all applicable reporting requirements, including those under Section 409A of the Code and regulations thereunder.

(h) Administration of Agreement. This Agreement shall at all times be administered and the provisions of this Agreement shall be interpreted consistent with the requirements of Section 409A and Section 457 of the Code and any and all regulations thereunder, including such regulations as may be promulgated after the date of this Agreement.

(i) Distributions Upon Income Inclusion Under Code Section 457(f). Notwithstanding any provision in this Agreement to the contrary, upon the occurrence of any event that results in Dr. Gold becoming vested in whole or in part in amounts credited to the Account, as reasonably determined by the Board, the University will permit a lump sum distribution of an amount to pay Federal, state and local income taxes due upon the vesting event, provided that the amount of such payment is not more than an amount equal to the Federal, state, and local income tax withholding that would have been remitted by the University if there had been a payment of wages equal to the income includible by Dr. Gold under Code Section 457(f) at the time of the vesting.

(j) Distribution upon Income Inclusion under Code Section 409A Failure. If this Agreement fails to meet the requirements of Code Section 409A and as a result, some portion of Dr. Gold’s benefit is required to be included in his income, the University will pay Dr. Gold the amount required to be included in his income as a result of such failure and noncompliance and the balance in the Account will be reduced accordingly. If the failure to meet the requirements of Code Section 409A is solely caused by an act or omission by the University (without the participation therein by Dr. Gold) occurring after the date of this Agreement, the University agrees to pay Dr. Gold an amount (the “409A Penalty Tax Reimbursement”) that, after withholding for applicable federal and state income taxes, is needed for Dr. Gold to pay the interest and additional tax described in Code Section 409A(a)(1)(B). The 409A Penalty Tax Reimbursement will not include the ordinary federal and state income tax Dr. Gold owes due to the inclusion in his income of amounts payable to him pursuant to this Agreement. Dr. Gold shall notify the General Counsel of the University in writing within 30 days following the date that he has remitted the interest and additional tax described in Code Section 409A(a)(1)(B), showing the amount thereof. If the University is legally obligated to pay the 409A Penalty Tax Reimbursement, the University will pay the 409A Penalty Tax Reimbursement within 60 days following its receipt of such notification.

(k) Counterparts. This Agreement may be executed in counterparts, each of which shall be an original, and which together shall constitute a single document.

IN WITNESS WHEREOF, Dr. Gold and the University have executed this Agreement on the respective dates set forth below to be effective on July 1, 2024.

**The Board of Regents of the
University of Nebraska**

Date

By: _____
Chris Kabourek,
Senior Vice President for Business and Finance

Date

Jeffrey P. Gold, M.D.



BOARD OF REGENTS AGENDA ITEM SUMMARY

Academic Affairs

June 20, 2024

AGENDA ITEM: Proposal to revise the Board of Regents (BOR) policy RP-5.3.1 regarding transcript withholding

Review **Review + Action** **Action** **Discussion**

This is a report required by Regents' Policy.

PRESENTERS: Jeffrey P. Gold, Provost

PURPOSE & KEY POINTS

Effective July 1, 2024, federal regulations limit when transcripts can be withheld to encourage the payment of outstanding balances. The modified policy prohibits the denial of transcripts or grade reports as a mechanism to encourage payment but leaves in place all other strategies.

BACKGROUND INFORMATION

May 16, 1981 –The most recent language for *Regents Policy 5.3.1* was recorded.

RECOMMENDATION

The President recommends the Board approval.

Proposed Modification to Regents Policy 5.3.1

[Redlined Copy]

RP-5.3.1 Failure to Pay Financial Obligations

Failure by a student to pay a financial obligation owing to the University or to any department, division, or agency thereof, will result in denial of readmission, ~~denial of transcripts~~, denial of registration for ensuing terms, ~~and~~ withholding of diplomas, and, in addition, may result in disenrollment ~~and/or denial of grade reports~~, until such debt be paid in full. The Chancellors are hereby authorized to promulgate specific policies on each campus to enforce the provisions of this section; ~~denial of transcripts or grade reports is not authorized.~~

Reference: BRUN, Minutes, 45, p. 326 (May 16, 1981); ~~BRUN, Minutes (June 20, 2024)~~

[Clean Copy]

RP-5.3.1 Failure to Pay Financial Obligations

Failure by a student to pay a financial obligation owing to the University or to any department, division, or agency thereof, will result in denial of readmission, denial of registration for ensuing terms, withholding of diplomas, and, in addition, may result in disenrollment until such debt be paid in full. The Chancellors are hereby authorized to promulgate specific policies on each campus to enforce the provisions of this section; denial of transcripts or grade reports is not authorized.

Reference: BRUN, Minutes, 45, p. 326 (May 16, 1981); BRUN, Minutes (June 20, 2024)

(2) A majority of students who completed the program in the most recently completed award year were employed in that State; or

(3) The other State is part of the same metropolitan statistical area as the institution's home State and a majority of students, upon enrollment in the program during the most recently completed award year, stated in writing that they intended to work in that other State; and

(iii) Notwithstanding paragraph (a)(26)(ii) of this section, the program length limitation does not apply for occupations where the State entry level requirements include the completion of an associate or higher-level degree; or where the program is delivered entirely through distance education or correspondence courses;

* * * * *

(32) In each State in which: the institution is located; students enrolled by the institution in distance education or correspondence courses are located, as determined at the time of initial enrollment in accordance with 34 CFR 600.9(c)(2); or for the purposes of paragraphs (b)(32)(i) and (ii) of this section, each student who enrolls in a program on or after July 1, 2024, and attests that they intend to seek employment, the institution must determine that each program eligible for title IV, HEA program funds—

(i) Is programmatically accredited if the State or a Federal agency requires such accreditation, including as a condition for employment in the occupation for which the program prepares the student, or is programmatically pre-accredited when programmatic pre-accreditation is sufficient according to the State or Federal agency;

(ii) Satisfies the applicable educational requirements for professional licensure or certification requirements in the State so that a student who enrolls in the program, and seeks employment in that State after completing the program, qualifies to take any licensure or certification exam that is needed for the student to practice or find employment in an occupation that the program prepares students to enter; and

(iii) Complies with all State laws related to closure, including record retention, teach-out plans or agreements, and tuition recovery funds or surety bonds;

(33) It will not withhold official transcripts or take any other negative action against a student related to a balance owed by the student that resulted from an error in the

institution's administration of the title IV, HEA programs, or any fraud or misconduct by the institution or its personnel;

(34) Upon request by a student, the institution will provide an official transcript that includes all the credit or clock hours for payment periods—

(i) In which the student received title IV, HEA funds; and

(ii) For which all institutional charges were paid or included in an agreement to pay at the time the request is made; and

(35) It will not maintain policies and procedures to encourage, or that condition institutional aid or other student benefits in a manner that induces, a student to limit the amount of Federal student aid, including Federal loan funds, that the student receives, except that the institution may provide a scholarship on the condition that a student forego borrowing if the amount of the scholarship provided is equal to or greater than the amount of Federal loan funds that the student agrees not to borrow.

* * * * *

(e) If an institution is provisionally certified, the Secretary may apply such conditions as are determined to be necessary or appropriate to the institution, including, but not limited to—

(1) For an institution that the Secretary determines may be at risk of closure—

(i) Submission of an acceptable teach-out plan or agreement to the Department, the State, and the institution's recognized accrediting agency; and

(ii) Submission to the Department of an acceptable records retention plan that addresses title IV, HEA records, including but not limited to student transcripts, and evidence that the plan has been implemented;

(2) For an institution that the Secretary determines may be at risk of closure, that is teaching out or closing, or that is not financially responsible or administratively capable, the release of holds on student transcripts;

(3) Restrictions or limitations on the addition of new programs or locations;

(4) Restrictions on the rate of growth, new enrollment of students, or title IV, HEA volume in one or more programs;

(5) Restrictions on the institution providing a teach-out on behalf of another institution;

(6) Restrictions on the acquisition of another participating institution, which may include, in addition to any other required financial protection, the posting of financial protection in an

amount determined by the Secretary but not less than 10 percent of the acquired institution's title IV, HEA volume for the prior fiscal year;

(7) Additional reporting requirements, which may include, but are not limited to, cash balances, an actual and protected cash flow statement, student rosters, student complaints, and interim unaudited financial statements;

(8) Limitations on the institution entering into a written arrangement with another eligible institution or an ineligible institution or organization for that other eligible institution or ineligible institution or organization to provide between 25 and 50 percent of the institution's educational program under § 668.5(a) or (c); and

(9) For an institution found to have engaged in substantial misrepresentations to students, engaged in aggressive recruiting practices, or violated incentive compensation rules, requirements to hire a monitor and to submit marketing and other recruiting materials (e.g., call scripts) for the review and approval of the Secretary; and

(10) Reporting to the Department, no later than 21 days after an institution receives from any local, State, Tribal, Federal, or foreign government or government entity a civil investigative demand, a subpoena, a request for documents or information, or other formal inquiry that is related to the marketing or recruitment of prospective students, the awarding of Federal financial aid for enrollment at the school, or the provision of educational services for which Federal aid is provided.

(f) If a proprietary institution seeks to convert to nonprofit status following a change in ownership, the following conditions will apply to the institution following the change in ownership, in addition to any other conditions that the Secretary may deem appropriate:

(1) The institution must continue to meet the requirements under § 668.28(a) until the Department has accepted, reviewed, and approved the institution's financial statements and compliance audits that cover two complete consecutive fiscal years in which the institution meets the requirements of paragraph (b)(16) of this section under its new ownership, or until the Department approves the institution's request to convert to nonprofit status, whichever is later.

(2) The institution must continue to meet the gainful employment requirements of subpart S of this part until the Department has accepted, reviewed, and approved the institution's financial statements and compliance



BOARD OF REGENTS AGENDA ITEM SUMMARY

Academic Affairs

June 20, 2024

AGENDA ITEM: Report on establishment of a new expedited Graduate Certificate in English Dual Enrollment in the College of Arts and Sciences at the University of Nebraska at Omaha (UNO)

Review

Review + Action

Action

Discussion

This is a report required by Regents' Policy.

PRESENTERS: Jeffrey P. Gold, Provost

PURPOSE & KEY POINTS

The proposed 18 credit hour online graduate certificate in English Dual Enrollment is designed to provide high school teachers with the required postbaccalaureate credentials to teach dual enrollment college courses in English. If a student wishes to continue their academic studies, all completed coursework will count towards a UNO MA in English degree.

BACKGROUND INFORMATION

Regents Policy RP-2.3.3 authorizes the President to approve certain graduate certificates that meet requirements laid out RP 2.3.3.1 – 2.3.3.6. These requirements include the provisos that the offering does not result in additional expenses, that all coursework exists, and that the coursework is part of a previously approved graduate degree.

APPROVAL

The President approved this expedited Graduate Certificate on May 16, 2024.

New Academic Program or Organizational Units

UNO-Proposal to establish a new Expedited Graduate Certificate in English Dual Enrollment

Proposed Data of First Offering or Org. Unit Creation:		Upon approval by the President (Fall 2024)			
New/Additional Annual Program Costs*	Program Management		Brief Explanation		
	FTE	Expense	The proposed 18 credit-hour online graduate certificate in English Dual Enrollment is designed to provide high school teachers with the required postbaccalaureate credentials to teach dual enrollment college courses in English. If a student wishes to continue their academic studies, all completed coursework will count towards a UNO MA in English degree.		
Faculty	0	\$ -			
Staff		\$ -			
Additional Expenses**					
Total Annual Expense		\$ -			
*Total salary and benefits at year 5; **Additional costs on an annualized basis estimated for Year 5					
AAU Recognition Potential Impact: [<input type="checkbox"/>]Very Negative [<input type="checkbox"/>]Negative [<input type="checkbox"/>]None [<input type="checkbox"/>]Positive [<input type="checkbox"/>]Very Positive [<input checked="" type="checkbox"/>]Not Applicable					
AAU Recognition Criterion Impacted (If any):					
Minimum Estimated Program Enrollment (Year 5)					
	Enrollment	Credit Hours	Tuition Rate	Income	
Resident Program Year 1	15	12	\$ 388.00	\$ 69,840.00	
Resident Program Year 2	15	6	\$ 388.00	\$ 34,920.00	
			Total Income	\$ 104,760.00	
			Net Income	\$ 104,760.00	



MEMORANDUM

To: Jeffery Gold, Executive Vice President and Provost

From: Jo Li, Chancellor, University of Nebraska at Omaha

Date: April 23, 2024

RE: Certificate Proposal—English Department

A handwritten signature in blue ink, appearing to be 'Jo Li', located to the right of the 'From:' field.

The University of Nebraska at Omaha committees have reviewed and endorsed the creation of a new expedited graduate certificate.

The English department requests the addition of an online English Dual Enrollment certificate. This certificate will meet a great need among high school English teachers locally and nationwide who need to complete at least 18 hours of graduate English courses to teach Dual Enrollment courses at the post-secondary level. By offering these courses in an online format, more teachers will be able to complete the courses around their busy work and life schedules. The expedited certificate courses are all currently part of the Master of Arts in English degree.

Cc: David Jackson, Vice Provost

Phil He, Senior Vice Chancellor for Academic Affairs, Office of Academic Affairs

Expedited Graduate Certificate Proposal: English Dual Enrollment

Institution Proposing the Certificate: University of Nebraska at Omaha

Program Proposing the Certificate: M. A. in English

Name of Proposed Certificate: English Dual Enrollment

Participating Department: English

CIP Code: 23.0101

Proposed Delivery Sites and Type of Delivery: Online

Proposed Catalog Year: 2024-2025

Proposed Effective Term: Fall 2024

College: Arts and Sciences

Academic Level: Graduate

Is the Curriculum of the Proposed Certificate Part of an Existing Graduate Program: Yes

Which Program: English

Faculty Members Who Will Serve on the Advisory Committee: Charles Johanningsmeier, Tracy Bridgeford, Ramón Guerra, Owen Mordaunt, Tanushree Ghosh, Sarah Osborn, Kay Siebler

Are There Adequate Resources and a Sufficient Number of Qualified Faculty to Support the Certificate Program: Yes; the certificate will utilize the same faculty and resources that currently exist to support the English M.A. program.

1. How will the certificate program complement or enhance existing degree programs?

This certificate is intended to meet a great need among high school English teachers, primarily in the 19 states under the jurisdiction of the Higher Learning Commission (HLC) but also elsewhere in the country, all of whom need to have completed at least 18 hours of graduate English courses in order to teach Dual / Concurrent Enrollment courses at the post-secondary level. These teachers are all incredibly busy and thus desperately need online courses that they can fit more easily into their work and life schedules than courses taught in-person or as remote-learning classes.

Because the proposed certificate can be completed wholly online if desired and also allow students to take courses that strengthen their ability to teach both Literature and Composition classes, it will greatly expand the geographical reach of our current graduate program by attracting students (mostly current or future high school English teachers) from regions of Nebraska outside the metro Omaha area, as well as from many other states. We believe it would be especially attractive to students in those states covered by the Omaha Urban Rate (OUR) program. The resulting increased enrollment in the online graduate courses we currently offer would almost certainly stimulate the creation of more such courses in the future.

This certificate will also potentially attract a number of students to enroll in our full M.A. program. Those who complete this certificate can apply all 18 credit hours to the Department of English's 36 credit hour requirement for the full Master's Degree (students wishing to do so will need to apply to, and be admitted to, the M.A. program).

Currently the English M.A. program offers four different certificates, and the proposed certificate differs in significant ways from each of them. Most important, the Dual Enrollment for Teachers certificate can be earned completely online, while none of the others can be earned without attendance at in-person or remote classes. Related to this significant difference is that the proposed certificate can be marketed to students who often cannot meet at regular times because they are teaching, and to students in the nineteen different states under the jurisdiction of the Higher Learning Commission (as well as Montana, under the OUR program). Because none of the other English graduate certificates can be earned without significant in-person or remote attendance, they can be marketed only to a much more geographically limited market.

Differences from the Literature and Culture Certificate:

The Literature and Culture Certificate (18 hours) can certainly be used to earn HLC certification to teach Dual / Concurrent Enrollment English classes at the high school level. However, unlike the proposed certificate, the Literature and Culture Certificate cannot be earned completely online (in fact, only four of the required six courses listed in its master syllabus are even offered online). Because most of the courses for the Literature and Culture Certificate are available only in-person or as synchronous, remote-learning courses, it does not have as wide an appeal as the proposed online certificate. In addition, the Literature and Culture Certificate includes only literature classes, while the proposed certificate allows students to take multiple composition, language studies, and writing courses. Finally, the Literature and Culture Certificate requires students to take one graduate research methods course, while the proposed certificate does not.

Differences from the Advanced Writing Certificate:

This 15-hour certificate is targeted chiefly at, and is earned mostly by, those who wish to write various types of Creative Nonfiction. While these courses are useful to high school teachers, currently only three of this certificate's five required courses are offered online, and thus it cannot be earned by students who cannot take classes in-person or remotely. The Advanced Writing Certificate also requires a final portfolio, which the proposed certificate does not.

Differences from the Technical Communication Certificate:

This 15-hour certificate is targeted chiefly at those who wish to improve their skills in workplace writing, not at teachers. Granted, many of its courses can prove useful to teachers, and a good many of them are offered online. However, the Technical Communication Certificate does not allow students as much flexibility in course selection as the proposed certificate does. The proposed certificate, for example, allows students to take a diverse group of courses that might include ones about literature, composition, and language studies. Finally, like the Advanced Writing Certificate, the Technical Communications Certificate requires a final portfolio, which the proposed certificate does not.

Differences from the Teaching English to Speakers of Other Languages Certificate:

This 12-hour certificate is designed almost exclusively for those who wish to teach students who are non-native speakers of English. Unlike the proposed certificate, it has a highly-structured curriculum (one must choose a single course from each of four areas) and does not include the type of courses that most high school English teachers would regard as helpful to them in their courses. Because one of its required courses (English 8656) is not offered online, and only one of its other courses is offered online, this certificate also has a limited geographical audience.

2. What is the student, community or market demand for this certificate?

The Higher Learning Commission (HLC), an accreditor for post-secondary institutions in Arizona, New Mexico, Colorado, Wyoming, North Dakota, South Dakota, Nebraska, Kansas, Oklahoma, Arkansas, Missouri, Illinois, Indiana, Ohio, West Virginia, Michigan, Wisconsin, Iowa, and Minnesota, has stipulated that, beginning on September 1, 2025, all high school teachers who wish to teach courses that offer Dual / Concurrent Enrollment (DE / Concurrent) credit in colleges and universities in the aforementioned states must either have earned a Master's degree in the subject area they are teaching or hold a Master's degree in an unrelated field and have earned at least 18 graduate credit hours in the subject area they are teaching for DE / Concurrent credit.

Because of these new stipulations, a great many high school teachers in the 19 states under the Higher Learning Commission's jurisdiction – as well as Montana, included in the OUR map -- are in dire need of graduate courses in their particular subject areas in order to continue being able to teach DE / Concurrent courses. As Amy Williams, Executive Director of the National Alliance of Concurrent Enrollment Partnerships, and Jenny Parks, Vice President of the Midwestern Higher Education Compact, stated at the Higher Learning Commission's annual conference in 2021, in their presentation entitled "Responses to Concurrent Enrollment Teacher Credentialing Crisis," post-secondary institutions need to actively respond immediately to this crisis immediately by a) creating "ways for teachers to earn the graduate degree credits they need to teach concurrent enrollment courses" and b) finding "ways to encourage and incentivize teachers to pursue such degrees and courses, especially in rural areas." In Nebraska in particular, this crisis of teacher credentialing has led some school districts to reserve funds for teachers pursuing degrees in high-need areas such as English. For instance, Omaha Public Schools currently provides such funding through the OPS Teacher Advanced Program, and the Millard School District does so with its Local, State, and Federal Grant Assistance Scholarship as well as its MEA Negotiated Agreement Funds Scholarship.

Because so many English teachers both in Nebraska and in the other states under the Higher Learning Commission's jurisdiction (as well as Montana) would find it difficult to take in-person graduate courses at accredited universities, either because they live far away from such institutions or because their work schedules preclude attendance at in-person or even remote classes, there is a great demand for online graduate courses in English.

To assess market demand for the proposed certificate, information about it was recently sent out by the UNO English Department via email to teachers in the states contiguous to Nebraska, all of

which must follow HLC guidelines; 139 teachers responded. In response to the question, “Would you be interested in a totally online program designed specifically for Dual / Concurrent Enrollment teachers?” 123 (88.49%) answered “Yes,” and the same percentage answered “Yes” when asked, “Would you consider applying to this program if it existed?” Most respondents (26.21%) said that their main motivation for taking such courses would be a “Salary Increase”; the next two most popular reasons were “Opportunity to Teach New Classes” (22.79%) and “Personal Growth” (21.65%).

One market segment that would be most attracted to this totally online certificate would be those teachers already teaching English courses in high schools for Dual Enrollment / Concurrent credit but who currently lack the necessary English coursework for full certification; pursuing this Certificate would allow them to continue in those teaching roles. There are a great many other teachers and prospective teachers, too, who would like to be certified to teach Dual Enrollment / Concurrent courses in the future, but who currently have only a Master’s degree in a related field (such as Education) and lack sufficient coursework in English; for them, earning this Certificate will enhance their employability.

Local school districts across the 19 states covered by the HLC will greatly benefit from this Certificate, because adding to the pool of qualified teachers will afford them much more flexibility in staffing and wider course offerings for their students.

Once this certificate is approved, information about it will be posted to the Midwest Higher Education Compact website, which informs Dual Enrollment / Concurrent teachers and school administrators of programs serving the needs of these teachers (<https://graduatecreditquest.org/>). Given the high demand for a certificate in English such as this, we expect that in the first year it is available we will enroll 5-10 students; in the second year, 5-10 more; in the third year 10-15; in the fourth year, 10-15 more; and in the fifth year an additional 10-15 students. Since each student will likely take 2-3 years to complete the certificate, this means that by the third year of its availability the Department of English will have added 20-35 graduate students. Given that there is already a surplus of room available in the graduate courses that our department currently offers, there is no minimum number of students required to make the program viable; if we enroll fewer students than projected above, they would simply be absorbed into existing courses.

3. What are the procedures and stated qualifications for admission of students to the certificate program?

Applications for this certificate program will be accepted on a rolling basis. All materials should be submitted to the UNO Graduate Studies online application portal prior to the beginning of the semester in which the student has elected to begin coursework.

Applicants will need to submit copies of all undergraduate and graduate transcripts as well as a 1-2 page (single-spaced) written statement of purpose. If the applicant has any coursework completed at an international institution, a course-by-course evaluation will be carried out.

Qualifications of Applicants:

Per the minimum enrollment requirements of the Graduate School, only applicants who have earned, or will have earned, a bachelor's or master's degree at a regionally-accredited college or university in the U.S., or the equivalent of such degrees in another country, will be considered for admission. Prospective students may apply for admission during or after the final year of undergraduate study, but they must submit the official baccalaureate degree transcript to the Office of Graduate Studies before the end of the first year of enrollment.

The decision to admit an applicant to a program is based primarily on a combination of the following criteria according to the requirements of the specific program.

Quality of previous undergraduate and graduate work. Applicants must demonstrate a minimum "B" average (3.0 on a 4.0 scale), in a program of study resulting in the award of a baccalaureate degree from a regionally accredited college or university. Applicants who have earned a minimum cumulative GPA of 2.7 on a 4.0 scale can be considered for provisional admission. If an applicant has studied at the graduate level and performed satisfactorily, less weight may, but not necessarily, be placed on the quality of the undergraduate academic record.

Quality of written statement of purpose.

Applicants are required to have a strong command of oral and written English. Those who do not hold a baccalaureate or master's degree from an institution in the United States, OR a baccalaureate or other advanced degree from a country on the waiver list (a list will be provided to applicants) must meet a minimum language proficiency score requirement in order to be considered for admission. Applicants must score at least 80 on the internet-based TOEFL examination; 6.5 on the IELTS examination; 53 on the PTE examination; or 110 on Duolingo.

4. What is the curriculum of the certificate program?

The HLC does not require DE teachers to take specific courses to satisfy its requirement of 18 graduate hours in English. We have designed this certificate with the HLC model in mind, and thus candidates for this certificate can fulfill its requirements by completing any six online courses from the list below, which will be offered in a regular rotation (with other courses to be added). This in turn enables teachers to select courses that best serve their own curricular needs and interests, which is likely to increase interest in the certificate. All of the courses offered would be considered by teachers and school administrators as useful for persons teaching high school English, especially the two high school courses most often linked to Dual Enrollment / Concurrent courses: Advanced Placement Literature & Composition and Advanced Placement Language & Composition.

M.A. Degree and Certificate Requirements (all courses are 3 credit hours)	Master's Program Credit Hours	Certificate Program Credit Hours
Required Courses (M.A. students must choose two of the following three):	6	0
ENGL 8010: Text-Based Research Methods in English Studies		
ENGL 8030: Field-Based Research Methods in English Studies		
ENGL 8040: Writing for Publication		
Elective Courses:	30	18
M.A. students in English choose and successfully complete <u>ten</u> elective courses; Certificate students will choose and successfully complete a total of any <u>six</u> courses.		
Total:	36	18

Graduate Courses Currently Available Online and Eligible for this Certificate (three more are currently in development):

ENGL 8010: Text-Based Research Methods in English Studies		
ENGL 8190: Book-Smart: The Politics of Education in Literatures and Cultures		
ENGL 8216: The Harlem Renaissance		
ENGL 8246: Teaching Latino Literature		
ENGL 8346: Shakespeare		
ENGL 8410: Immigration, Migration, and Diaspora: Critical Approaches and Theories of Movement in Literature		
ENGL 8496: Great Works of British Literature		
ENGL 8610: Professional and Technical Writing		
ENGL 8615: Introduction to Linguistics		
ENGL 8626: History of English		
ENGL 8630: Digital Rhetoric		
ENGL 8640: Creative Nonfiction in Digital Environments		
ENGL 8646: Applied Linguistics		

ENGL 8650: Writing Across Differences: Rhetorical Theory for Persuasion and Public Advocacy		
ENGL 8656: Structure of English		
ENGL 8676: Sociolinguistics		
ENGL 8770: L2 Composition Pedagogy		
ENGL 8816: Digital Literacies for Technical Communication		
ENGL 8836: Technical Communication		
ENGL 8876: Technical Editing		
ENGL 8856: Information Design for Technical Communicators		
ENGL 8896: Capstone Course in Technical Communication		
ENGL 8956: Bringing the War Home: Depictions of War Veterans in Literature and Film		

5. What are the measures and procedures for verification of completion of the certificate requirements?

Students must earn a grade of “B” (3.0 on a 4.0 scale) or better in each course applied toward the 18 credits required for this Certificate. In order to have their certificate granted, the student will need to apply for graduation via MavLINK during the semester in which they intend to complete requirements.

6. What are the measures and procedures for ongoing evaluation of the certificate program?

The Department of English’s Graduate Program Director, or another professor named from the English faculty, will monitor student admission and progress through the certificate program.



Sept 28, 2023

The Office of General Education and Dual Enrollment strongly supports the English Department's proposed Online Dual/Concurrent Enrollment for Teachers certificate designed to address the academic and professional needs of dual enrollment teachers. My office has worked closely with English since the mid-2000s to deliver high quality college courses via the dual enrollment program to high school students across the Omaha metropolitan region and throughout the state of Nebraska. A recent report from the Institute of Education Sciences estimates that approximately 80% of students nationwide attend high schools that provide dual enrollment opportunities, while between 20-30% of all high school students nationwide take dual enrollment courses. Accordingly, there is a profound nationwide need for coursework at the graduate level so teachers can meet requirements to deliver dual enrollment courses as stipulated by higher education regional accrediting organizations.

The proposed certificate will meet a significant local and nationwide need, support schools in the development and maintenance of English dual enrollment courses and build strong partnerships with educators. Introductory English courses are some of the most frequently offered dual enrolled courses nationwide, with Composition being the most popular. The proposed certificate has several distinct advantages over existing opportunities for teachers. First, the proposed certificate will offer students the ability to complete required courses exclusively in an online format. This greatly expands the reach of these courses to a broader regional and nationwide audience, and as importantly, provides flexibility for professional teachers who are unable to attend graduate courses at more traditional times. The most frequent appeal my office hears from high school teachers pursuing graduate credits for purposes of teaching dual enrollment is a request for more online course offerings. Second, the proposed certificate includes content relevant for dual enrollment teachers in literature and composition. This is important because teachers may potentially be able to teach dual enrollment in either of these content areas through the completion of a single graduate certificate. This would prove attractive to teachers, high school administrators, and curriculum supervisors, by providing greater flexibility to offer advanced courses in ways that more effectively serve their students. A recent survey of secondary educators in surrounding states, conducted by UNO's English Department, appears to confirm that this type of graduate certificate would serve the demand of teachers throughout the region. It will provide needed graduate education in one of the most popular dual enrolled disciplines, while doing so with a flexible curriculum and modality needed by high school teachers.

My office supports the proposed certificate and is excited to continue working with the English Department, our high school partners, and our dual enrollment teachers to plan and implement this exciting initiative. I'm confident it will provide teachers with more accessible opportunities to receive the graduate coursework they need to continue providing outstanding, rigorous, and impactful classroom experiences. Please do not hesitate to contact me at 402-554-2184 or mtracy@unomaha.edu if you have any questions or would like to discuss this issue in more detail.

Matthew Tracy, Ph.D.
Director of General Education & Dual Enrollment
University of Nebraska at Omaha



January 23, 2024

Dr. Sarah Edwards
Assistant Vice Chancellor for Curriculum & Programs
Office of Academic Affairs

Dear Dr. Edwards,

On Friday, January 19, 2024, The College of Arts and Sciences' Educational Policy Committee approved the proposed English Dual Enrollment graduate certificate. I support the creation of this new program; it holds much promise in increasing enrollments through its online offering.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mel B'.

Dr. Melanie Bloom
Dean, College of Arts and Sciences and Professor of Foreign Languages and Literature
University of Nebraska at Omaha

CC: Denise Devney, Office of Academic Affairs
Dr. Tanushree Ghosh, Chair, Department of English
Dr. Ramón Guerra, Graduate Program Chair, Department of English
Dr. Charles Jonanningsmeier, Professor, Department of English



College of Arts and Sciences | Office of the Dean
6001 Dodge St. | Omaha, NE 68182-0013 | Administration: 402.554.2338 | Advising: 402.554.2458
www.unomaha.edu/cas

TABLE 1: PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM

	FY 2024-25 Year 1	FY 2025-26 Year 2	FY 2026-27 Year 3	FY 2027-28 Year 4	FY 2028-2029 Year 5	Cost
Personnel						
Faculty 1	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Professional 2	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Graduate assistantis	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Support staff	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Subtotal	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Operating						
General Operating 3	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Equipment 4	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
New or renovated space 5	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Library/Information Resources 6	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Other 7	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Subtotal	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Total Expenses	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00

The creation of the graduate certificate requires no additional resources. The required courses are in place.

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

	FY 2024-25 Year 1	FY 2025-26 Year 2	FY 2026-27 Year 3	FY 2027-28 Year 4	FY 2028-2029 Year 5	Total
Reallocation of Existing Funds	\$ 0	0	0	0	0	\$ 0
Required New Public Funds	\$ 0	0	0	0	0	\$ 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 1	\$ 23,280	\$ 58,200	\$ 69,840	\$ 93,120	\$ 104,760	\$ 349,200
Other Funding	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
1						\$ 0
2						\$ 0
3						\$ 0
Total Revenue	\$ 23,280	\$ 58,200	\$ 69,840	\$ 93,120	\$ 104,760	\$ 349,200

1 The calculation is based on the 2023-2024 resident tuition of \$388.00

The calculation assumes that students will enroll in 12 credit hours in year 1 and 6 in year 2.

	Credit Hour Production				
	Year 1	Year 2	Year 3	Year 4	Year 5
Year 1: 5 new students	60				
Year 2: 10 new students		30			
Year 3: 10 new students		120	60		
Year 4: 15 new students			120	60	
Year 5: 15 new students				180	90
Total	60	150	180	240	270



BOARD OF REGENTS AGENDA ITEM SUMMARY

Academic Affairs

June 20, 2024

AGENDA ITEM: Report on establishment of a new expedited Graduate Certificate in Geographic Education in the College of Arts and Sciences at the University of Nebraska at Omaha (UNO)

Review **Review + Action** **Action** **Discussion**

This is a report required by Regents' Policy.

PRESENTERS: Jeffrey P. Gold, Provost

PURPOSE & KEY POINTS

The proposed 19 credit hour online and in-person graduate certificate in Geographic Education is designed to provide high school teachers with the required postbaccalaureate credentials to teach dual enrollment college courses in geography and to better prepare them to offer the increasingly popular Geography AP course. If a student wishes to continue their academic studies, all completed coursework will count towards a UNO MS in Geography degree.

BACKGROUND INFORMATION

Regents Policy, RP- 2.3.3 authorizes the President to approve certain graduate certificates that meet requirements laid out RP 2.3.3.1 – 2.3.3.6. These requirements include the provisos that the offering does not result in additional expenses, that all coursework exists, and that the coursework is part of a previously approved graduate degree.

APPROVAL

The President approved this expedited Graduate Certificate on May 16, 2024.

New Academic Program or Organizational Units

UNO-Proposal to establish a new expedited Graduate Certificate in Geographic Education

Proposed Data of First Offering or Org. Unit Creation:		Upon approval by the President		
New/Additional Annual Program Costs*	Program Management		Brief Explanation	
	FTE	Expense	The 19 CH graduate certificate is designed to provide high school teachers with the required postbaccalaureate credentials to teach dual enrollment courses in geography and be better prepared to offer the increasingly popular Geography AP course. All coursework would count towards a UNO MS in Geography degree.	
Faculty	0	\$ -		
Staff		\$ -		
Additional Expenses**				
Total Annual Expense		\$ -		
*Total salary and benefits at year 5; **Additional costs on an annualized basis estimated for Year 5				
AAU Recognition Potential Impact: [<input type="checkbox"/>]Very Negative [<input type="checkbox"/>]Negative [<input type="checkbox"/>]None [<input type="checkbox"/>]Positive [<input type="checkbox"/>]Very Positive [<input checked="" type="checkbox"/>]Not Applicable				
AAU Recognition Criterion Impacted (If any):				
Minimum Estimated Program Enrollment (Year 5)				
	Enrollment	Credit Hours	Tuition/Fee Rate	Income
Resident	10	9	\$ 388.00	\$ 34,920.00
				\$ -
Fees	10	9	\$ 49.00	\$ 4,410.00
			Total Income	\$ 39,330.00
			Net Income	\$ 39,330.00



MEMORANDUM

To: Jeffery Gold, Executive Vice President and Provost

From: Jo Li, Chancellor, University of Nebraska at Omaha

Date: March 8, 2024

RE: Certificate Proposal—Master of Science in Geography

The University of Nebraska at Omaha committees have reviewed and endorsed the creation of a new graduate certificate.

The Master of Science in Geography program requests the addition of a certificate in geographic education. The graduate certificate in geographic education is designed to assist high school instructors, who already possess education degrees, in obtaining the 18 graduate credit hours needed to teach a high school dual enrollment course or at an institution of higher education. With the growth of the Advanced Placement exams in Human Geography and Environmental Science and UNO's growth of Dual Enrollment classes, there is a demand for teachers with a more extensive background in geography.

Cc: David Jackson, Vice Provost

Phil He, Senior Vice Chancellor for Academic Affairs, Office of Academic Affairs



December 11, 2023

Dr. Sarah Edwards
Assistant Vice Chancellor for Curriculum & Programs
Office of Academic Affairs

Dear Dr. Edwards,

The College of Arts and Sciences' Educational Policy Committee met on Friday, December 8, 2023, and approved the proposed graduate certificate in Geographic Education. I fully support this proposal.

This proposed certificate will further expand the college's offerings that benefit dual-enrollment.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mel B'.

Dr. Melanie Bloom
Interim Dean, College of Arts and Sciences Professor of Foreign Languages and Literature
University of Nebraska at Omaha

CC: Denise Devney, Office of Academic Affairs
Dr. Rex Cammack, Chair, Department of Geography and Geology; Dr. Chris Dando,
Graduate Program Chair, Department of Geography and Geology



College of Arts and Sciences | Office of the Dean
6001 Dodge St. | Omaha, NE 68182-0013 | Administration: 402.554.2338 | Advising: 402.554.2458
www.unomaha.edu/cas

Expedited Graduate Certificate Proposal Form

Institution proposing the program: The University of Nebraska at Omaha

Program proposing the certificate: Master of Science in Geography

Name of the proposed certificate program: Certificate in Geographic Education

List the participating department(s): Department of Geography and Geology

CIP Code: 13.1332

Proposed delivery site(s), and type(s) of delivery, if applicable: UNO on-campus and online

Proposed date (term/year) the program will be initiated: Fall 2024

List name so faculty members who will serve on the advisory committee: Committee of the Whole (B. Bereitschaft, R. Cammack, C. Dando, A. Dere, K. Falconer Al-Hindi, H. Maher, S. Nelson, P. Pavlinek, M. Peterson, J. Schueth)

Are there adequate resources and a sufficient number of qualified faculty to support the certificate program? The proposed certificate relies completely on existing resources. All faculty and courses required are in place.

1. How will the certificate program complement or enhance existing degree programs?

The graduate program currently offers a Certificate in Geographic Information Science. The proposed Certificate in Geographic Education expands our certificate offerings. The graduate certificate in geographic education is designed to assist high school instructors, already possessing education degrees, in obtaining the 18 graduate credit hours needed to teach a high school dual enrollment course or at an institution of higher education. The Higher Learning Commission requires that teachers have 18 graduate credit hours in the content field to qualify for dual-enrollment and other college-course equivalencies in high schools. This certificate is designed to expand high school teachers' geographic knowledge both in theory and practice, as is expected with graduate-level instruction. The proposed Certificate in Geographic Education will also add an option for graduate study in geography, appealing to those who need graduate coursework in geography but who may not be interested in a master's degree. This certificate can be earned as a stand-alone program, or in conjunction with the MS in Geography.

It is our hope to make this program available online, extending the reach of the program beyond the immediate vicinity to Nebraska and other Midwestern teachers. The only required course, GEOG 8040 Seminar in Geographic Education, is now being offered online as a summer course and it is currently possible to take enough graduate-level courses online to do the certificate.

2. What is the student, community or market demand for this certificate?

- Why is the proposed program needed?

With the growth of the Advanced Placement exams in Human Geography and Environmental Science and UNO's growth of Dual Enrollment classes (allowing students

to earn college credit while still in high school), there is demand for teachers with a more extensive background in geography.

Currently, the Social Science Endorsement in Secondary Education in UNO's College of Education, Health, and Human Sciences (an undergraduate degree) requires only 6 hours of geography out of 60 hours (21 hours in History, 6 hours each in Geography, Political Science, Economics, Anthropology, Psychology, and Sociology). Area teachers have long turned to UNO to enhance their credentials, with a number of area teachers earning Masters degrees in Geography in the last ten years (and many of these now teaching dual enrollment courses through UNO).

One of the fastest growing Advanced Placement subjects is in Human Geography, currently the 9th highest enrolling of all AP subjects, with the number of students taking the exam increasing five-fold in the past 10 years (2022 had 221,815 exams). AP Environmental Science is ranked 11th of all AP subjects (2022 had 179,957 exams).

UNO currently offers through Dual Enrollment geography credit for either AP Human Geography (credit as GEOG 1020 Intro to Human Geography) or AP Environmental Science (credit as GEOG 1050 Human-Environment Geography). Instructors who teach UNO Dual Enrollment courses must meet Geography and Geology Department standards for our adjuncts (18 graduate credit hours or a master's degree or Ph.D. in Geography). As a result, only a limited number of schools currently offer Dual Enrollment Geography courses through UNO.

To our knowledge, there are relatively few such certificate programs in geographic education in the country. We were only able to find four – at Montgomery College in Maryland, at St. Cloud State University in Minnesota (online), at Marshall University in West Virginia, and at Elmhurst University in Illinois (online). Texas State University offers an online master of applied geography with a concentration in geography education. Graduate-level options for current/potential dual enrollment teachers are limited and there is a need to be filled.

- What are employment and educational advancement opportunities for graduates of the proposed program?

There is an interest in Nebraska high schools to offer AP courses and/or participate in dual-enrollment programs with UNO. Every year, the Geography Dual Enrollment program is approached about approving teachers to participate in Dual Enrollment but few have the necessary credentials in geography, with most having a master degree in education. We anticipate approximately five teachers a year will want this credential.

Graduates with the certificate would have the necessary credentials to teach geography courses through UNO's Dual Enrollment program or through other institutions of higher education.

- What are the enrollment projections:

The Geography Dual Enrollment Coordinator fields several inquiries a year:

- from teachers who are interested in teaching a dual enrollment class but lack the graduate coursework to be credentialled.
- from teachers interested in postgraduate coursework (some of whom may be interested in teaching dual enrollment, while others are interested in continuing studies in geography).

Based on inquiries and current enrollments, we anticipate 4-5 teachers a year pursuing the Certificate in Geographic Education. With appropriate marketing to surrounding states, this number could potentially increase.

3. What are the procedures and stated qualifications for admission of students to the certificate program?

In addition to the requirements of Graduate Studies, applicants for admission must meet one of the following departmental requirements to be admitted unconditionally:

- A baccalaureate degree in geography with a GPA of 3.0 or better and course work that includes human, physical, and geospatial areas of the discipline
- or
- A minimum of 15 undergraduate semester hours in geography, including courses human, physical, and geospatial with a GPA of at least a 3.0 on a 4.0 scale.

Students who do not meet these requirements may be admitted provisionally.

The Certificate in Geographic Education will be an 18-19-credit hour graduate certificate comprised of one required course, GEOG 8040 Seminar in Geographic Education (3 credits), plus 15 to 16 additional credits of graduate coursework. As some of the courses are 4-credit courses with labs, we suggest 18 to 23 credits allows students the flexibility to include these courses, such as GEOG 8535 Cartography/GIS (4 credits). However, it will be improbable that a student will build this flexible certificate using four 4-hour courses. A more realistic range would be 18-19 credits. A "B" average (3.0 on a 4.0 scale) must be maintained in coursework taken as part of the certificate program.

4. What is the curriculum of the certificate program?

Please see attached.

5. What are the measures and procedures for verification of completion of the certificate requirements?

The Geography Graduate Program Coordinator will supervise students working towards the Certificate in Geographic Education, advising students on coursework, monitoring progress towards the degree. Students will apply for graduation via MacLink by the deadline in their last semester in order to have the graduate certificate awarded.

6. What are the measures and procedures for ongoing evaluation of the certificate program?

Students completing the Certificate in Geographic Education will complete an exit survey and interview about their experience. Once ten students have completed the Certificate as well as the exit survey and interview, the Certificate will be evaluated and the Committee of the Whole will consider if any program revisions are needed. Moving forward from this initial evaluation, the Certificate will be reviewed every three years.

Proposed Graduate Certificate Curriculum

Name of the existing master's program: **Master of Science in Geography- Thesis Example**

Courses	Graduate Certificate	Masters Degree
GEOG 8040 Seminar in Education Geography 3CR	(required)	X
GEOG 8126 Urban Geography 3CR	X	X
GEOG 8210 Seminar in Cultural Geography 3CR	X	X
GEOG 8346 Water Resources 3CR	X	X
GEOG 8406 Emerging Topics in Geography 3CR	X	X
GEOG 8535 Cartography/GIS 4CR	X	X
GEOG 8000 History & Philosophy of Geography 3CR		(required)
GEOG 8700 Research Methods 3CR		(required)
GEOG 8990 Thesis 6CR		X
	Total Credits 19	Total Credits 31

Name of the existing master's program: Master of Science in Geography- Non-Thesis Example

Courses	Graduate Certificate	Masters Degree
GEOG 8040 Seminar in Education Geography 3CR	(required)	X
GEOG 8126 Urban Geography 3CR	X	X
GEOG 8210 Seminar in Cultural Geography 3 CR	X	X
GEOG 8346 Water Resources 3CR	X	X
GEOG 8406 Emerging Topics in Geography 3CR	X	X
GEOG 8535 Cartography/GIS 4CR	X	X
GEOG 8600 Independent Research 2CR		X
GEOG 8680 Seminar in Geospatial Science 3CR		X
GEOG 8000 History & Philosophy of Geography 3CR		(required)
GEOG 8700 Research Methods 3CR		(required)
	Total Credits 19	Total Credits 30

TABLE 1: PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM

	(FY 2024-25) Year 1	(FY2025-26) Year 2	(FY 2026-27) Year 3	(FY2027-28) Year 4	(FY 2028-29) Year 5	
Personnel						Cost
Faculty ¹						\$0
Professional ²						\$0
Graduate assistants						\$0
Support staff						\$0
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0
Operating						
General Operating ³						
Equipment ⁴						
New or renovated space ⁵						
Library/Information Resources ⁶						
Other ⁷						
Subtotal	\$0		\$0	\$0		
Total Expenses	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

CCPE; 11/19/08

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

	(FY 2024-25) Year 1	(FY2025-26) Year 2	(FY 2026-27) Year 3	(FY2027-28) Year 4	(FY 2028-29) 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	\$19,655	\$39,330	\$27,531	\$55,062	\$39,330	\$180,908
Other Funding						\$0
						\$0
Total Revenue	\$19,655	\$39,330	\$27,531	\$55,062	\$39,330	\$180,908

CCPE 11/19/2008

	(FY 2024-25) Year 1	(FY2025-26) Year 2	(FY 2026-27) Year 3	(FY2027-28) Year 4	(FY 2028-29) Year 5	Total
Estimated Tuition Per Student 1	\$3,492	\$3,492	\$3,492	\$3,492	\$3,492	\$17,460
Estimated Fees Per Student 2	\$441	\$441	\$441	\$441	\$441	\$2,205
Estimated Enrollment in Cert	5	10	7	14	10	
Estimated Total Tuition	\$17,460	\$34,920	\$24,444	\$48,888	\$34,920	\$160,632
Estimated Total Fees	\$2,205	\$4,410	\$3,087	\$6,174	\$4,410	\$20,286
Total Revenue	\$19,665	\$39,330	\$27,531	\$55,062	\$39,330	\$180,918

1-9 hours per year (in-state CAS online fee 388 per credit hour)

2-credit hr fees for 9 hrs (online, technology, student research fees=49 per credit hr.)



BOARD OF REGENTS AGENDA ITEM SUMMARY

Academic Affairs

June 20, 2024

AGENDA ITEM: Report on establishment of a new expedited Graduate Certificate in Internal Audit, Fraud, and Control (IAFC) administered by the School of Accounting in the College of Business Administration at the University of Nebraska at Omaha (UNO)

Review **Review + Action** **Action** **Discussion**

This is a report required by Regents' Policy.

PRESENTERS: Jeffrey P. Gold, Provost

PURPOSE & KEY POINTS

The proposed 12 credit hour graduate certificate in Internal Audit, Fraud, and Control is designed to provide a fundamental background in Internal Audit, Accounting, and Fraud Risk Assessment. The certificate will provide a foundation for the Certified Internal Auditor (CIA) examination and certification. If a student wishes to continue their academic studies, all coursework will count towards a UNO MAcc (Masters in Accounting) degree.

BACKGROUND INFORMATION

Regents Policy 2.3.3 authorizes the President to approve certain graduate certificates that meet requirements laid out RP 2.3.3.1 – 2.3.3.6. These requirements include the provisos that the offering does not result in additional expenses, that all coursework exists, and that the coursework is part of a previously approved graduate degree.

APPROVAL

The President approved this expedited Graduate Certificate on May 16, 2024.

New Academic Program or Organizational Units

UNO-Proposal to establish a new expedited Graduate Certificate in Internal Audit, Fraud, and Control (IAFC)

Proposed Data of First Offering or Org. Unit Creation:		Upon approval by the President (Fall 2024)			
New/Additional Annual Program Costs*	Program Management		Brief Explanation		
	FTE	Expense	The 12 CH graduate certificate is designed to provide a fundamental background in Internal Audit, Accounting, and Fraud Risk Assessment. The certificate will provide a foundation for the Certified Internal Auditor (CIA) examination and certification. All coursework will count towards a UNO MAcc (Masters in Accounting) degree.		
Faculty		\$ -			
Staff		\$ -			
Additional Expenses**					
Total Annual Expense		\$ -			
*Total salary and benefits at year 5; **Additional costs on an annualized basis estimated for Year 5					
AAU Recognition Potential Impact: [<input type="checkbox"/>]Very Negative [<input type="checkbox"/>]Negative [<input type="checkbox"/>]None [<input type="checkbox"/>]Positive [<input type="checkbox"/>]Very Positive [<input checked="" type="checkbox"/>]Not Applicable					
AAU Recognition Criterion Impacted (If any):					
Minimum Estimated Program Enrollment (Year 5)					
	Enrollment	Credit Hours	Tuition Rate	Income	
Resident*	18		\$ 3,254.71	\$ 58,585	
				\$ -	
			Total Income	\$ 58,585	
			Net Income	\$ 58,585	
*UNO calculated the income based on a combination of tuition and fees for 6 SCH per year					



MEMORANDUM

To: Jeffery Gold, Executive Vice President and Provost

From: Jo Li, Chancellor, University of Nebraska at Omaha

Date: December 12, 2023

RE: Certificate Proposal—School of Accounting

A handwritten signature in blue ink, appearing to be 'Jo Li', located to the right of the 'From:' field.

The University of Nebraska at Omaha committees have reviewed and endorsed the creation of a new graduate certificate.

The School of Accounting requests the addition of an Internal Audit, Fraud, and Control (IAFC) Certificate. This new certificate includes existing School of Accounting courses already offered within the Master of Accounting (MAcc) degree and will create a critical opportunity for graduate students to add to their credentials and be more viable in the high-demand, high-wage, and high-skill job market.

Cc: David Jackson, Vice Provost

Phil He, Senior Vice Chancellor for Academic Affairs, Office of Academic Affairs

October 10, 2023

Graduate Program Reviewers,

As Dean of the College of Business Administration (CBA), I am fully supportive of the School of Accounting's proposal to create a Graduate *Internal Audit, Fraud and Control (IAFC) Certificate* and see it as an excellent opportunity for our students and businesses in the state of Nebraska.

The new certificate includes only existing School of Accounting courses offered within our increasingly popular Master of Accounting degree and creates a critical opportunity for our graduate students to add to their credentials and become even more viable in the high demand, high wage, and high skill (H3) job market. Of special note, jobs in this area are among the top five H3 jobs in the state of Nebraska.

This certificate has been approved by School of Accounting graduate curricular council.

Sincerely,

A handwritten signature in cursive script, reading "Michelle W. Trawick", positioned above a horizontal line.

Michelle W. Trawick

Expedited Graduate Certificate Proposal Form

Descriptive Information

- Name of institution proposing the program: *The University of Nebraska at Omaha*
- Name of the program proposing the certificate: Master of Accounting (MAcc) degree program) in the *College of Business Administration; School of Accounting*
- Name of the proposed certificate program: *Internal Audit, Fraud and Control (IAFC) Certificate*
- List the participating department(s): *School of Accounting*
- CIP code: *52.0301*
- Proposed delivery site(s), and type(s) of delivery, if applicable (Note: If including online delivery, please contact online learning for additional information): *in-person Mammel Hall and asynchronous online delivery via Canvas, Yuja, and Zoom*
- Proposed date (term/year) the program will be initiated: *Fall 2024*
- List names of faculty members who will serve on the advisory committee: *UNO, School of Accounting, Graduate Committee (Current members: Wikil Kwak, Burch Kealey, Jennifer Riley, Xiaoyan Cheng, Nicholas Jasa, Xiao Song, Yuzhou Chen, Linh Le, Mike Yuan, and Roopa Venkatesh).*
- Are there adequate resources and a sufficient number of qualified faculty to support the certificate program? *Yes*

1. How will the certificate program complement or enhance existing degree programs?

- *Students can complete this Internal Audit, Fraud and Control (IAFC) Certificate through 12 credit hours of graduate coursework that also applies to their Master of Accounting program. The completion of the IFAC enhances the MAcc degree by designating the student with specialized knowledge in internal audit and fraud risk assessment, thereby signaling such benefit to potential employers. It will also enhance the MAcc degree by highlighting the potential for depth of knowledge in Internal Auditing to students; is consistent with the accounting profession's focus on Information Analysis; and highlights the currency of the MAcc which also has an Information Analysis Concentration (IAC).*

2. What is the student, community or market demand for this certificate?

- Why is the proposed program needed?

The objective of the Internal Auditing, Fraud, and Control Certificate is to provide students with current information in the profession of internal audit, accounting and fraud risk assessment. The proposed certificate will provide a foundation for the Certified Internal Auditor (CIA) examination and certification. The Institute of Internal Audit (IIA), the governing body of the CIA, is a globally recognized organization with 185,000 Certified Internal Auditors worldwide. Earning the proposed certificate will

encourage and prepare students to pursue the CIA credential. This proposed certificate and potential professional certification will help students sharpen their skills and earn a standard of credibility and recognition of competence in the field. Currently, there is no similar certificate program offered by the major universities in the state of Nebraska (per website review).

- Address community, state, regional, national and/or international need for graduates of the proposed program. Provide documentation and data to support arguments with appropriate references.

In a market research study, Kerins (2023) searched for “internal auditing”, “fraud prevention”, and “internal controls” skills in public job postings from March 2018 to March 2023 and concluded that the “set of skills provided by this proposed certificate program are in high demand in the labor market and could be beneficial for a broad target audience with different levels of experience and education.” Internal control knowledge, which is a fundamental objective of this certificate, is found to be the top in-demand specialized skill, appearing in over 60% of all job postings in the sample.

Kerins, J. (April 13, 2023). Market Research: Internal Audit, Fraud, and Control Certificate

What are employment and educational advancement opportunities for graduates of the proposed program?

- If possible, provide documentation and data to support arguments with appropriate references.
- *Gaining specialized internal audit, fraud and risk management knowledge and skills through this certificate opens up wider career opportunities for new accounting professionals who have developed skills in traditional accounting areas of financial reporting, management accounting, and taxation. Widespread recognition of the Certified Public Accountant (CPA) license has led to a narrower view of the potential scope of accounting careers. The notion that internal audit and the Certified Internal Auditor (CIA) certification enhances an individual’s value to their organization and the profession is consistent with the Market Research analysis leadership survey result (Kerins 2023). This analysis further indicates that Certified Internal Auditor is second only to Certified Public Accountant in frequency of job posting qualifications. The difference is fairly small: CIA qualifications are listed approximately 250,000 times in the sample while CPA qualifications are listed approximately 285,000 times.*
- *According to Surgent (<https://www.surgent.com/resources/cia-salary-guide/>), “Professionals with CIA certification may see a median salary increase of \$38,000 annually”.*
- *An analysis by Robert Half indicates “The salary midpoint (or median national salary) for internal auditors just starting in corporate accounting is \$49,750 for up to a year of experience in 2022.”*

[4 Reasons the Internal Audit Career Path Is so Brilliant \(roberthalf.com\)](https://www.roberthalf.com)

- Accordingly, offering a graduate certificate focusing specifically in internal audit will be valuable to students, current professionals, and their organizations.
- What are the enrollment projections:
 - Number of students expected to enroll in the program in each of the first five years of operation and basis for the estimate.
 - *The first year of the Graduate IAFC Certificate we are expecting that a minimum of 5 students will enroll in the program. Each year thereafter, we anticipate that the number of enrolled students will rise by an additional student, such that in the fifth year of the program there will be a minimum of 10 students enrolled in the Graduate IAFC Certificate. The Market Research Analysis of Top Programs in Omaha identifies the Accounting Program CIP code ranked in the top 10. Therefore, the proposed graduate IAFC Certificate could potentially increase the appeal of the Masters in Accounting Program at UNO.*
Kerins, J. (July 28, 2023). *Market Research Overview: Top Academic Programs in Omaha*
 - Minimum number of students required to make the program viable.
The minimum number of students required to make the program viable is 0 students because we are packaging existing courses to create this certificate.

3. What are the procedures and stated qualifications for admission of students to the certificate program?

- Applicants must meet all standard requirements for the UNO Graduate College. In addition:
- Applicants must have earned a minimum GPA of (3.0/4.0) in their undergraduate program. The baccalaureate degree must have been received from a properly accredited institution. If the applicant's undergraduate degree is in accounting, then we further require a minimum GPA of 3.0 overall and upper-division accounting GPA.
- English Language Proficiency: Applicants are required to have a command of oral and written English. Those who do not hold a baccalaureate or other advanced degree from the United States, OR a baccalaureate or other advanced degree from a predetermined country on the waiver list, must meet the minimum language proficiency score requirement in order to be considered for admission.
- Internet-based TOEFL: 100, IELTS: 7.5, PTE: 68, Duolingo: 130 Applicants must meet the course pre-requisites for the courses in the certificate program.
- **Current Graduate Students (MAcc)**
 - Open to MAcc students who meet the pre-requisites for the courses included in the certificate.
- **Current Graduate Students (enrolled in other graduate programs at UNO)**
 - Open to any other graduate program students who meet the pre-requisites for the courses included in the certificate.

4. What is the curriculum of the certificate program?

- Use the attached form to list specific required or elective courses in the master's program and the certificate program.

The attached form indicates the required courses.

- Are there other requirements (fieldwork, capstone experience, etc.)?
There are no other requirements.

5. What are the measures and procedures for verification of completion of the certificate requirements?

Each student in the Internal Auditing, Fraud, and Control Certificate program will meet with the MAcc Director prior to the student's first semester of enrollment to assist the student in developing a completion plan for this 12-credit hour (4 course) graduate certificate. In the student's final semester of enrollment, the advisor will meet with the student to ensure that all graduate certificate requirements have been met. A "B" (3.0 on a 4.0 scale) average must be maintained in all graduate work taken as part of the certificate program. The student will also need to formally apply for graduation via MavLINK in order to have the certificate awarded.

6. What are the measures and procedures for ongoing evaluation of the certificate program?

The Internal Auditing, Fraud, and Control Certificate is comprised solely of courses in the School of Accounting, MAcc program. Assessment data evaluating whether students are meeting the learning objectives of the MAcc program are collected and examined annually as part of the School of Accounting's AACSB accreditation continuous improvement process and UNO's program assessment process. When student learning objective thresholds are not met, faculty members implement course interventions designed to enhance student learning. The effectiveness of these course interventions is evaluated when assessment data is collected the subsequent year.

Proposed Graduate Certificate Curriculum:

Courses in the Proposed Internal Audit, Fraud and Control (IAFC) Certificate (all courses are required)	Certificate program - number of credit hours
ACCT 4050/8056 Principles of Internal Audit	3
ACCT 8080: Current Topics in Accounting Technology	3
ACCT 8090: IS Auditing	3
ACCT 8280: Seminar in Accounting Information Systems	3
Total proposed certificate credit hours	12

Name of the existing master's program: *Masters of Accounting*

Courses in the existing master's program (list course numbers)	Master's program - number of credit hours	Certificate program - number of credit hours
Required: 5 out of possible 10		
ACCT 8050 Financial Statement Analysis	3	
ACCT 8080 Advanced Accounting Tools & Data Analytics	3	3
ACCT 8090 IS Auditing	3	3
ACCT 8210 Financial Theory	3	
ACCT 8220 Tax Topics	3	
ACCT 8230 Management Accounting Issues	3	
ACCT 8250 Seminar in Accounting	3	
ACCT 8260 Tax Planning & Research	3	
ACCT 8280 AIS Seminar	3	3
ACCT 8290 Advanced Financial Auditing	3	
Subtotal	15	
Required: 3 out of 3		
BSAD 8000 Business Ethics	2	
BSAD 8700 Business Analytics	2	
BSAD 8720 Strategic Finance	2	
Subtotal	6	
Electives: 3 as approved by MAcc Director		
ACCT 8016 Advanced Accounting Possible Directed Elective if ACCT 4010 not completed in undergraduate degree	3	
ACCT 8046 Advanced Tax - Directed elective if ACCT 4040 not completed in undergraduate degree	3	
ACCT 8056 Principles of Internal Audit Possible Directed elective if ACCT 4050 not completed in undergraduate degree	3	3

ACCT 8076 Governmental/Nonprofit Accounting - Possible Directed Elective if ACCT 4070 not completed in undergraduate degree	3	
Other 8000-level courses as approved	3	
Subtotal	9	
TOTAL	30	12

The assumption is that the certificate courses are a subset of an existing master's degree curriculum. Please attach a brief explanation if this is not the case.

This is a correct assumption.

Course Descriptions of courses included in the graduate IFAC

- ACCT 4050/8056 Principles of Internal Auditing
This course introduces students to the internal audit profession and the internal audit process. Topics included in this course are the fundamentals of IA. The IIA's International Professional Practices Framework (IPPF), risk, governance and control issues, conducting internal audit engagements. This course will be included as a directed elective in the Information Analysis Concentration (IAC) of the MAcc. Students who elect the IAC will be required to have completed ACCT 8056 as one of their Electives if the student did not complete the cross-listed version of ACCT 4050 as an undergraduate. This will bring the IAC into a similar structure as other Concentrations in the MAcc program.
- ACCT 8080 Current Topics in Accounting Technology
This course will cover current and emerging topics in technology for accounting, auditing, and control. Students will spend significant time learning the most common tools and those emerging computerized tools and techniques such as Excel, Access, Power BI, ACL, and AI, RPA.
- ACCT 8090 IS Auditing
This course covers management's role in controlling information technology and addressing the major risks related to technology. Topics include information security, contingency planning, desktop computer controls, systems development controls, computer center operation controls, assurance of information related to on-line, client-server, web-based, internet, and other advanced computer systems. Students will learn approaches to evaluating and addressing technology risk throughout the organization from the perspective of internal and external auditing in addition to the view of end users.
- ACCT 8280 Seminar in AIS, Risk, and Controls
This course examines current topics in AIS, introduces students to aspects of control and risk frameworks, and key concepts of proper ethical behavior. Topics include the role and use of accounting information in business. Emphasis will be placed on the role of accounting information in fraud, the circumstances in which fraud arises, and detecting and preventing fraud. Related topics that will be included in this course are the definition of ethics as it related to business accounting information, and systems controls.

**TABLE 1: PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM
GRADUATE INTERNAL AUDIT, FRAUD, AND CONTROL CERTIFICATE**

	(FY 2024-25)	(FY 2025-26)	(FY 2026-27)	(FY 2027-28)	(FY 2028-29)	
	Year 1	Year 2	Year 3	Year 4	Year 5	
Personnel						Cost
Faculty ¹						\$0
Professional ²						\$0
Graduate assistants						\$0
Support staff						\$0
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0
Operating						
General Operating ³						
Equipment ⁴						
New or renovated space ⁵						
Library/Information Resources ⁶						
Other ⁷						
Subtotal	\$0		\$0	\$0		
Total Expenses	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

CCPE; 11/19/08

GRADUATE INTERNAL AUDIT, FRAUD, AND CONTROL CERTIFICATE

	(FY 2024-25)	(FY 2025-26)	(FY 2026-27)	(FY 2027-28)	(FY 2028-29)	
	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Reallocation of Existing Funds ¹						\$0
Required New Public Funds ²						\$0
1. State Funds						\$0
2. Local Tax Funds (community colleges)						\$0
Tuition and Fees ³	\$32,547	\$39,057	\$45,566	\$52,075	\$58,585	\$227,830
Other Funding ⁴						\$0
1						\$0
2						\$0
3						\$0
Total Revenue ⁵	\$32,547	\$39,057	\$45,566	\$52,075	\$58,585	\$227,830

NOTE: CBA Graduate tuition and fees based on 6 SCH for 2 semesters - on-campus/resident - per UNO Cashering Rate Chart 1238



BOARD OF REGENTS AGENDA ITEM SUMMARY

Academic Affairs

June 20, 2024

AGENDA ITEM: Report on renaming the Bachelor of Arts (BA) in Foreign Language and Literature to World Languages and Literature at the University of Nebraska at Omaha (UNO)

Review **Review + Action** **Action** **Discussion**

This is a report required by Regents' Policy.

PRESENTERS: Jeffrey P. Gold, Provost

PURPOSE & KEY POINTS

The proposed name change will align the degree name with the name of the academic department.

BACKGROUND INFORMATION

Section 2.6.1 of the *Board of Regents Policies* provides that the generic naming and renaming of academic organizational units, "...shall be approved by the Chancellor responsible for the unit and the President. Such naming shall be reported to the Board of Regents."

February 9, 2024 – It was reported to the Board that the President had approved renaming the UNO Department of Foreign Languages and Literature to the Department of World Languages and Literature.

APPROVAL

The President approved the name change on May 16, 2024.



MEMORANDUM

To: Jeffery Gold, Executive Vice President and Provost

From: Jo Li, Chancellor, University of Nebraska at Omaha

Date: March 8, 2023

RE: Name Change—BA in Foreign Languages and Literature

The University of Nebraska at Omaha has completed the campus review process and endorsed a requested name change for the BA in Foreign Languages and Literature.

Beginning in Fall 2024, the Department of Foreign Languages and Literature will be called World Languages and Literature. To maintain parity between the department's new name and the degree offered, the Department of Foreign Languages and Literature is requesting to change the BA in Foreign Languages and Literature to World Languages and Literature BA.

Cc: David Jackson, Vice Provost

Phil He, Senior Vice Chancellor for Academic Affairs, Office of Academic Affairs



January 22, 2024

Dr. Sarah Edwards
Assistant Vice Chancellor for Curriculum & Programs
Office of Academic Affairs

Dear Dr. Edwards,

The Department of Foreign Languages and Literature has requested a name change to their BA degree to align with their unit name change, which was approved at the campus level this past fall and is continuing through the approval process.

The current name, BA in Foreign Languages and Literature would be replaced by BA in World Languages and Literature. I support this change.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mel B'.

Dr. Melanie Bloom
Dean, College of Arts and Sciences
Professor of Spanish
University of Nebraska at Omaha

CC: Denise Devney, Office of Academic Affairs
Dr. Cecilia Tocaimaza-Hatch, Chair and Professor, Department of Foreign Languages and Literature



Foreign Languages & Literature
6001 Dodge Street
Omaha, Nebraska 68182-0192
PHN (402) 554-4841
FAX (402) 554-3445

January 22, 2024

The department of Foreign Languages and Literature submitted a name change proposal in Fall 23; the department's new name will be World Languages and Literature starting in Fall 24.

In order to maintain parity between the department's name and the degree that we offer, we are requesting to change the BA name from Foreign Languages and Literature to World Languages and Literature.

C. Cecilia Tocaimaza-Hatch, Ph.D.

(She | Her | Hers)

Chair & Associate Professor of Spanish Linguistics

[Department of Foreign Languages and Literature](#)

ASH 301 A

University of Nebraska at Omaha

ctocaimazahatch@unomaha.edu



BOARD OF REGENTS AGENDA ITEM SUMMARY

Academic Affairs

June 20, 2024

AGENDA ITEM: Report on renaming the Center for Patient, Family and Community Engagement in Chronic Care Management (CENTRIC) to the Center for Chronic Illness Self-Management and Prevention (CRISP) administered by the College of Nursing at the University of Nebraska Medical Center (UNMC)

Review **Review + Action** **Action** **Discussion**

This is a report required by Regents' Policy.

PRESENTERS: Jeffrey P. Gold, Provost

PURPOSE & KEY POINTS

The proposed name better conveys the center's focus on scholarship related to self-management and prevention of chronic illness.

BACKGROUND INFORMATION

Section 2.6.1 of the *Board of Regents Policies* provides that the generic naming and renaming of academic organizational units, "...shall be approved by the Chancellor responsible for the unit and the President. Such naming shall be reported to the Board of Regents."

March 18, 2016 – The Board approved the creation of the Center for Patient, Family, and Community Engagement in Chronic Care Management

APPROVAL

The President approved the name change on May 16, 2024.



March 27, 2024

H. Dele Davies, MD
Senior Vice Chancellor for Academic Affairs
University of Nebraska Medical Center
987810 Nebraska Medical Center
Omaha, NE 68198-7810
dele.davies@unmc.edu

Dear Dr Davies:

I have received the materials relating to a proposed name change to an existing Board of Regents approved Center. I understand that the College of Nursing is requesting permission to change the name of the Center for Patient, Family and Community Engagement in Chronic Care Management (CENTRIC) to the Center for Chronic Illness Self-Management and Prevention (CRISP).

I agree that changing the name of the Center will more accurately reflect the goals, objectives, and focus of the Center. Based upon our discussions and your recommendation, I concur with this decision and request it be forwarded to the Board of Regents.

Sincerely

A handwritten signature in purple ink, appearing to read 'J. P. Gold'.

Jeffrey P. Gold, M.D.
Chancellor



March 21, 2024

Jeffrey Gold
Chancellor, University of Nebraska Medical Center
Executive Vice President and Provost
University of Nebraska
3835 Holdrege Street
Lincoln, NE 68583

Dear Chancellor Gold:

I am forwarding you the materials relating to a proposed name change to an existing Board of Regents approved Center.

The College of Nursing at the University of Nebraska Medical Center is requesting permission to change the name of the Center for Patient, Family and Community Engagement in Chronic Care Management (CENTRIC) to the Center for **Chronic Illness Self-Management and Prevention (CRISP)**. Changing the name of the Center will more accurately reflect the goals, objectives, and focus of the Center.

This proposal has been reviewed by us, and it has our approval. We are requesting your review and approval as Chancellor so that the Office of the Provost can coordinate further review and consideration for approval.

Sincerely,

A handwritten signature in black ink, appearing to read 'H. Dele Davies'.

H. Dele Davies, MD, MS, MHCM
Senior Vice Chancellor
University of Nebraska Medical Center



February 12, 2024

To: Dr. Kendra Schmid, Assistant Vice Chancellor for Academic Affairs
From: Dean Lepaine Sharp-McHenry, DNP, RN, FACDONA, College of Nursing
Re: UNMC Modification of Academic Unit

Dear Dr. Schmid:

I am writing to acknowledge my approval of the modifications that Dr. Robin Lally, Director of the Center for Patient, Family, and Community Engagement in Chronic Care Management (CENTRIC) has proposed to the name of the Center and approval of clarification of the Center's mission and vision as stated on the attached form.

CENTRIC is administered within the College of Nursing and each of the Center's cores is chaired by a College of Nursing faculty member. These Chairs have approved and endorse the proposed modifications.

While the purpose of the Center as an interdisciplinary community of faculty, students, and clinical, academic and community experts whose work and interests focus on the prevention and self-management of chronic illness has not changed, we believe that the work that Dr. Lally and the leadership of the Center are doing to rebrand and revitalize will increase name recognition, membership, and improve Center outcomes. We believe the new proposed name, Center for **Chronic Illness Self-Management and Prevention** (CRISP) is a better representation of the work of the Center.

Sincerely,



Lepaine Sharp-McHenry, DNP, RN, FACDONA
Dean and Professor
University of Nebraska Medical Center College of Nursing
Assistant, LaDonna Tworek (402) 559-4109
Fax (402) 559-7570
lmchenry@unmc.edu

University of Nebraska Medical Center

Modification of Academic Unit

Academic units include colleges, departments, and schools
Note: Use Centers template for Centers, Bureaus and Institutes

I. Descriptive Information

Name of Institution Proposing Modification of Academic Unit
University of Nebraska Medical Center
Name of Current Academic Unit
Center for Patient, Family and Community Engagement in Chronic Care Management (CENTRIC)
Administrative Unit(s) <i>[e.g. college, division, etc.]</i>
College of Nursing, Omaha division
Name of Proposed Academic Unit
Center for Chronic Illness Self-Management and Prevention (CRISP) [request name change only]
Academic Programs to be Housed in the modified Academic Unit
no academic programs are housed within CENTRIC currently nor will they be housed in CRISP
Proposed Date the modification will be Initiated
<i>Upon approval</i>
Date Approved by the Governing Board
<i>[leave blank]</i>

II. Details

A. Purpose of the Proposed Modification:

To have the name of the Center better convey the Center’s focus as a hub for scholars engaged in scholarship focused on “self-management and prevention of chronic illness” and to re-brand with a shorter name and more intuitive acronym to increase name recognition and interest.

B. Description of the Proposed Modification:

Modify the name of the Center as described above. Introduce the Center’s vision to indicate that the work of the Center members is inclusive of patients and community rather than having this in the Center’s name and add “prevention” to the Center name, mission and vision which has been implied but not made clear previously.

Mission:

To be a leader and innovator in the science of self-management and prevention of chronic illness.

Vision:

- collaborate across all campuses of University of Nebraska to engage senior and early career scientists, graduate students, postdoctoral fellows, and academic-practice partners in the science of self-management and prevention of chronic illness,
- innovate in the use of technology to promote chronic disease prevention and self-management and,
- promote health, reduce the burden of chronic illness, and actively work with community partners toward health equity in Nebraska and beyond.



BOARD OF REGENTS AGENDA ITEM SUMMARY

Academic Affairs

June 20, 2024

AGENDA ITEM: Program Monitoring Reports required by the Board of Regents (BOR)

Review **Review + Action** **Action** **Discussion**

This is a report required by Regents' Policy.

PRESENTERS: Jeffrey P. Gold, Provost

PURPOSE & KEY POINTS

- When CCPE identifies a program as falling below its performance standards, an in-depth review and action plan is formulated to improve the program. The Board monitors such programs annually; CCPE specifies such reports be submitted for evaluation at a date specified when they approve the original in-depth report. None of the reports below will be forwarded to CCPE this year.
 - UNMC PhD in Biostatistics (CCPE receives its next report in June 2026)
 - Modest increases in enrollment, but employment demand for Biostatistics expertise is high, with very competitive salaries vs. graduate student wages – which limits degree completers.
 - UNL PhD in Music (CCPE receives its next report in June 2025)
 - Since the original action plan was created, both a new Dean and Director have been hired; enrollments are positive, and in AY23-24, there were 3 PhD degrees granted (which meets the single-year CCPE threshold).
 - UNL MA in Art History (CCPE receives its next report in June 2025)
 - The last three years have seen modest improvements in enrollment, although not at sufficient numbers to meet CCPE Thresholds. The program, however, is appropriately sized to meet employer demand, and grant success plus fundraising efforts will allow support for more students.
 - UNL BS in Natural Resource & Environmental Economics (CCPE receives its next report in June 2025)
 - Degrees granted and enrollments continue to be low, but the Department has transitioned to new leadership and will have an academic program review in AY 24-25 that will include discussions regarding the feasibility of this degree.

BACKGROUND INFORMATION

Degree Monitoring for programs designated by CCPE as falling below its Performance Standards are required by Neb. Rev. Stat. § 85-1414(5).

**University of Nebraska-Lincoln (UNL)
Annual Program Monitoring Report to the Board of Regents
Master of Arts (MA) in Art History**

Last Action by the University of Nebraska Board of Regents (BoR):

June 23, 2022 – The BoR approved the monitoring report for the MA in Art History and forwarded the report to the CCPE.

Last Action by the Nebraska Coordinating Commission for Postsecondary Education (CCPE):

December 8, 2022 – The CCPE approved continuation of the program; the next program review will be due to the CCPE in June 2025.

Next Action Due:

A monitoring report, due only to the BoR, should be submitted to the Provost’s Office by **April 29, 2024** for the **June 20, 2024** BoR agenda.

Note:

Monitoring will cease if the CCPE declares that the program meets its performance standards during the next regular review cycle due in June 2025.

Signed:  4/30/24
(Chief Academic Officer or designated representative) (Date)

Please provide the following:

1. Degrees Awarded:

2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24 (estimated)
3	1	2	1	0	2	2

2. Majors (formal enrollments, including double majors):

2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24 (estimated)
6	4	3	2	5	5	5

3. Progress towards full implementation of strategies outlined in the in-depth report:

The College continues to progress with the action plan described in the in-depth report. The first of those actions was hiring a new tenure-track faculty member, which was done in 2019.

Dr. Katie Anania’s focus is contemporary and modern art of the Americas. Her interest in artists’ and designers’ engagements with ecology have generated two projects with funding that has helped to recruit and support MA Art History students: a database of artworks in UNL’s collections related to environmental crises (supported by the Water for Food Institute on UNL’s campus), and a series of workshops on graphic

representations of water pollution and aquatic ecology. For this second project, she serves as Special Personnel on a team headed by UNL aquatic ecologist Jessica Corman that received \$6M in National Science Foundation funding to build a database related to ecological stoichiometry based in part on her workshops. Faculty have continued to find creative ways to attract and support graduate students. The return to normal conference attendance post-pandemic will greatly enhance faculty ability to network and meet prospective students.

In addition:

- New funding from a private donor was secured for a grad student fellowship in American art and successfully used to recruit students.
- Professor Michael Hoff's archaeological excavation in Turkey, funded in part by a US State Department grant, is instrumental in recruiting new graduate students.
- Dr. Anania's NSF funding supports two graduate assistants.
- A new GRA has been created in partnership with the Great Plains Art Museum and will be used in active recruitment of graduate students.

4. Additional strategies employed (if any) to ensure the CCPE's degrees-awarded threshold is achieved:

External fundraising is a major focus area for the School of Art, Art History & Design (SAAHD). The impact of external funding could be transformational in its support of the MA in Art History. The College's new Global Arts Academy could also enhance MA Art History recruiting strategies, as well as open new areas of interest for future faculty hires.

University of Nebraska-Lincoln (UNL)
Annual Program Monitoring Report to the Board of Regents
PhD in Music

Last Action by the University of Nebraska Board of Regents (BoR):

June 23, 2022 – The BoR approved the monitoring report for the PhD in Music and forwarded the report to the CCPE.

Last Action by the Nebraska Coordinating Commission for Postsecondary Education (CCPE):

December 8, 2022 – The CCPE approved continuation of the program; the next program review will be due to the CCPE in June 2025.

Next Action Due:

A monitoring report, due only to the BoR, should be submitted to the Provost’s Office by **April 29, 2024** for the **June 20, 2024** BoR agenda.

Note:

Monitoring will cease if the CCPE declares that the program meets its performance standards during the next regular review cycle.

Signed:  4/30/24
 (Chief Academic Officer or designated representative) (Date)

Please provide the following:

1. Degrees Awarded:

2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24 (estimated)
1	3	1	2	2	1	3

2. Majors (formal enrollments, including double majors):

2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24 (estimated)
8	10	10	9	9	8	9

3. Progress towards full implementation of strategies outlined in the in-depth report:

The original action plan in the in-depth report was created prior to the global pandemic and subsequent budgetary concerns, under the leadership of a Dean and Director who are no longer in place. Since that time—and with the hire of a new Dean (who took office July 2022) and a new Director (who began July 2023)—there has been important progress. Most important, for the first time since the in-depth report was written, we have surpassed our

target enrollment figure and met the CCPE threshold of graduating 3 students for the 2023-24 year.

- 1) **Increasing PhD GTAs:** The GKSOM has consistently met its commitment to fund 6-8 GTA positions across the Ph.D. programs in music (music education, vocal pedagogy, piano pedagogy). The GKSOM has allocated \$250,000 in “soft funds” for 7 GTA positions, easing the burden on limited state funds, while also making it more possible to maintain the commitment to the Ph.D. in Music.
- 2) **Improving the Attractiveness of the Work-study Environment:** When the state allocated nearly \$100 million dollars towards a new Westbrook Music Building and an improved Kimball Recital Hall, it prioritized improving the attractiveness of the work-study environment for all GKSOM faculty, staff, administration, and students. This commitment has a direct impact for Ph.D. students. GTA “cluster” offices are planned where offices are organized around meeting spaces. The longstanding “music education” room in the basement of the current Westbrook will see needed technological enhancements promoting more interactivity and collaboration between students and staff. The new recording studio represents an ideal space for vocology research to aid aspiring Ph.D. music education and vocal pedagogy studies. Clearly, this new building will have a transformational impact on recruiting and retaining students to all of the degree programs in the Glenn Korff School of Music.
- 3) **Adding Teaching Load Credit for Dissertation Supervision:** While this topic is still currently under discussion, one important step the GKSOM has taken is replacing valuable FTE in the Music Education area. Because of retirement and faculty leaving for positions external to UNL, the new Director, Felix Olschofka prioritized music education by designating two of the four positions searched in the GKSOM to that area. The first position is a tenure-track instrumental emphasis position that fills a faculty position lost to another institution. The music education area believes this position will be able to recruit well to the music education Ph.D. program as well as reinvigorate our undergraduate music curriculum. The second important step the Director took was to take a vacant line in the Choral Area and move it to music education as a Professor of Practice in Music Education, Choral Emphasis. These two faculty hires (both of which were successful) bring two new faculty to the GKSOM in Fall 2024 for a total of four FTE.
- 4) **Increasing International Recruiting:** For the first time since before the pandemic, the International Society for Music Education (ISME; the flagship international music education institution) will hold its biennial conference. Thus, our music education faculty (and Ph.D. students) will be able to travel to, present at, and recruit for study at UNL for the first time in years. The head of our Piano Pedagogy Ph.D., Brenda Wristen, will also attend this event as she has at national conferences domestically over the past two years. Finally, the GKSOM hopes to partner with the nascent Global Arts Academy established by the College, which will allow partnerships with faculty and students (so far) in India, China, and Vietnam. Regarding India, because their programs for comprehensive music education are almost nonexistent, the potential for faculty to go to India, work with K-12 equivalents, and also bring their expertise here, has the

potential to make the music education program at UNL a leader in the Asian subcontinent. Moreover, the head of our Vocal Pedagogy Ph.D., Kevin Hanrahan, has also expressed interest in renewing established partnerships in China and Vietnam in bolstering his own research and recruiting students for his program. We are still in the initial stages regarding the Global Arts Academy, but it is clear the program has much to offer our Ph.D. programs as well as our School and College.

4. Additional strategies employed (if any) to ensure the CCPE's degrees-awarded threshold is achieved: none.

University of Nebraska-Lincoln (UNL)
Annual Program Monitoring Report to the Board of Regents
Bachelor of Science (BS) in Natural Resource and Environmental Economics

Last Action by the University of Nebraska Board of Regents (BoR):

June 23, 2022 – The BoR approved the monitoring report for the BS in Natural Resource and Environmental Economics and forwarded the report to the CCPE.

Last Action by the Nebraska Coordinating Commission for Postsecondary Education (CCPE):

December 8, 2022 – The CCPE approved continuation of the program; the next program review will be due to the CCPE in June 2025.

Next Action Due:

A monitoring report, due only to the BoR, should be submitted to the Provost's Office by **April 29, 2024** for the **June 20, 2024** BoR agenda.

Note:

Monitoring will cease if the CCPE declares that the program meets its performance standards during the next review cycle.

Signed:  Katherine S. Anderson 18 APR 2024
 (Chief Academic Officer or designated representative) (Date)

Please provide the following:

1. Degrees Awarded:

2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24 (estimated)
0	6	3	2	5	1	1

2. Majors (formal enrollments, including double majors):

2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24 (estimated)
19	18	17	11	10	5	4

3. Progress towards full implementation of strategies outlined in the in-depth report:
 - AECN 265: Resource and Environmental Economics Course has an online section. We are in the process of formalizing it as part of a Nebraska NOW course offered to high school students that have taken our online AECN 141 course through the program. We have proposed cross-listing AECN 265 with ECON to increase exposure of the class and the program to students in the College of Business.
 - ENSC 230: Energy and the Environment: Economics and Policy is a course that was created for the CASNR Energy Science Minor. The course has been taught by departmental faculty and is in the process of being approved to cross-list as an AECN course to increase the exposure to students.
 - Faculty have been involved with a CASNR group discussing statewide education and K-12 pathways. The group toured several high schools in Nebraska and participated in a discussion with Omaha schools. Departmental faculty have continued discussions with Lincoln public schools about potential programs or curriculum around natural resources and environmental economics.
 - The department created AECN 20: Seminar in Agricultural and Applied Economics. Students are introduced to the three majors within our department, including NREE. Students meet faculty and industry guests related to NREE opportunities.

4. Additional strategies employed (if any) to ensure the CCPE's degrees-awarded threshold is achieved:
 - The department is currently transitioning departmental leadership. We will begin our strategic visioning that will include an APR in the 2024-2025 academic year as well as a discussion of our undergraduate programs. This will include a discussion around the NREE program.
 - Continued discussions and development of various curriculum for high schools is being developed. Faculty were awarded a grant to develop curriculum for high schools around farm and ranch management. Some of the curriculum may be developed around NREE.

**University of Nebraska Medical Center (UNMC)
Annual Program Monitoring Report to the Board of Regents
PhD in Biostatistics**

Last Action by the University of Nebraska Board of Regents (BoR):

June 23, 2023– The BoR approved the monitoring report for the PhD in Biostatistics and forwarded the report to the CCPE.

Last Action by the Nebraska Coordinating Commission for Postsecondary Education (CCPE):


December 8, 2022 – The CCPE approved the continuation of the program; the next program review will be due to the CCPE in June 2026.

Next Action Due:

A monitoring report, due only to the BoR, should be submitted to the Provost’s Office by **April 22, 2024** for the **June 20, 2024** BoR agenda.

Note:

Monitoring will cease if the CCPE declares that the program meets its performance standards during the next regular review cycle.

Signed:  04/22/2024
(Chief Academic Officer or designated representative) (Date)

Please provide the following:

1. Degrees Awarded:

2018-19	2019-20	2020-21	2021-22	2022-23	2023-24 (anticipated in summer)	2024-25 (estimated)
0	1	3	1	1	1-2	1-2

2. Majors (formal enrollments, including double majors):

2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25 (estimated)
9	9	9	11	10	15	14

3. Progress towards full implementation of strategies outlined in the in-depth report:

a. Faculty resources:

1. Since the last monitoring report, the Biostatistics Department and the College of Medicine’s Department of Neuroscience have jointly hired a new Assistant Professor with expertise in Biomedical / Health Informatics. This

Assistant Professor will have the Department of Biostatistics as their academic home. We feel this brings us to an adequate number of faculty to maintain the department's capacity for balance in teaching, methodology research, collaborative research, and graduate student supervision. This faculty's expertise will help us attract students interested in biostatistics and informatics. All faculty are eligible to mentor PhD students. However, new faculty are encouraged to team with experienced faculty to co-supervise the student. We do not intend /foresee adding any additional faculty without a commensurate growth in students and /or a large increasing demand for biostatistics support for UNMC research.

b. Admissions / Recruitment:

1. In Academic year 2024/2025, PhD applications increased by 19 over 2023/2024 (54 vs 35). Based on the applicant's personal statements and interviews, the UNMC PhD in Biostatistics remains attractive due to faculty expertise in Bayesian, causal inference, meta-analysis, high-dimensional data, and censored data methodologies, as well as the highly collaborative nature of the department in working with clinical and basic science researchers. In the age of algorithmic methods such as machine learning, the training of new PhD biostatisticians, statisticians, and applied mathematicians is especially important to provide the understanding of the limitations and interpretability of "big data," and heuristically derived methodologies. PhD Biostatisticians are in high demand in industry and academia; typically taking on leadership roles overseeing study design and analytical tasks in complex, multidisciplinary projects that biostatisticians without a PhD do not have the qualifications to tackle.
2. Recruitment challenges: Competition for students qualified to enter a PhD in Biostatistics has increased with the surge in data science and informatics program offerings across the country, as well as the increase in demand for quantitatively trained students in the marketplace. Median salaries for quantitative MS graduates have increased by approximately \$17,000 over the last 4 years (2022 median salary \$77,000), which is more than double the median stipend amount for PhD students. We have increased the PhD Graduate Assistant Stipend amount to \$31,000 for AY 2024/2025.
3. Nationwide recruiting effort: The UNMC COPH recruiting team (under the Assistant Dean for Student Affairs) attends about 51 in-person and virtual career, graduate, and professional fairs and over 10 admissions webinars a year, examples of fairs include the NIH Summer Interns Fair, the National Council of Undergraduate Research, McNair, and the Big 10 STEM fair. They are well-versed in the Biostatistics MS and PhD programs and make several referrals a year.
4. Local /regional recruiting effort: The Biostatistics Graduate Program Director and two alumni continue to visit colleges and universities in Nebraska and have since added outreach to Nebraska High Schools, giving a 15-minute talk followed by Q&A about Biostatistics and educational opportunities at UNMC. Most recently, the group met with 25 students from the Auburn High School

Math and Science Club and a separate visit with math and science majors at Midland University.

5. Using funds obtained from a donor, the Department of Biostatistics has developed a summer internship program in biostatistics. The interns are paired with a faculty mentor on specific research projects. Interns will attend the research meetings with their mentor, as well as be involved in data cleaning, management, analysis, and manuscript writing. Funding is sufficient for 3 intern positions. Interns will work 20 hours per week for 8 weeks over the summer of 2024.

c. Graduate Teaching (GTA) and Research Assistantship (GRA) outlook:

Full-time PhD students are on Assistantship; full-time PhD students serve as either GTAs or GRAs. All Part-time PhD students have full-time employment in academia or industry and are covering their education expenses out of pocket or using tuition assistance from their employer.

1. The Department /College budgets for 3 to 4 Biostatistics GTAs per AY based on projected course size /teaching load.
2. GRA positions are funded by writing graduate students into long-term (3-5 years) grants. Our current GRAs are funded through Department faculty and collaborative (externally funded) research grants.
3. The Department has an MOU to provide one GRA to work with UNMC's College of Allied Health Professions under the supervision of the Biostatistics Graduate Program Director.
4. The Department continues to work with UNMC investigators to identify opportunities to support PhD students through long-term research projects. The Department of Biostatistics has agreed with the College of Nursing, and the College of Medicine Department of Neuroscience to each support at least 1 biostatistics graduate research assistant. These new GRA positions are jointly supervised by Biostatistics faculty and faculty from the sponsoring departments.

d. PhD Curriculum revision:

1. There have been no revisions to the PhD curriculum since the last report.

4. Additional strategies employed (if any) to ensure the CCPE's degrees-awarded threshold is achieved:

- a. The Department Graduate Program Director meets with each incoming PhD student during the summer prior to matriculation to establish a plan of study (POS) for their first year in the program. The POS is laid out so that each student can sit for the qualifying exam in the summer following their first year if they enter the program with an MS or second year if entering the program with a BS degree.

- b. Throughout their first (enter with MS) or second (enter with a BS) year in the program, students are required to meet with each faculty member to discuss their research interests and professional goals. This enables students to explore their potential dissertation topic and to identify the dissertation advisor(s) before the end of their first (second) year. Thus, ensuring there is no lag between qualifying exam and commencing work on their dissertation.



BOARD OF REGENTS AGENDA ITEM SUMMARY

Academic Affairs

June 20, 2024

AGENDA ITEM: Laboratory, Student, and Miscellaneous Fees for Academic Year 2024-2025

Review **Review + Action** **Action** **Discussion**

This is a report required by Regents' Policy.

PRESENTERS: Jeffrey P. Gold, Provost

PURPOSE & KEY POINTS

The changes in student fees approved by the President of the University of Nebraska for the 2024-2025 academic year are listed in the attached reports.

BACKGROUND INFORMATION

June 26, 2019 – The Board of Regents approved amendments to RP-5.9 of the *Policies of the Board of Regents* (the “*Policies*”) related to student fees. Fee(s) must be expended for the purpose for which they were collected; revenues must be expended for purposes that directly benefit students from whom they were collected; and students paying mandatory fees must have the opportunity to benefit from the activity supported by the fee. All fees must be reviewed once every four years.

APPROVAL

The President approved new fees and changes to existing fees for AY 2024-25 on June 19, 2024.

Nebraska College of Technical Agriculture (NCTA)

Laboratory, Student, and Miscellaneous Fee Changes 2024-25				
Department	Course Number	Current Fee	Proposed Fee	Ref
VTS	VTS 2672 - Clinical Pathology	\$0	\$10	1
VTS	VTS 1822 - Radiology I	\$40	\$60	2
VTS	VTS 1403 - Anatomy and Physiology	\$10	\$25	3
ASI	ASI 1351 - Artificial Insemination of Beef Cattle	\$250	\$200	4
<p>(1) Propose adding new course fee to assist in covering 33% of the \$1,750 microscope maintenance and cleaning service agreement. Lab supplies for Clinical Pathology currently funded by the program are disinfectants, paper towels, test kits, culture medium, reagents for chemistry machines, blood tubes, needles, and syringes, which are essential supplies for students to learn, practice, and perform required skills. This course is a continuation of lab testing in the areas of hematology, including blood chemistries; parasitology, including skin scraping analysis; bacteriological culturing, isolation, and identification; urinalysis; and, sample submission.</p>				
<p>(2) Propose increasing course fee to cover dosimetry (radiation) badges for Radiology I students. Lab supplies for Radiology I partially funded by the program are film, chemicals, positioning aids, x-ray machine repairs and maintenance, calipers, film identification supplies, sedatives, needles, syringes, and contrast agents, which are essential for students to learn, practice, and perform required skills. This prerequisite course presents an overview of radiation safety, the generation of x-rays, machine operation and maintenance, patient positioning, radio-graphic film exposure, film developing, CI imaging, care of darkroom equipment, evaluation of x-ray quality, and correction in techniques for producing an x-ray the veterinarian can use for diagnostic purposes.</p>				
<p>(3) Propose increasing course fee to cover \$1,500 microscope replacement. Required lab supplies for Anatomy and Physiology are dissection tools, humectant fluid, and scalpel blades, which are essential for students to learn, practice, and perform required skills. This prerequisite course studies basic body systems at the tissue, organ, and system levels. Lab exercises include a study of the skeletal system of a typical mammal.</p>				
<p>(4) Propose decreasing course fee to reduce individual student fee burden by \$50, or 20%, as a result of efficiencies gained in beef cattle management for the course. This course trains students in the techniques of artificial insemination of cattle. Entrepreneurial farm management is now collaborating and borrowing cattle from cattle producers rather than buying the cattle.</p>				

Laboratory, Student, and Miscellaneous Fee Changes for 2024-25				
Department	Course Number	Current Fee 2023-24	Proposed Fee 2024-25	
College of Arts & Sciences				
Biology	BIOL 103 – General Biology	\$ 18.00	\$ 25.00	(1)
Biology	BIOL 103 – General Biology (microscope)	\$ 2.00	\$ 5.00	(2)
Biology	BIOL 105 – Biology I (microscope)	\$ 2.00	\$ 5.00	(2)
Biology	BIOL 106 – Biology II	\$ 30.00	\$ 31.00	(3)
Biology	BIOL 106 – Biology II (microscope)	\$ 2.00	\$ 5.00	(2)
Biology	BIOL 109 – Classroom Biology	\$ 10.00	\$ 0.00	(50)
Biology	BIOL 109 – Classroom Biology (microscope)	\$ 2.00	\$ 0.00	(50)
Biology	BIOL 211 – Human Microbiology	\$ 50.00	\$ 64.00	(4)
Biology	BIOL 211 – Human Microbiology (microscope)	\$ 2.00	\$ 5.00	(2)
Biology	BIOL 215 – Human Physiology	\$ 15.00	\$ 28.00	(5)
Biology	BIOL 215 – Human Physiology (microscope)	\$ 2.00	\$ 5.00	(2)
Biology	BIOL 225 – Anatomy and Physiology I (microscope)	\$ 2.00	\$ 5.00	(2)
Biology	BIOL 226 – Anatomy and Physiology II (microscope)	\$ 2.00	\$ 5.00	(2)
Biology	BIOL 307 – Ecology	\$ 20.00	\$ 57.00	(6)
Biology	BIOL 307 – Ecology (microscope)	\$ 2.00	\$ 5.00	(2)
Biology	BIOL 309 – Cellular and Molecular Biology	\$ 15.00	\$ 24.00	(7)
Biology	BIOL 309 – Cellular and Molecular Biology (microscope)	\$ 2.00	\$ 5.00	(2)
Biology	BIOL 330 – Wildlife Conservation	\$ 25.00	\$ 60.00	(8)
Biology	BIOL 360 – Genetics	\$ 94.00	\$ 120.00	(9)
Biology	BIOL 360 – Genetics (microscope)	\$ 2.00	\$ 5.00	(2)
Biology	BIOL 400 – Microbiology	\$ 40.00	\$ 0.00	(50)
Biology	BIOL 400 – Microbiology (microscope)	\$ 2.00	\$ 0.00	(50)
Biology	BIOL 401 – Principles of Immunology (microscope)	\$ 2.00	\$ 5.00	(2)
Biology	BIOL 403 – Plant Physiology (microscope)	\$ 2.00	\$ 5.00	(2)
Biology	BIOL 404 – Developmental Biology	\$ 65.00	\$ 170.00	(10)
Biology	BIOL 404 – Developmental Biology (microscope)	\$ 2.00	\$ 5.00	(2)
Biology	BIOL 405 – Range and Wildlife Management	\$ 47.00	\$ 54.00	(11)
Biology	BIOL 405 – Range and Wildlife Management (microscope)	\$ 0.00	\$ 5.00	(12)
Biology	BIOL 406 – Plant Ecology	\$ 20.00	\$ 106.00	(13)
Biology	BIOL 416 – Plant Diversity and Evolution (microscope)	\$ 2.00	\$ 5.00	(2)
Biology	BIOL 418 – Plant Taxonomy	\$ 25.00	\$ 138.00	(14)
Biology	BIOL 431A – Research Methods II (First Credit)	\$ 0.00	\$ 100.00	(15)
Biology	BIOL 431B – Research Methods II (Second Credit)	\$ 0.00	\$ 100.00	(15)
Biology	BIOL 433 – Invertebrate Zoology (microscope)	\$ 2.00	\$ 5.00	(2)

University of Nebraska at Kearney (UNK)

Biology	BIOL 435 – Herpetology	\$ 45.00	\$ 154.00	(16)
Biology	BIOL 450 – Advanced Molecular Biology	\$ 0.00	\$ 224.00	(17)
Biology	BIOL 462 – Animal Behavior	\$ 10.00	\$ 40.00	(18)
Biology	BIOL 465 – Physiology	\$ 100.00	\$ 168.00	(19)
Biology	BIOL 465 – Physiology (microscope)	\$ 2.00	\$ 5.00	(2)
Biology	BIOL 468 – Parasitology (microscope)	\$ 2.00	\$ 5.00	(2)
Biology	BIOL 470 – Insect Biology (microscope)	\$ 2.00	\$ 5.00	(2)
Biology	BIOL 472 – Ichthyology (microscope)	\$ 2.00	\$ 5.00	(2)
Biology	BIOL 473 – Ornithology	\$ 60.00	\$ 131.00	(20)
Biology	BIOL 474 – Mammalogy	\$ 25.00	\$ 53.00	(21)
Biology	BIOL 474 – Mammalogy (microscope)	\$ 0.00	\$ 5.00	(22)
Biology	BIOL 800P – Microbiology	\$ 40.00	\$ 0.00	(50)
Biology	BIOL 800P – Microbiology (microscope)	\$ 2.00	\$ 0.00	(50)
Biology	BIOL 801P – Principles of Immunology (microscope)	\$ 2.00	\$ 5.00	(2)
Biology	BIOL 803P – Plant Physiology (microscope)	\$ 2.00	\$ 5.00	(2)
Biology	BIOL 804P – Developmental Biology	\$ 65.00	\$ 170.00	(10)
Biology	BIOL 804P – Developmental Biology (microscope)	\$ 2.00	\$ 5.00	(2)
Biology	BIOL 805P – Range and Wildlife Management	\$ 47.00	\$ 54.00	(11)
Biology	BIOL 805P – Range and Wildlife Management (microscope)	\$ 2.00	\$ 5.00	(2)
Biology	BIOL 806P – Plant Ecology	\$ 20.00	\$ 106.00	(13)
Biology	BIOL 816P – Plant Diversity and Evolution (microscope)	\$ 2.00	\$ 5.00	(2)
Biology	BIOL 818P – Plant Taxonomy	\$ 25.00	\$ 138.00	(14)
Biology	BIOL 833P – Invertebrate Zoology (microscope)	\$ 2.00	\$ 5.00	(2)
Biology	BIOL 835P – Herpetology	\$ 45.00	\$ 154.00	(16)
Biology	BIOL 850P – Advanced Molecular Biology	\$ 0.00	\$ 224.00	(17)
Biology	BIOL 862P – Animal Behavior	\$ 10.00	\$ 40.00	(18)
Biology	BIOL 865P – Physiology	\$ 100.00	\$ 168.00	(19)
Biology	BIOL 865P – Physiology (microscope)	\$ 2.00	\$ 5.00	(2)
Biology	BIOL 868P – Parasitology (microscope)	\$ 2.00	\$ 5.00	(2)
Biology	BIOL 870P – Insect Biology (microscope)	\$ 2.00	\$ 5.00	(2)
Biology	BIOL 872P – Ichthyology (microscope)	\$ 2.00	\$ 5.00	(2)
Biology	BIOL 873P - Ornithology	\$ 60.00	\$ 131.00	(20)
Biology	BIOL 874P - Mammalogy	\$ 25.00	\$ 53.00	(21)
Biology	BIOL 874P – Mammalogy (microscope)	\$ 0.00	\$ 5.00	(22)
Chemistry	CHEM 150 – Intro to Organic and Biochemistry	\$ 25.00	\$ 0.00	(50)
Chemistry	CHEM 230 – Inorganic Synthesis	\$ 20.00	\$ 0.00	(50)
Chemistry	CHEM 375 – Analytical Chemistry	\$ 30.00	\$ 0.00	(50)
Chemistry	CHEM 388 – GS Capstone: Forensic Chemistry	\$ 11.00	\$ 0.00	(50)
Chemistry	CHEM 430L – Inorganic Chemistry	\$ 40.00	\$ 0.00	(50)

University of Nebraska at Kearney (UNK)

Chemistry	CHEM 475 - Instrumental Analysis	\$ 50.00	\$ 0.00	(50)
Chemistry	CHEM 480L – Physical Chemistry	\$ 45.00	\$ 0.00	(50)
Chemistry	CHEM 481L – Physical Chemistry II	\$ 45.00	\$ 0.00	(50)
Chemistry	CHEM 875P – Instrumental Analysis	\$ 50.00	\$ 0.00	(50)
Chemistry	CHEM 880P – Physical Chemistry	\$ 45.00	\$ 0.00	(50)
Chemistry	CHEM 881P – Physical Chemistry	\$ 45.00	\$ 0.00	(50)
Criminal Justice	CJUS 480 – Criminal Justice Seminar: Professional Ethics and Career Development	\$ 25.00	\$ 33.00	(23)
College of Business & Technology				
Industrial Technology	ITEC 168 (previously ITEC 171) – Introduction to Flight	\$ 357.00	\$ 4,836.00	(24)
Industrial Technology	ITEC 170 – Private Pilot Theory	\$ 461.00	\$ 175.00	(25)
Industrial Technology	ITEC 172 – Professional Flight 1	\$ 10,617.00	\$ 10,175.00	(26)
Industrial Technology	ITEC 291 – Instrument Pilot Theory	\$ 456.00	\$ 490.00	(27)
Industrial Technology	ITEC 292 – Professional Flight 2	\$ 9,671.00	\$ 11,037.00	(28)
Industrial Technology	ITEC 293 – Professional Flight 3	\$ 11,307.00	\$ 13,766.00	(29)
Industrial Technology	ITEC 376 – Professional Flight 4	\$ 16,217.00	\$ 17,449.00	(30)
Industrial Technology	ITEC 377 – Professional Flight 5	\$ 7,783.00	\$ 7,333.00	(31)
Industrial Technology	ITEC 378 – Professional Flight 6	\$ 5,592.00	\$ 5,430.00	(32)
Industrial Technology	ITEC 379 – Professional Flight 7	\$ 4,452.00	\$ 4,060.00	(33)
Industrial Technology	ITEC 380 – Professional Flight 8	\$ 5,733.00	\$ 4,788.00	(34)
Management	MGT 460 – Human Resource Information Systems: People, Analytics, and Talent	\$ 0.00	\$ 35.00	(35)
Management	MGT 860P - Human Resource Information Systems: People, Analytics, and Talent	\$ 0.00	\$ 35.00	(35)
College of Education				
Communication Disorders	CDIS 861: Practicum in Speech/Language Pathology	\$ 190.00	\$ 205.00	(36)
Communication Disorders	CDIS 862: Practicum in Speech/Language Pathology	\$ 40.00	\$ 72.00	(37)
Communication Disorders	CDIS 863: Practicum in Speech/Language Pathology	\$ 40.00	\$ 72.00	(37)
Communication Disorders	CDIS 864: Practicum in Speech/Language Pathology	\$ 40.00	\$ 72.00	(37)
Counseling, School Psychology & Family	FAMS 404: FS Ethical & Professional Practice	\$ 0.00	\$ 202.00	(38)
Kinesiology and Sports Sciences	KSS 210: Scuba	\$ 0.00	\$ 350.00	(39)
Kinesiology and Sports Sciences	PE 820: General Medical Conditions in Sports & Exercise	\$ 30.00	\$ 40.00	(40)
Kinesiology and Sports Sciences	PE 885: Clinical I	\$ 45.00	\$ 100.00	(41)
Kinesiology and Sports Sciences	PE 886: Clinical II	\$ 10.00	\$ 70.00	(42)
Kinesiology and Sports Sciences	PE 887: Clinical III	\$ 70.00	\$ 30.00	(43)
Kinesiology and Sports Sciences	PE 888: Clinical IV	\$ 45.00	\$ 30.00	(44)
Kinesiology and Sports Sciences	PE 889: Clinical V	\$ 10.00	\$ 60.00	(45)

University of Nebraska at Kearney (UNK)

Kinesiology and Sports Sciences	PE 890: Clinical VI	\$ 10.00	\$ 30.00	(46)
Kinesiology and Sports Sciences	REC 304: Volunteer Practicum in Athletic Training Foundations	\$ 0.00	\$ 10.00	(47)
Miscellaneous Other Fees				
Student Affairs	Academic Success Fee	\$ 3.00/cr hr	\$5.00/cr hr	(48)
UNK Police & Parking	Residence Parking Permit – Zones A & C	\$ 139.00	\$ 0.00	(49)
UNK Police & Parking	Perimeter Parking Permit	\$ 83.00	\$ 0.00	(49)
UNK Police & Parking	Residence Parking Permit – Zones R1 and R2	\$ 0.00	\$ 239.00	(49)
UNK Police & Parking	Residence Parking Permit – Zone R3	\$ 0.00	\$ 40.00	(49)
UNK Police & Parking	Motorcycle Parking Permit	\$ 52.00	\$ 54.00	(49)
<p>(1) The Biology 103 lab fee was last assessed and increased in 2013. The cost for lab supplies (and shipping) has significantly increased in those 10 years. Consumable items include grapes, replacement containers, replacement slides, wipes, lens cleaner, methylene blue dye, etc. Cost per student is \$25.</p>				
<p>(2) Microscope fees have not changed for the past ten years. Funding is spent for general maintenance, annual servicing, and replacement. Prices for annual servicing and microscope costs have increased in the past ten years. The current microscope fees for all courses have not been sufficient to cover the costs. Cost per student is \$5.</p>				
<p>(3) Cost of consumables has continued to increase since the lab fee was established. In addition, shipping costs have increased substantially over the past couple of years. Cost per student is \$31.</p>				
<p>(4) The Biology 211 lab fee was last assessed and increased in 2013. The cost for lab supplies (and shipping) have significantly increased in those 10 years. One additional cost is the lab coats. Due to safety issues, lab coats can no longer be shared among students in different labs as practiced in the past. Each student now needs their own disposable lab coat in the BSL2 classroom, which must be worn each week in the lab. Cost per student is \$64.</p>				
<p>(5) The fee increase will provide students in BIOL 215 the ability to perform more hands-on activities in lab (blood-typing, cow eye dissection, perception of taste, and respiratory volume demonstration). The increase is also for the replacement of microscope slides used to examine the different tissues of the body. Over time, the current slides have been broken, cracked, or the stain has faded. Cost per student is \$28.</p>				
<p>(6) Old lab activities have been revised to align lab experiences with lecture concepts. The revised lab now includes conducting lab experiments, in addition to a field research project. Increased lab fees will cover the increased costs of transportation, consumable supplies, and shipping costs. Cost per student is \$57.</p>				
<p>(7) Lab fees for this course have not been changed since 2015. Lab content has been revamped to include the latest molecular biology techniques. Molecular biology experiments are expensive due to the cost of the reagents. Cost per student is \$24.</p>				
<p>(8) Students participating in field trips to wildlife conservation and management areas are an essential component to BIOL 330 and provide necessary exposure for students pursuing a career in wildlife biology. This course has included field trips in the past, but the cost was not assessed with the current cost of vehicle rental and fuel to accommodate a class of 24 students for four field trips throughout the semester. Cost per student is \$60.</p>				
<p>(9) The BIOL 360 fee was last increased 10 years ago. The cost of supplies has gone up substantially and so has shipping. Cost per student is \$120.</p>				
<p>(10) The fee increase for BIOL 404/804P will be used to purchase organisms and supplies for examining the development and maintenance of them. Cost per student is \$170.</p>				

(11) This 405/805P course will include field trips to expose students to different semi-local rangeland management perspectives as well as learning range monitoring techniques. The increased fee will also help cover the costs of transportation, consumable supplies, and shipping. Cost per student is \$54.
(12) The microscope fee is already associated with the graduate section of BIOL 805P but not with the undergraduate section of BIOL 405. Cost per student is \$5.
(13) Field trips are essential for the BIOL 406/806P course. This fee increase will cover the vehicle costs (rental, mileage, and fuel) used for the field trips. The previous lab fee did not accurately account for these costs. Cost per student is \$106.
(14) Field trips are essential for the BIOL 418/818P course. This fee increase will cover the vehicle costs (rental, mileage, and fuel) used for the field trips. The previous lab fee did not accurately account for these costs. Cost per student is \$138.
(15) BIOL 431A Research Methods II (first credit) and BIOL 431B Research Methods II (second credit) are courses where students conduct their own research under a mentor. These course fees will cover research costs such as vehicle rental fees, mileage fees, nets (seines, mist nets), field notebooks, chemical reagents, PCR supplies, poster printer printing, test kits, personal protection equipment (nitrile gloves, respirators, lab coats, alcohol/disinfecting wipes), and traps (Sherman live traps, camera traps, funnel traps, and cover boards). Students who do not incur costs (or minimal costs) in their research projects will be placed in a separate course section and not charged these course fees. Cost per student is \$100.
(16) Price of travel with students for field-based courses in BIOL 435/835P have increased. Also, there are consumable items that students need in the field such as leather gloves, herp sticks, and chaps. Cost per student is \$154.
(17) During BIOL 450/850P Advanced Molecular Biology, experiments are conducted throughout the semester. Various kits are needed for conducting these experiments. Cost per student is \$224.
(18) The BIOL 462/862P course has changed over time, and lab field trips to observe animals in the wild have become necessary expenses. These fees would cover the cost of the field trips as well as consumable supplies for a research project students complete as part of the course. Cost per student is \$40.
(19) The primary reason for increasing the fee for the BIOL 465/865P course is the cost of EIA kits and fruit flies used by students in classroom experiments. Additionally, grocery and other supplies are needed for multiple experiments. Cost per student is \$168.
(20) Field trips are essential for the BIOL 473/873P course. This fee covers vehicle costs (rental, mileage, and fuel) used for the field trips as well as the rental of blinds for viewing cranes at Rowe Sanctuary. These costs have increased significantly since the last time the costs of this course were evaluated. Cost per student is \$131.
(21) Cost of travel for field trips for BIOL 474/874P has gone up, thus fees associated with renting vehicles and mileage must be increased. Additionally supplies such as bait, flagging, disposable gloves, hand sanitizer, etc. need to be purchased for the outdoor activities that occur on these field trips. Cost per student is \$53.
(22) BIOL 474/874P previously has not had a microscope fee attached to this course even though microscopies are utilized. The new fee will cover the general maintenance and annual servicing of microscopes as well as replacement of them. Cost per student is \$5.
(23) All students in CJUS 480 take the Major Field Test in Criminal Justice, which has increased in cost. Cost per student is \$33.
(24) ITEC 168 is an existing course that was previously numbered as ITEC 171. It is the first course in the flight instruction series of courses but was previously second in the course number sequence behind ITEC 170. ITEC 168 has been restructured to include flight training as part of this course. It is designed to progress students through Stage I of the Private Pilot Training syllabus, which includes the first solo flight. This course will include all ground school materials, Stage 1 of the flight training syllabus, and a medical exam. Cost per student is \$4,836.
(25) All materials and supplies needed for this course have been moved to ITEC 168. Completion of this course requires students to pass the FAA Private Pilot Knowledge Exam, which costs \$175.00. Cost per student is \$175.

(26) The course fee for ITEC 172 is being reduced due to a decrease in the required flight hours now that Stage 1 of the training syllabus will be completed as part of ITEC 168. Costs for course include the flight costs as well as a headset and iPad for flight operations. Cost per student is \$10,175.
(27) The course fee for ITEC 291 is increasing because the cost of materials has increased. Materials include Jeppesen GFD Instrument/Commercial Kit – Part 141, paper charts, and FAA Knowledge exam. Cost per student is \$490.
(28) The course fee increased because aircraft rental fees increased from \$157/flight hour to \$179/flight hour. Cost per student is \$11,037.
(29) The course fee increased because aircraft rental fees increased from \$157/flight hour to \$179/flight hour. Cost per student is \$13,766.
(30) The course fee increased because aircraft rental fees increased from \$157/flight hour to \$179/flight hour. Cost per student is \$17,449.
(31) The course fee decreased due to the removal of the Designated Pilot Examiner fee. Cost per student is \$7,333.
(32) The course fee decreased due to the removal of the Designated Pilot Examiner fee. Cost per student is \$5,430.
(33) The course fee decreased due to the removal of the Designated Pilot Examiner fee. Cost per student is \$4,060.
(34) The course fee decreased due to the removal of the Designated Pilot Examiner fee. Cost per student is \$4,788.
(35) The fee for MGT 460/860P will cover a semester-long software license for each student for the commercial Human Resources Information Systems (HRIS) system used in the course. This allows students to learn perform relevant human resources functions within an HRIS system, which is the central feature of this course. Cost per student is \$35.
(36) The increase in the CDIS 861 course fee is for an increase in ClinicNote (electronic medical records software). The fee also covers clinic material costs such as sanitizing supplies, scotch tape, craft supplies, batteries, story books, games/flash cards, etc. Cost per student is \$237.
(37) Material costs used for clinic practicum experience in these courses such as sanitizing supplies, scotch tape, craft supplies, batteries, story books, and games/flash cards have increased. Cost per student is \$72.
(38) Upon successful completion of courses in the FAMS BS Program, students are eligible for the Provisional Certification as Certified Family Life Educators under the National Council of Family Relations. The processing fee for this provisional certification must be submitted with the application (completed within the FAMS 404 course) upon graduation. Collection of the fee simultaneously with course enrollment expedites and ensures certification of our FAMS graduates. Cost per student is \$202.
(39) Heartland Scuba has been providing a scuba class to UNK students for many years. In the past, students paid various equipment and other fees to Heartland directly. It has been determined students paying these costs through a course fee would be more advantageous for them. Heartland Scuba will then bill the department for the costs. Cost per student is \$350.
(40) The increase in the fee is for the use of a high-fidelity human body simulator. This equipment will allow us to practice and perform general medical diagnosis on a whole-body scale simulator in the class, which is a part of the accreditation standards. Additionally, medical exam supplies such as medical exam gloves and a urinalysis exam kit are covered by the fee. Cost per student is \$40.
(41) PE 885 – Clinical I is the first graduate clinical practice course in the Master of Athletic Training academic sequence. To keep track of the students’ clinical experiences and progress (time log, clinical competency, patient-encounter log, and more), it was decided to use the Typhon Group clinical tracking software. It costs \$100 to activate each student’s account. Cost per student is \$100.
(42) Traditionally, the Athletic Training program purchased the program uniform in PE 885. But due to recent accreditation standard changes and program sequence changes, the uniform cost needs to be moved to PE 886. Also, students in this course practice basic athletic training skills, which requires them to utilize expendable supplies such as wound care, taping/wrapping, and trauma care. Cost per student is \$70.

<p>(43) Due to recent program sequence changes, cost adjustments are needed for this course. Students will learn and practice non-orthopedic assessment. Therefore, medical gloves, disinfectant supplies, and other medical exam tools (urinalysis testing kit, scissors, and neurological hammer) are needed. Cost per student is \$30.</p>
<p>(44) Due to recent program sequence changes, a program uniform is no longer needed for this course. This course will now cover just non-orthopedic assessment tools and treatment supplies such as medical diagnostic kits and first aid kits. Cost per student is \$30.</p>
<p>(45) Due to recent program sequence changes, a program uniform is now needed for this course rather than PE 888. Additionally, this course utilizes rehabilitation supplies such as bands, straps etc. Cost per student is \$60.</p>
<p>(46) The increase in the fee is to cover additional simulations that must be taught due to current accreditation standards changes. Costs include clinical simulation modules, medical oxygen kits, and use of a high-fidelity human body simulator. Cost per student is \$30.</p>
<p>(47) Students in this course utilize athletic tape to practice and keen their clinical skills in athletic training. Cost per student is \$10.</p>
<p>(48) Currently, the Academic Success Fee is a per-credit-hour fee for undergraduates, both online and in-person. The fee currently supports the Academic Success Office, Disability Services for Students, Office of Student and Family Transitions (first-year, orientation, etc.), Academic Advising and Career Development, and Learning Commons (majority of funding). To improve student persistence and success, UNK piloted a new success coach model this last year. The initial start-up funding allocated for it has now been depleted. This success coach model will be integrated into a new Loper Success Hub. This Hub will create enhanced coordination between the offices currently supported by the Academic Success Fee as well as complement and expand the work of them to increase student retention. The proposed fee increase will support two additional success coaches and maintain the current existing success coach that was part of the pilot. This will result in every student having access to individualized success coaching. Second, it will support additional staffing for the tutors in the Learning Commons as well as support their higher wages due to inflation and minimum wage increases. Last, it will support enhanced data tracking, reporting, and tools in career design and placement that will be utilized by students. Career tools, such as Clifton Strengths Finder and workshops, have been strongly requested by students.</p>
<p>(49) Implementation of student advocated residential parking permit fee and structure changes due to location of new Greek housing.</p>
<p>(50) The course has been discontinued, so all fees associated with the course can be removed.</p>

University of Nebraska-Lincoln (UNL)

Laboratory, Student, and Miscellaneous Fee Changes for 2024-25				
Department	Course Number	Current Fee	Proposed Fee	Ref
Dept of Animal Science	ASCI 400B - Advanced Livestock Evaluation and Judging	\$	\$100	1
Dept of Animal Science	ASCI 243 - Fundamental Animal Anatomy	\$	\$50	2
Dept of Animal Science	ASCI 240 - Anatomy and Physiology of Domestic Animals	\$45	\$	3
Dept of Animal Science	ASCI 210L - Principles of Animal Products Laboratory	\$	\$15	4
Dept of Animal Science	ASCI 252 - Introduction to the Horse Industry and Management	\$	\$25	5
School of Biological Sciences	BIOS 205 - GENETC MOLC&CELL LAB	\$80	\$100	6
JC School of Theatre & Film	THEA 260 - Stage Combat	\$	\$100	7
JC Center Emerging Media Arts	EMAR 282 - Digital Modeling I	\$20	\$215	8
JC Center Emerging Media Arts	EMAR 446 - Digital Fabrication and Physical Computing	\$40	\$120	9
Interior Design Program	IDES 417 - Product Design	\$	\$100	10
Interior Design Program	IDES 416/816 - Product Design Vizualization	\$	\$100	11
Dept of Textiles, Merch & Fashion	TMFD 428/828 - Coloration	\$10	\$	12
Teaching, Learning & Teacher Ed	TEAC 259A - Instructional Technology in Elementary Schools	\$	\$5	13
Dept of Educational Psychology	EDPS 991 - Seminar in Educational Psychology and MEasurements	\$20	\$	14
Dept of Child, Youth & Family Studies	CYAF 474/874 - Assessment in Early Childhood	\$25	\$	15
Dept of Nutrition & Health Sciences	NUTR 253 - Cultural Aspects of Food and Nutrition	\$	\$10	16
Dept of Child, Youth & Family Studies	CYAF 371 - Methods and Working with Infants in Programs and Comr	\$25	\$	17
Dept of Textiles, Merch & Fashion	TMFD 121 - Visual Communications with Animation	\$15	\$	18
Dept of Plant Pathology	PLPT 369L - Introductory Plant Pathology Lab	\$	\$60	19
Dept of Agronomy & Horticulture	PLAS/SOIL 153 - Soil Resources	\$5	\$15	20
School of Natural Resources	NRES 450/850 - Biology of Wildlife Populations	\$10	\$	21
School of Natural Resources	NRES 374 - Field Herpetology	\$	\$50	39
School of Natural Resources	NRES 379 - Advanced Soil Evaluation	\$	\$150	22
School of Natural Resources	NRES 125 - Introduction to Zoo and Aquarium Science	\$	\$70	23
School of Natural Resources	NRES 260 - Introduction to Conservation Photography	\$	\$60	24
School of Natural Resources	NRES 201 - Dendrology: Study and Identification of Trees and Shrubs	\$	\$10	25
School of Natural Resources	NRES 348 - Wildlife Damage Management	\$35	\$	26
School of Natural Resources	NRES 459/859 - Limnology	\$25	\$85	27
School of Natural Resources	NRES 321 - Arboriculture: Maintenance & Selection of Landscape Tre	\$	\$65	28

University of Nebraska-Lincoln (UNL)

School of Natural Resources	NRES 474/874 - Herpetology	\$90	\$50	29
School of Natural Resources	NRES 477/877 - Great Plains Field Pedology	\$	\$80	30
Dept of Food Science & Tech	FDST 823 - Food Safety Risk Analysis	\$	\$100	31
College of Law	LAW 797C - Clinical Practice-Debtor Defense	\$	\$250	32
College of Law	LAW 793C - Clinical Practice - First Amendment	\$	\$250	33
College of Law	LAW 767C - Estate Planning Clinic	\$	\$250	34
College of Law	LAW 777C - Advanced Clinic	\$	\$250	35
College of Law	LAW 791C - Clinical Practice - Innocence	\$	\$250	36
Campus Recreation	COMB 111J - Kendo II	\$	\$45	37
Campus Recreation	COMB 111D - Karate II	\$	\$45	38
School of Global Integrative Studies	ANTH 386/886 - Digital Heritage Tools	\$	\$50	40
School of Global Integrative Studies	ANTH 484/884 - Data Analytics in Anthropology	\$	\$50	41
Miscellaneous Fee	International Student Fee	\$75	\$120	42
Miscellaneous Fee	Global Experiences Fee for programs that are 14 days duration	\$150	\$350	43
Miscellaneous Fee	Global Experiences Fee programs greater than 14 days duration	\$150	\$550	43
Miscellaneous Fee	Global Experiences Fee per semester	\$150	\$750	43
Miscellaneous Fee	Global Experiences Fee per academic year	\$150	\$900	43

(1) Advanced Livestock Evaluation and Judging Livestock course includes field trips to commercial and purebred livestock operations and exhibitions. Students network with producers to learn varied livestock production philosophies and develop a proficiency in brief, concise oral presentation of reasons for making a decision. The contests provide real-world experiences that are hard to replicate in a classroom setting. Our learning outcomes in this course are directly related to how much "hands-on" experience these students receive through livestock evaluation so having this fee will ensure that we can travel with our students. Annual costs include vehicle rental: \$2000; fuel: \$3500 and hotel: \$12,000. Total expenses: \$17,500/year. Enrollment: 12 students/year. Proposed Fee: \$100. Total Revenue: \$1200/year.

(2) Fundamental Animal Anatomy is designed to develop a strong understanding of the basics of animal anatomy for undergraduate students at the sophomore level. The hands-on learning activities are designed to build upon information from previous biology courses and to provide a fundamental basis for later physiology courses. This is a new course that will utilize cadaveric dissections as a learning modality for animal anatomy. Costs include purchase of cadavers, dissection instruments, cleaning supplies, and disposal: Paper towels \$185; small exam gloves \$148; medium exam gloves \$148; large exam gloves \$148; disposable scalpels \$69; fine precision probes \$223; nylon tube brushes and pipe cleaner \$21; instrument cleaning brushes \$370; antibacterial hand soap \$72; disinfecting cleaner \$41; economy dissection instruments \$360; dissecting scissors \$325; pure preserved individual dissections \$2,895; and surgical instrument cleaner and lubricant \$63. Total expenses: \$5068 year. Enrollment: 100 students/year. Proposed Fee: \$50. Total Revenue: \$5000/year.

(3) Anatomy and Physiology of Domestic Animals. This course is being restructured to eliminate the wet-lab component; therefore, the fee is no longer needed.

(4) Principles of Animal Products Laboratory students learn about edible products sourced from animals with a particular emphasis on red meat. Content covered will include humane harvest, carcass evaluation and fabrication, retail cuts, meat quality research skills, and meat cookery. Access to hands-on experiences has been a top priority for Animal Science students. The change in ASCI 210 from the current format to include a dedicated laboratory section will help provide those opportunities. The fee will cover the perishable items needed for the lab. These items include pork top loin chops \$200; various retail cuts \$150; cooking supplies \$100; group budget for meat cookery lab \$625; various cuts of meat for meat quality research \$105; and pork loins for final meat quality project \$240. Total expenses: \$1370/year. Enrollment: 90 students/year. Proposed Fee: \$15. Total Revenue: \$1350/year.

(5) Introduction to the Horse Industry and Management introduces the equine industry including history and basic biology of the horse, proper care, acceptable management procedures, and current issues. An overview of basic equine anatomy and physiology will be discussed as it relates to managerial principles associated with proper hoof care, disease prevention, breeding and genetics, nutritional management, reproduction, and animal welfare. The UNL horse herd will be implemented starting in 2024-2025 with a \$5 fee per student/per lab that utilizes the horses. Students will have four labs over the semester, totaling \$400. This fee also pays for feed, shavings, management, and supplies to maintain the UNL horse herd. Additional expenses include a binder, dividers and printed materials: \$100. Total expenses: \$500/year. Enrollment: 20 students/year. Proposed Fee: \$25. Total Revenue: \$500/year.

(6) Genetics, Molecular and Cellular Biology Laboratory includes a series of lab exercises to introduce principles of genetic, molecular and cellular biology. Experiments are done using model systems to identify, map and clone genes; analyze gene products and expression; and fractionate cell components. This course has recently been updated, the bioinformatics exercise for the students was 20 years out of date. In addition, one module in the course has been added to characterize fractions of the cell using western blotting. This change also modernizes the course, and brings a plant species in. It is also sustainable long term because the Beadle Greenhouse can provide the plants for the foreseeable future. The genome sequencing and analysis exercise brings the lab right to the modern day of biology, and will therefore facilitate learning outcomes of understanding genomes, mutations and variation. Genomic sequencing of 24 mutants, including extraction of DNA and calling variants is \$2500 per semester or \$5000 per year. Antibodies to the cellular compartments (nucleus, mitochondria and chloroplasts) will cost approximately \$900 per year. The fee increase will continue to go toward consumables used in the lab including petri plates, media, chemicals, carbon dioxide gas, plasticware, pipet tips, test tubes, Drosophila vials, DNA extraction kits, precast SDS-PAGE gels, etc. have been used in this course for years, and are expected to continue. The annual cost is \$20,000. Total expenses: \$25,900/year. Enrollment: 252 students/year. Proposed Fee: \$100. Total Revenue: \$25,200/year.

(7) Stage Combat covers the development and application of skills required of an actor combatant in a theatrical arena. The course includes both a historical overview and safe and proper technique training in unarmed combat and multiple weapons. At the end of the course, students do a Skills Proficiency Test for a Fight Master from the Society of American Fight Directors (SAFD). The fee is for the three weapons in which they test, and the certification process and posting with the SAFD. Having the students adjudicated by an SAFD Fight Master gives them the professional certification status of Actor/Combatant. We are the only university in the immediate region that can provide this certification opportunity to students. The costs for these exams include basic test costs: \$1040; first weapon form: \$240; second weapon form: \$240; and administration fee: \$100. Total expenses: \$1620/year. Enrollment: 16 students/year. Proposed Fee: \$100. Total Revenue: \$1600/year.

(8) Digital Modeling I covers the basics of 3D modeling and textures. This course now requires the use of the Maxon One application (software including: Red Giant, Z Brush, Trapcode, Cinema4D). The previous fee was used for the server maintenance only and now that the software has been determined, a fee increase is needed. This fee will provide licenses for each student in the class and on their Carson Center laptops. Students in this course are assigned 200GB of storage volume on our Avid Nexis server. All files are backed up through a dedicated disaster recovery system (200TB of-site storage system). Courses who use the server share the annual cost of \$12,000 for maintenance. Server maintenance: \$400/year and Maxon One software bundle: \$3980/year. Total expenses: \$4380/year. Enrollment: 20 students/year. Proposed Fee: \$215. Total Revenue: \$4300/year.

(9) Digital Fabrication and Physical Computing is an introduction to digital fabrication techniques and physical computing hardware through emerging media arts topics. Students need access to machinery and fabrication materials to facilitate the learning outcomes of this course. This fee will cover student's membership \$100 per semester, per student at Nebraska Innovation Studio. The Nebraska Innovation Studio membership is the best way to provide students with access to the resources they need to successfully realize the course learning outcomes. The College of Fine and Performing Arts will work with students, the Nebraska Innovation Studio, and Student Accounts to ensure that students are not paying for the Nebraska Innovation Studio Membership more than one time per semester. This fee also provides necessary fabrication materials. Nebraska Innovation Studio student membership: \$1400 and various fabrication supplies: \$280. Total expenses: \$1680/year. Enrollment: 14 students/year. Proposed Fee: \$120. Total Revenue: \$1680/year.

(10) Product Design students generate a design from conception to a finished product that emphasizes the awareness of the human and the environment in the creation of product design solutions. The introduction of a course fee in this course is based on the primary learning objectives of the course. This course aims to equip students with the ability to conceive and develop designs, taking them from concepts to finished products. Achieving this learning outcome involves hands-on work with various materials such as wood, metals, plastics, fabric, and composite material. To facilitate this process, students require specialized tools and equipment to bring their creative ideas from concepts to physical prototypes. This fee will cover student's membership \$100 per semester, per student at Nebraska Innovation Studio. The Nebraska Innovation Studio membership is the best way to provide students with access to the resources they need to successfully engage in the creative and hands-on process of product design and development, and to realize the course learning outcomes. The College of Architecture will work with students, the Nebraska Innovation Studio, and Student Accounts to ensure that students are not paying for the Nebraska Innovation Studio Membership more than one time per semester. Total expenses: \$2000/year. Enrollment: 20 students/year. Proposed Fee: \$100. Total Revenue: \$2000/year.

(11) Product Design Visualization students explore the full scope of the product design process from opportunity discovery, design development, to fabrication of full-scale prototypes. The proposal to add a new course fee to IDES 416-Product design visualization is based on the need to support students to achieve the courses primary learning objectives. This course aims to equip students with the skills to design, communicate, and prototype products using quick, hands- on, and tool-aided methods. Methods explored in the course include graphic visualization (sketching and rendering), analogue and digital rapid prototyping tools such as 3D printing, CNC machining, laser cutting, and presentation. The facility where all this equipment is centralized is in the makerspace at the Nebraska Innovation Studio . The proposed fee will cover the student's Nebraska Innovation Studio membership \$100 per semester, per student. The Nebraska Innovation Studio membership is the best way to ensure students have access to the necessary resources to participate in the creative and practical aspects of product design, rapid visualization, and prototyping. The College of Architecture will work with students, the Nebraska Innovation Studio, and Student Accounts to ensure that students are not paying for the Nebraska Innovation Studio Membership more than one time per semester. Total expenses: \$2000/year. Enrollment: 20 students/year. Proposed Fee: \$100. Total Revenue: \$2000/year.

(12) Coloration students learn application classes of dyes. Physical and chemical properties of dyes within each class, methods of dye-fiber association, fastness properties of dyes, and recommended application procedures. The fee is no longer needed.

(13) Instructional Technology in Elementary Schools teaches the development of strategies for using technology to support K-12 classroom instruction. The fee allows for the purchase of specialized software which will provide students with hands-on experience, ensuring they are equipped with the necessary tools and skills to integrate technology effectively in K-12 classroom. Cloud based software annual licenses included in the course are Notion Plus: \$96; Mentimeter Basic: \$143; Nearpod Platinum: \$397; Midjourney Basic: \$96; Bubbl Premium: \$59; ChatGPT Plus: \$240 and Dalle: \$210. Total expenses: \$1241/year. Enrollment: 160 students/year. Proposed Fee: \$5. Total Revenue: \$800/year.

(14) Seminar in Educational Psychology and Measurements covers measurement of psychological constructs in educational psychology. Since materials are now available online, there is no need for a course fee.

(15) Assessment in Early Childhood covers the selection, use, and interpretation of assessment instruments for understanding the developmental level of children from birth through age eight. The current fee is no longer needed because materials are available online.

(16) Cultural Aspects of Food and Nutrition covers the influences of culture on food and nutrition practices. This class provides experiential learning opportunities for students in the form of food and beverage samples so that students gain an understanding of the role of food and beverages in several cultures. The proposed fee is needed to cover the cost of food and beverage ingredients, examples include ingredients for Elote Salad \$120; Rice Crackers, ingredients for Rice balls and Japanese tea \$100; Ingredients for Indian bread \$100; sourdough bread loaves, aged cheese, tomatos, apple cider \$90; ingredients for lentil soup \$110; and kitchen staples like oil, salt, pepper and spices \$50. Totaling \$570/year. The fee will also cover handling and preparation supplies including paper cups \$60; paper plates \$50; saran wrap \$32; sample cups \$60; toothpicks \$10; napkins \$40; disinfecting wipes \$15; individually wrapped plasticware \$100; storage bags \$20 and cleaning supplies \$50 for a total of \$437/year. Total expenses: \$1007/year. Enrollment: 100 students/year. Proposed Fee: \$10. Total Revenue: \$1000/year.

(17) Methods and Working with Infants in Programs and Communities introduces students to methods used in infant-toddler programs, including center-based, home-based, and family-support models. The current fee is no longer needed because materials for implementation of activities are now provided by the practicum (lab) site.

(18) Visual Communications with Animation is an introduction to animation and design fundamentals and their application in visual communications. This course is now delivered online and the activities do not require a lab fee.

(19) Introductory Plant Pathology Lab provides practical experience in a range of plant pathology methods and techniques, including observing and describing disease symptoms and pathogen signs, microscopic examination of pathogens, isolation and culture of microorganisms from plant tissue, identification of isolated organisms, basic DNA extraction and sequencing, and extraction and examination of nematodes from soil. Identification exercises require reagents (e.g., gram stain kits) and serological test kits. Preparation and disposal of lab materials requires use of department autoclaves. New topics and techniques have emerged and have higher costs, but are needed to maintain course relevance. Annual expenses include Petri dishes \$631; agar \$992; Stain Kit (stabilized) \$165. Total expenses: \$1788/year. Enrollment: 12 students/year. Proposed Fee: \$60. Total Revenue: \$720/year.

(20) Soil Resources covers investigation into the physical, chemical and biological properties of soils, in relation to their appropriate uses, protection, and vital roles or functions in broader plant-soil systems. The lab fee is necessary in order to cover the costs of consumables and upkeep of experiment supplies and equipment, costs related to the field collection of soil cores and materials to be used in lab activities and experiments, and costs related to chemical analyses of soil samples for use in data interpretation and class experiments. Many of these costs have increased since the lab fee was initiated in 2011. Costs include soil samples \$450; soil cores \$600; sampling tubes \$40; aluminum foil \$30; data loggers \$400; batteries \$13; plastic bags \$5; marking flags \$5; lubricant \$10; lab tape \$100; paper towels \$125; dry erase markers and sharpies \$25; mason jars \$20; mortar and pestles \$100; cylinders \$200; scales \$200; sensors \$400; misc. craft and drawing materials \$8; storage totes \$13; and storage solution to clean and store sensors \$25. Total expenses: \$2869/year. Enrollment: 176 students/year. Proposed Fee: \$15. Total Revenue: \$2640/year.

(21) Biology of Wildlife Populations teaches principles of population dynamics and management strategies for consumptive and nonconsumptive fish and wildlife species. The course is being taught using different teaching methods which does not require Amazon Web Services - Elastic Cloud Analysis; the fee for this course is no longer required.

(22) Advanced Soil Evaluation teaches students to apply fundamental knowledge and improve field techniques to the description and interpretation of soils in the field. Application of techniques employed in writing descriptions of soil morphology and in classifying and interpreting soils. A course fee is necessary in order to cover the cost of travel associated with fieldwork for the course. Students attend regional and national soil judging contest which require a week of travel with costs related to contest registration, meals, lodging and vehicle travel. Field Equipment kits used in this course include color reference charts \$2949, a clinometer for measuring slope gradient of the land \$2340, a knife and rock hammer for sampling the soil \$610, test sieve for removing gravels when determining soil texture \$1545, as well as other small items (hand towel \$32, spray bottle \$54, hand lens \$444, mortar and pestle \$240, clipboard \$36, solar powered mini calculator \$127, and plastic ruler \$24). 12 kits are maintained for the course and last an average of 8 years making the annual cost \$1050. Travel costs for two trips a year include registration fees \$2070, rental of university vehicles \$1380, gas \$600, and group tourism fees \$950 (visiting State and National Parks) for a total of \$6050. Total expenses: \$7100/year. Enrollment: 20 students/year. Proposed Fee: \$150. Total Revenue: \$3000/year.

(23) Introduction to Zoo and Aquarium Science familiarizes students with the concepts and challenges associated with biological, ethical, welfare, and administrative aspects of zoo science and captive animal care. As part of the course, they will conduct an ethology study using the scientific method. The department was able to receive a discounted price for the online resources made available through the San Diego Zoo and is utilizing those online resources in three courses. The students are able to work through the modules at their own pace and because it is online, they are able to review it as many times as they wish. They are tested on the content as they complete the modules and are again tested with their final paper. The online resources available through the San Diego Zoo Wildlife Alliance Academy cover a wide range of topics that can be applied to captive animal in zoos and aquariums (e.g., Animal Care Animal Welfare, Conservation, Interpretation). This class is part of the Zoo Animal Care Option in the Fisheries & Wildlife major. The total cost for accessing the online resource is \$3000 per year, and it is split between NRES 125 which uses 20 modules throughout the entire semester, NRES 40 and NRES 41 use 5 and 4 modules, respectively, during a 3-week period. Total expenses: \$3000/year. Enrollment: 40 students/year. Proposed Fee: \$70. Total Revenue: \$2640/year.

(24) Introduction to Conservation Photography is an introduction to photography in natural resources and conservation. Students will receive a solid foundation of photography techniques as well as experience developing presentations that convey a message. Students in this course will learn and improve photography skills, knowledge of cameras, lenses, storage media, and how to prepare and maintain photo essays. This course fee will be used for 1 external hard drive per student for their photos and projects plus rechargeable lithium batteries that are needed to power the cameras checked out to students. Until now, the external hard drives have been a requirement for students to purchase out-of-pocket for the class. Replacement of lithium batteries will ensure longer use of equipment when they are taking photos. Annual expenses include a 2T external hard drive for each students to store photos taken during class \$620 and battery pack \$350. Total expenses: \$970/year. Enrollment: 15 students/year. Proposed Fee: \$60. Total Revenue: \$900/year.

(25) Dendrology: Study and Identification of Trees and Shrubs is an introduction to the naming, identification, and natural history of woody trees and shrubs in North American with emphasis on trees common to Nebraska. It covers morphology, natural site conditions, wildlife and human uses of woody trees and shrubs. This is a hands-on course. Every lab period, students will be outdoors and will take a walk or visit various locations to look at and learn about trees. Costs include Rite in Rain notebooks \$155 and one field trip to Prairie Pines, van rental and fuel \$110. Total expenses: \$265/year. Enrollment: 20 students/year. Proposed Fee: \$10. Total Revenue: \$200/year.

(26) Wildlife Damage Management teaches the fundamentals of prevention and control of damage caused by vertebrate pests, principally birds and mammals. Philosophical, ecological, and behavioral basis for controlling population levels or individuals of pest species. The fee was used for field trips and other activities conducted during the class. This course is now lecture based so the fee is no longer needed.

(27) Limnology covers the physical, chemical, and biological processes that occur in fresh water and organisms occurring in fresh water and their ecology; biological productivity of water and its causative factors; eutropication and its effects. This course focuses predominantly on lake ecosystems. By increasing the students' exposure to four local lakes, they will have greater exposure to how processes and human uses impacts aquatic ecosystems, increase their confidence in collecting samples, processing those samples in the laboratory and honing their quantitative methods and data analysis. Previously, two field trips have been required per semester; next year it will be increase to four trips per semester, increasing student learning opportunities. We are requesting a fee increase to cover the additional trips and processing costs. Annual expenses include vehicle rentals, fuel and trip insurance \$776; canoe and trailer rental \$780; and filters and filter slip covers for lab equipment, reagents, batteries, equipment recalibration prior to sample processing \$558. Total expenses: \$2114/year. Enrollment: 24 students/year. Proposed Fee: \$85. Total Revenue: \$2040/year.

(28) Arboriculture: Maintenance & Selection of Landscape Trees covers practical application of the science of tree growth, development, and management in human dominated landscapes. Tree selection for varying landscapes and objectives, proper planting and pruning, identification and correction of tree defects, and working with tree pest issues. This is a hands-on course. Every lab period, students will be outdoors and will take a walk or visit various locations to look at and learn about trees. Although there are many trees on campus, the course will include field trips to off-campus locations so students can apply what they have learned in class. This fee allows the department to provide the students with equipment and field trips that will allow them to apply what they are learning to a practical experience. Annual expenses include lab gear kit \$177; Safety Glasses, vests, ear plugs, gloves \$340; helmet with ear protection \$154; climbing ropes \$250; van rental, fuel and trip insurance \$404. Total expenses: \$1325/year. Enrollment: 19 students/year. Proposed Fee: \$65. Total Revenue: \$1235/year.

(29) Herpetology students learn about fossil and living amphibians and reptiles including anatomy, classification, ecology and evolution. We are reducing the fee to include only expenses related to dissection. Field Trips are being eliminated in this course beginning Fall 2024. Annual expenses include dissection specimens \$1148; dissection pins, gloves \$118; dissection trays \$60; and forceps \$8. Total expenses: \$1334/year. Enrollment: 24 students/year. Proposed Fee: \$50. Total Revenue: \$1200/year.

(30) Great Plains Field Pedology teaches spatial relationship of soil properties on various parts of landscape typical of the Plains, causal factors, and predictions of such relationships on other landscapes. Grouping these properties into classes, naming the classes, and the taxonomy that results from this grouping. Application of a taxonomy to a real situation through making a field soil survey in a region representative of the Plains border, predicting land use response of various mapped units as it affects the ecosystem, and evaluating the effectiveness of the taxonomic system used in the region surveyed. The course fee is needed to cover costs associated with travel to field sites to support experiential learning, as well as replacement of field equipment as needed. Previous field trips were covered by teaching funds and supplies purchased with start-up funds but a continued source of funding has not been found. Annual expenses include field kit including color reference charts, a clinometer for measuring slope gradient of the land, a knife and rock hammer for sampling the soil, test sieve for removing gravels when determining soil texture, as well as other small items (e.g., hand towel, spray bottle, hand lens, mortar and pestle, clipboard \$700; van rental \$135; mileage \$330; lodging at Cedar Point \$600; lodging at Gudmundsen \$260; and gas \$155; Total expenses: \$2180/year. Enrollment: 12 students/year. Proposed Fee: \$80. Total Revenue: \$960/year.

(31) Food Safety Risk Analysis covers risk analysis principles applied to food safety issues; quantitative approaches for risk assessment using epidemiological, statistical and simulation tools; step-by-step demonstration of quantitative risk assessment model development; methods for framing risk management questions; introduction of risk communication; real-world examples of microbial, food allergen, and chemical risk assessment. The fee will be used to purchase the specialized software DecisionTool Suites which includes @Risk and another statistical software used in teaching. A primary objective and expectation of this course is to equip students with the skills to develop risk assessment models, even at a foundational level, by its conclusion. The teaching approach involves step-by-step instruction on building risk assessment models using @Risk during lectures. Concurrently, each student, equipped with a laptop having @Risk installed, can actively engage and practice. The cost of the student license is assessed by the software provider at \$105/student license; access is provided for one year. Total expenses: \$1260/year. Enrollment: 12 students/year. Proposed Fee: \$100. Total Revenue: \$1200/year.

University of Nebraska-Lincoln (UNL)

(32) Clinical Practice-Debtor Defense The focus of this clinic is to provide outreach, information, and representation to those involved in debt collection cases. Most of the clients already have judgments entered against them. Students will help such clients navigate their legal options post-judgment. Students may also file Chapter 7 bankruptcies on behalf of clients in appropriate cases, and perform any other activities assigned by the supervising faculty member. Substantive issues regarding the Fair Debt Collection Practices Act, Nebraska debt collection law, and bankruptcy practice, among others are covered. Fee will support new clinic software licenses. Total expenses: \$7956/year. Enrollment: 12 students/year. Proposed Fee: \$250. Total Revenue: \$3000/year.

(33) Clinical Practice - First Amendment is a litigation-focused clinic. Students engage in client counseling, factual investigation and development, litigation planning, drafting of pleadings, conducting informal and formal discovery, negotiation, mediation, memo and brief writing, trial work and, if necessary, appellate work. Fee will support new clinic software licenses. Total expenses: \$15,912/year. Enrollment: 24 students/year. Proposed Fee: \$250. Total Revenue: \$6000/year.

(34) Estate Planning Clinic In this clinic, students represent clients in the provision of estate planning services, including the disbursing of legal advice and the drafting of basic estate planning documents, including a simple will, a power of attorney instrument, advance directives, and title documents. Fee will support new clinic software licenses. Total expenses: \$11,934/year. Enrollment: 18 students/year. Proposed Fee: \$250. Total Revenue: \$4500/year.

(35) Advanced Clinic is for students who have already completed one of the in-house clinical courses. Advanced Clinic will provide students an opportunity to build on the knowledge and skills they developed during their prior clinical experience. Advanced Clinic students may be assigned more complex cases, projects or tasks, and may be given opportunities to assist in administering a clinical course, including mentoring students, reviewing student drafts and performances, and presenting course material. Fee will support new clinic software licenses. Total expenses: \$15,912/year. Enrollment: 24 students/year. Proposed Fee: \$250. Total Revenue: \$6000/year.

(36) Clinical Practice Innocence Students, under supervision of the clinic director, will represent clients who have been convicted of crimes and have credible claims of actual innocence. Students will investigate and litigate cases in state post-conviction and federal habeas proceedings, assisting in all aspects of assigned cases including reviewing trial transcripts and case files, visiting incarcerated clients, interviewing witnesses, collecting records, consulting subject matter experts, conducting legal research, drafting pleadings, and attending court hearings. This work provides dynamic real-life experience and immersive training for diverse practical lawyering skills. Students in the clinic will typically use and develop the following lawyering skills: problem solving, legal analysis and reasoning, legal research, factual investigation, witness interviewing, oral and written communication, litigation, and organization and management of legal work. Fee will support new clinic software licenses. Total expenses: \$15,912/year. Enrollment: 24 students/year. Proposed Fee: \$250. Total Revenue: \$6000/year.

(37) Kendo II teaches advance skills in the traditional Japanese martial art of Kendo. Kendo is a martial art that includes basic footwork, cutting, and other technical movements using a shinai, a mock sword made of bamboo. The proposed fee is necessary to pay for facility space during instruction. Total expenses: \$1960/year. Enrollment: 20 students/year. Proposed Fee: \$45. Total Revenue: \$900/year.

(38) Karate II teaches traditional Japanese martial art of Shotokan Karate. Karate is a discipline that includes basic stances, punches, kicks, and blocking techniques for the purpose of self-defense. The proposed fee is necessary to pay for facility space during instruction. Total expenses: \$1960/year. Enrollment: 20 students/year. Proposed Fee: \$45. Total Revenue: \$900/year.

(39) Field Herpetology is taught at Cedar Point Biological Station and is a field course. This fee will defray the cost of supplies used by students in field activities, e.g., implanting ID chips, creating herpetofauna traps, supplies for doing blood draws and handling the samples, batteries, safety equipment such as gloves and snake gaiters. Total expenses: \$705/year. Enrollment: 14 students/year. Proposed Fee: \$50. Total Revenue: \$700/year.

(40) Digital Heritage Tools is taught in Burnett 126, a dedicated computer teaching lab supported by SGIS that teaches GIS, visualization, programming, and data analysis. It is annually shared by 6-8 courses with lecture and lab sections, serving about 100-150 students. While this course (ANTH 386/886) primarily relies on open source software, it requires payment for licenses and to host the specialized software ArcPro and Agisoft Metashape [both used in this class] on a server. Through course fees from this and other courses, we aim to cover expenses associated with maintenance and replacement of hardware and software. Total expenses: \$1,121/year. Enrollment: 22 students/year. Proposed Fee: \$50. Total Revenue: \$1,100.

(41) Data Analytics in Anthropology is a data analytics course. It covers statistical theory as well as R programming. The course meets in Burnett 126, a non-general use computer lab maintained by SGIS. The fee will help maintain the hardware and specialized software in the non-general use computer lab, along with monitor upkeep. Total expenses: \$11,000/year. Enrollment: 15 students/year. Proposed Fee: \$50. Total Revenue: \$750/year.

(42) International Student Fee is currently insufficiently funding expenses to support staffing required for intentional student immigration, technology, operating expenses. International students are dependent on international advisors for travel documents, work and change of status applications, change of academic level documents, continuous SEVIS compliance reporting for immigration purposes. Total Expenses: \$173,040/year. Enrollment: 1442 students/year. Proposed Fee: \$120. Total Revenue: \$173,040/year.

(43) Global Experiences Fees include in-depth research and analysis of need, expenditures, and peer benchmarking. The proposal is more significant but the short-term education abroad experiences are protected with a smaller increase. The pay-for-service model aligns with peer universities. The fee has remained flat for over a decade, and a one-year implementation timeline will allow for ample planning for students and faculty.

**University of Nebraska Medical Center (UNMC)
Laboratory, Student, and Miscellaneous Fee Changes for 2024-25**

Department	Course Number	Current Fee	Proposed Fee	Ref
Graduate Studies	MEP 806 Technology Fee	\$	\$200	1
College of Allied Health Professions	CAHP 670 Patient-Centered Care I	\$	\$6	2
College of Allied Health Professions	DMS Fall Course Fee	\$174	\$200	3
College of Allied Health Professions	CYTO 1 Fall Course Fee (Year 1 CYTO only)	\$900	\$906	4
College of Allied Health Professions	GC 2 Fall Course Fee (Year 2 Only)	\$348	\$386	5
College of Allied Health Professions	DMS Fall Lab Fee	\$125	\$370	6
College of Allied Health Professions	DMS Spring Lab Fee	\$125	\$370	7
College of Allied Health Professions	DMS Summer Lab Fee	\$100	\$290	8
College of Allied Health Professions	MRI Fall Course Fee	\$715	\$800	9
College of Allied Health Professions	Rad Therp Fall Course Fee	\$140	\$155	10
College of Allied Health Professions	Rad Therp Spring Course Fee	\$	\$15	11
College of Allied Health Professions	RAD1 Fall Course Fee Omaha Campus Students (Year 1 RAD Only)	\$399	\$354	12
College of Allied Health Professions	RAD1 Spring Course Fee (Year 1 RAD Only)	\$244	\$295	13
College of Allied Health Professions	RAD2 Fall Course Fee (Year 2 RAD Only)	\$65	\$115	14
College of Allied Health Professions	RAD1 Fall Course Fee-Kearney Campus Students (Year 1 RAD Only)	\$320	\$275	15
College of Allied Health Professions	RAD1 Fall Course Fee non-Kearney, non-Omaha (Year 1 RAD Only)	\$245	\$200	16
College of Allied Health Professions	MLS Fall Course Fee	\$75	\$81	17
College of Allied Health Professions	MLS Fall Laboratory Fee	\$483	\$443	18
College of Allied Health Professions	MLS Spring Laboratory Fee	\$	\$138	19
College of Allied Health Professions	MMN1 Fall Course Fee (Moratorium)	\$300	\$0	20
College of Allied Health Professions	MMN1 Spring Course Fee (Moratorium)	\$40	\$0	21
College of Allied Health Professions	OTD1 Fall Course Fee	\$239	\$426	22
College of Allied Health Professions	OTD1 Fall Lab Fee	\$322	\$219	23
College of Allied Health Professions	OTD1 Spring Course Fee	\$100	\$170	24
College of Allied Health Professions	OTD1 Summer Lab Fee	\$334	\$253	25
College of Allied Health Professions	OTD1 Summer Course Fee	\$100	\$60	26
College of Allied Health Professions	OTD2 Fall Course Fee	\$132	\$417	27
College of Allied Health Professions	OTD2 Fall Lab Fee	\$353	\$391	28
College of Allied Health Professions	OTD1 Spring Lab Fee	\$297	\$222	29
College of Allied Health Professions	OTD2 Spring Lab Fee	\$	\$34	30

College of Allied Health Professions	OTD2 Summer Lab Fee	\$	\$21	31
College of Allied Health Professions	OTD3 Fall Course Fee	\$218	\$195	32
College of Allied Health Professions	OTD2 Spring Course Fee	\$120	\$137	33
College of Allied Health Professions	OTD3 Spring Lab Fee	\$	\$34	34
College of Allied Health Professions	PHYT 502 Fall Lab Fee for OTD1	\$	\$129	35
College of Allied Health Professions	OTD3 Fall Lab Fee	\$	\$34	36
College of Allied Health Professions	MMN1 Summer Course Fee - MMN1 Summer Course Fee (Rationale Change)	\$203	\$203	37
College of Allied Health Professions	Perfusion1 Summer Lab Fee (Year 1 CPE Only)	\$1,125	\$1,075	38
College of Allied Health Professions	Perfusion 2 Fall Course Fee (Year 2 CPE Only)	\$435	\$455	39
College of Allied Health Professions	PT1 Fall Lab Fee - (Year 1 PT Only)	\$127	\$134	40
College of Allied Health Professions	PT1 Spring Lab Fee - (Year 1 PT Only)	\$35	\$46	41
College of Allied Health Professions	PT1 Summer Lab Fee - (Year 1 PT Only)	\$114	\$108	42
College of Allied Health Professions	PT2 Spring Lab Fee (Year 2 PT Only)	\$293	\$176	43
College of Allied Health Professions	PT2 Summer Course Fee (Year 2 PT Only)	\$32	\$29	44
College of Allied Health Professions	PT2 Summer Lab Fee (Year 2 PT Only)	\$5	\$	45
College of Allied Health Professions	PT2 Fall Lab Fee (Year 2 PT Only)	\$89	\$72	46
College of Allied Health Professions	PT3 Spring Course Fee (Year 3 PT Only)	\$110	\$108	47
College of Allied Health Professions	PT3 Spring Lab Fee (Year 3 PT Only)	\$5	\$	48
College of Allied Health Professions	GCBA/Anatomy for PT - Kearney Campus - (Year 1 PT Only)	\$757	\$833	49
College of Allied Health Professions	PT3 Fall Course Fee (Year 3 PT Only)	\$108	\$29	50
College of Allied Health Professions	PT3 Fall Lab Fee (Year 3 PT Only)	\$10	\$12	51
College of Allied Health Professions	GCBA/Anatomy for PA - Kearney Campus (Year 1 PA Only)	\$985	\$833	52
College of Medicine	COM Anatomy and Neuroanatomy Fee	\$1,207	\$1,267	53
College of Medicine	COM Technology Fee - all students M1-M4	\$172	\$181	54
College of Medicine	MGCB 815 Tools and Algorithms in Bioinformatics	\$157	\$	55
College of Medicine	GCBA 812 Neuroanatomy	\$129	\$135	56
College of Medicine	GCBA 826 Histology	\$192	\$202	57
College of Medicine				58
College of Medicine	GCBA 832 Cell & Tissue Culture	\$132	\$139	59
College of Medicine				60
College of Medicine				61
College of Medicine				62
College of Medicine				63
College of Medicine	GCBA 814 Neuroanatomy Lab (Masters in Medical Anatomy)	\$135	\$142	64

College of Medicine	GCBA 825 Histology (Masters in Medical Anatomy)	\$201	\$212	65
College of Medicine	GCBA 909 Gross Anatomy Lab (Masters in Medical Anatomy)	\$2,004	\$2,104	66
College of Medicine	GCBA 913 Cross-Sectional Anatomy 1 (Masters in Medical Anatomy)	\$955	\$1,003	67
College of Medicine				68
College of Medicine	GCBA/Anatomy for PA - Omaha Campus (Year 1 PA Only)	\$1,051	\$1,104	69
College of Medicine	GCBA/Anatomy for PT - Omaha Campus (Year 1 PT Only)	\$885	\$929	70
College of Public Health	CPH 539/HPRO 895 Leadership & Advocacy	\$100	\$115	71
College of Public Health	COPH Technology Fee (Adding Summer)	\$200	\$200	72
College of Public Health	CPH 528 Student Service Learning	\$	\$50	73
College of Public Health	CPH 585 Student Service Learning	\$	\$50	74
College of Public Health	CPH 798 Student Service Learning (\$50 per credit hour)	\$	\$50	75
College of Nursing	CON ATI Learning System - Levels 01-05	\$43	\$46	76
College of Nursing	CON Undergraduate (Traditional and Accelerated) Course Fee	\$175	\$190	77
College of Nursing	CON Professional, Graduate, and PhD Course Fee	\$70	\$75	78
College of Nursing	Distributive Learning Fee - Nursing (exclude RN-BSN) - Undergrad and Grad	\$20	\$22	79
College of Nursing	CON Technology Fee-Undergraduate & Graduate	\$95	\$105	80
College of Nursing	NRSG 250 Principles of Care of Hospitalized Patient	\$72	\$75	81
College of Nursing	NRSG 312 Health Assessment Throughout the Life Course	\$85	\$90	82
College of Nursing	NRSG 413 Population-Centered Care	\$17	\$18	83
College of Nursing	NRSG 422 Patient Centered Care Clinical IV	\$175	\$180	84
College of Nursing	NRSG 607/807	\$125	\$130	85
College of Nursing	NRSG 619/819	\$150	\$155	86
College of Nursing	NRSG 623/823	\$150	\$155	87
College of Nursing	NRSG 627/827	\$150	\$155	88
College of Nursing	NRSG 628/828	\$150	\$155	89
College of Nursing	NRSG 676/876	\$150	\$155	90
College of Nursing	NRSG 677/877	\$150	\$155	91
College of Nursing	NRSG 678/878	\$150	\$155	92
College of Nursing	NRSG 688/888	\$60	\$65	93
College of Allied Health Professions	RESP1 Fall Course Fee (Year 1 only)	\$	\$275	94
College of Allied Health Professions	RESP2 Fall Course Fee (Year 2 only)	\$	\$192	95
College of Allied Health Professions	RESP1 Fall Lab Fee (Year 1 only)	\$	\$18	96
College of Allied Health Professions	RESP1 Spring Course Fee (Year 1 only)	\$	\$392	97

College of Allied Health Professions	RESP2 Spring Course Fee (Year 2 only)	\$	\$430	98
College of Allied Health Professions	RESP1 Summer Course Fee (Year 1 only)	\$	\$290	99
College of Allied Health Professions	RESP1 Summer Lab Fee (Year 1 only)	\$	\$94	100
College of Allied Health Professions	RESP DAO Fall Course Fee	\$	\$325	101
College of Allied Health Professions	PA1 Spring Course Fee (Year 1 PA Only) (Rationale Change)	\$105	\$105	102
College of Allied Health Professions	PA1 Summer Course Fee (Year 1 PA Only) (Rationale Change)	\$530	\$530	103
College of Allied Health Professions	PT2 Fall Course Fee (Year 2 PT Only) (Rationale Change)	\$30	\$30	104
College of Allied Health Professions	PT1 Fall Course Fee (Year 1 PT Only) (Rationale Change)	\$76	\$76	105
College of Allied Health Professions	PT2 Spring Course Fee (Year 2 PT Only) (Rationale Change)	\$236	\$236	106
College of Allied Health Professions	Tier II Clinical Ed Placement Fee(Fall semester only:MLS,Rad Tx,GC,OT,PT,Resp, Care)	\$158	\$315	107
College of Allied Health Professions	Tier III Clinical Education Placement Fee (Fall semester only MMN, PA, CPE)	\$185	\$366	108
<p>(1) Students enrolled in the M.S. in Medical Physiology Program are required to take MEP 806: Medical Physiology. Some of the learning materials used in this course are purchased eModules created by A.D.A.M On-Demand. In total, we purchase 8 eModules. Each eModule costs \$25/user. We expect to have 15 students enroll in MEP 806 in fall 2024, which will result in a total eModules cost of \$3,000. By charging a \$200 technology fee per student enrolled in MEP 806, we will recover the \$3,000 expense.</p>				
<p>(2) New fee for access to the Vector Solutions platform which is part of the curricular content for student training required of all students enrolled in this course.</p>				
<p>(3) This fee covers the expenses below for MITS 412S/612S, 415S/615S, 435S/635S, 440S/640S</p> <ol style="list-style-type: none"> 1) Ergonomic cable braces used in both clinical & lab scanning (increased from \$29 to \$30) 2) Student membership fee to the Society of Diagnostic Medical Sonography1 (SDMS) (\$45) 3) Trajecsyst2 enrollment fee (increased from \$100 to \$125) <p>Fee increase breakdown:</p> <ol style="list-style-type: none"> 1) Increase in cost of ergonomic cable braces (formerly Scan Bands) from \$29 to \$30 +\$1 2) Vendor is increasing the enrollment fee for Trajecsyst for the DMS program from \$100 to \$125 +\$25 <p>Total fee increase = \$26</p> <p>1Membership to the SDMS is required so students can access the Journal of Diagnostic Medical Sonography and the related CE quizzes used in a number of courses.</p> <p>2Trajecsyst is an online reporting system that tracks student attendance, clinical evaluations, and exam competencies. required for accreditation.</p>				
<p>(4) This fee covers the expenses below for CYTO 601 and 611.</p> <ol style="list-style-type: none"> 1) Microscope eyepiece camera (\$100) 2) Microscope rental fee (\$100) 3) Virtual microscopy fee (includes license renewal & digitization and annotation of slides) (\$700) 4) Adding a fee for access to the Vector Solutions platform (\$6) for student training 				

(5) This fee covers the expenses below for GENC 710, 721 and 781.

- 1) Student membership fee to the National Society of Genetic Counselors (NSGC)1 (\$95); the NSGC raised their membership fee from \$70 to \$95
- 2) Fee for students to attend the Resolved Through Sharing workshop2 (\$40)
- 3) Capstone Project fee to cover statistician support and other Capstone-related needs (e.g., transcription, coding software, poster printing) (\$188)
- 4) Fee for the strength assessment tool (\$30)
- 5) Standardized Patient (SP) fee for IPE session (\$33); this fee increased to \$33 from \$20 due to increased number of SPs needed to complete simulations.

Fee increase breakdown:

1. NSGC membership fee increased to \$95 from \$70 (+\$25)
2. SP fee increased to \$33 from \$20 (+\$13)

Total fee increase = \$38

(6) This fee covers the expenses below for MITS 412S/612S, 440S/640S

- 1) Standardized Patient (SP) fee for all weekly labs (general Omaha & Kearney, cardiac & vascular): 4 labs/wk. x 3 hours/wk. x 15 wks. x \$35/hr. = \$6,300
18 students = \$305
- 2) Scan lab supplies for all labs: includes gel (\$30 x 4 = \$120), EKG leads (\$15), disposable towels (\$60 x 5 = \$300), disinfecting wipes (\$60 x 5 = \$300), gloves (S/M) \$55 x 8 = \$440): \$1,175 18 students = \$65

Fee increase breakdown:

- 1) SP fee increased from \$100 to \$305 due to increase in number of SPs needed & rising costs for SPs (+\$205)
- 2) The fee for supplies increased from \$25 to \$65 due to an increase in the amount of supplies needed for scan lab (+\$40)

Total fee increase = \$245

(7) This fee covers the expenses below for MITS 402S/602S, 450S/650S

- 1) Standardized Patient (SP) fee for all weekly labs (general Omaha & Kearney, cardiac & vascular): 4 labs/wk. x 3 hours/wk. x 15 wks. x \$35/hr. = \$6,300
18 students = \$305
- 2) Scan lab supplies for all labs: includes gel (\$30 x 4 = \$120), EKG leads (\$15), disposable towels (\$60 x 5 = \$300), disinfecting wipes (\$60 x 5 = \$300), gloves (S/M) \$55 x 8 = \$440): \$1,175 18 students = \$65

Fee increase breakdown:

- 1) SP fee increased from \$100 to \$305 due to increase in number of SPs needed & rising costs for SPs (+\$205)
- 2) The fee for supplies increased from \$25 to \$65 due to an increase in the amount of supplies needed for scan lab (+\$40)

Total fee increase = \$245

(8) This fee covers the expenses below for MITS 452S/652S, 460S/660S.

1) Standardized Patient (SP) fee for all weekly labs (general Omaha & Kearney, cardiac & Vascular): 4 labs/wk. x 3 hours/wk. x 11 wks. x \$35/hr. = \$4,620
18 students = \$257

2) Scan lab supplies for all labs: includes gel (\$30 x 4 = \$120), EKG leads (\$15), disposable towels (\$60 x 5 = \$300), disinfecting wipes (\$60 x 5 = \$300), gloves (S/M) \$55 x 8 = \$440): \$1,175 18 students = \$65

Fee increase breakdown:

1) SP fee increased from \$75 to \$225 due to increase in number of SPs needed (+\$150)

2) The fee for supplies increased from \$25 to \$65 due to an increase in the amount of supplies needed for scan lab (+\$40)

Total fee increase = \$190

(9) This fee covers the expenses below for MITS 465R/665R, 425R/625R.

1) Trajecsyst1 enrollment fee (\$100)

2) ScanLabMR2 fee (cost per license increased from \$600 to \$700)

3) Removed fee for printing the clinical handbook (\$15); per the BOR, this is the responsibility of the college/department and should not be charged to student fees

Fee increase breakdown:

1) Increase of ScanLab fee from \$600 to \$700 (+\$100)

2) Removal of fee for printing clinical handbook (-\$15)

Total fee increase = \$85

1Trajecsyst is an online reporting system that tracks student attendance, clinical evaluations and exam competencies.

2ScanLabMR is a virtual laboratory for MRI scanning.

(10) This fee covers the expenses below for MITS 405/605T and 436/636T.

1) Enrollment fee for the Trajecsyst1 reporting system (\$100)

2) VERT2 maintenance fee (\$40)

3) Adding fee for standardized patients (SPs) for clinical education courses (\$15)

1Trajecsyst is an online reporting system that tracks student attendance, clinical evaluations and exam competencies.

2VERT is radiation therapy virtual reality software used for training.

(11) This fee covers payments to Standardized Patients (SP) for clinical education courses (MITS 439/639T). (+\$15)

(12) This fee covers the expenses below for MITS 312R, 313R (spring), 315R, 323R (summer)

- 1) N95 fit testing (\$75)
- 2) Purchase of lead markers increased to \$35 from \$30 (cost of shipping increased)
- 3) HealthStream (fka "My Clinical Exchange") software application fee (\$79)
- 4) Clover Learning/Rad Boot Camp 14-mo. subscription fee for board preparation for Year 1 students; this fee is charged in the fall and covers the fall, spring and summer semesters (price for subscription increased from \$65 to \$115)
- 5) Adding fee for access to Complete Anatomy, an interactive virtual anatomy atlas (\$50).

Fee decrease breakdown:

- 1) Increase in fee to purchase lead markers (+\$5)
- 2) Removed the Trajecsyst enrollment fee because the program will be utilizing Core through UNMC for clinical placement management (-\$150)
- 3) Subscription fee to Clover Learning/Rad Boot Camp increased to \$115 from \$65 (+\$50)
- 4) New fee added for Complete Anatomy (+\$50)

Total fee decrease = \$45

(13) This fee covers the expenses below for MITS 402R.

- 1) Student memberships to the American Society of Radiologic Technologists (ASRT)¹ (was \$70, should be \$35).
- 2) Six-month subscription to Skilitics² Desktop Practice (price increased from \$174 to \$260 per year per student).

Fee increase breakdown:

- 1) ASRT student membership was reduced from \$70 to \$35 (-\$35)
- 2) Skilitics subscription increased from \$174 to \$260 (+\$86)

Total fee increase = \$51

¹Membership to ASRT provides students with supplemental online lessons and quizzes related to the content taught in Intro to Radiation Physics (MITS 402R).

²Skilitics is an immersive radiography simulation platform.

(14) This fee covers the Clover Learning/Rad Boot Camp 14-mo. subscription fee for board preparation (price for subscription increased from \$65 to \$115) for Year 2 students; this fee is charged in the fall and covers the fall (MITS 404R) and spring (MITS 407R) semesters.

(15) This fee covers the expenses below for MITS 312R, 313R (spring), 315R, 323R (summer)

- 1) N95 fit testing (\$75)
- 2) Purchase of lead markers increased to \$35 from \$30 (cost of shipping increased)
- 3) Clover Learning/Rad Boot Camp 14-mo. subscription fee for board preparation for Year 1 students; this fee is charged in the fall and covers the fall, spring and summer semesters (price for subscription increased from \$65 to \$115)
- 4) Adding fee for access to Complete Anatomy, an interactive virtual anatomy atlas (\$50)

Fee decrease breakdown:

- 1) Increase in fee to purchase lead markers (+\$5)
- 2) Removed the Trajecsyst enrollment fee because the program will be utilizing Core through UNMC for clinical placement management (-\$150)
- 3) Subscription fee to Clover Learning/Rad Boot Camp increased to \$115 from \$65 (+\$50)
- 4) New fee added for Complete Anatomy (+\$50)

Total fee decrease = \$45

(16) This fee covers the expenses below for MITS 312R, 313R (spring), 315R, 323R (summer).

- 1) Purchase of lead markers increased to \$35 from \$30 (cost of shipping increased)
- 2) Clover Learning/Rad Boot Camp 14-mo. subscription fee for board preparation for Year 1 students; this fee is charged in the fall and covers the fall, spring and summer semesters (price for subscription increased from \$65 to \$115)
- 3) Adding fee for access to Complete Anatomy, an interactive virtual anatomy atlas (\$50)

Fee decrease breakdown:

- 1) Increase in fee to purchase lead markers (+\$5)
- 2) Removed the Trajecsys enrollment fee because the program will be utilizing Core through UNMC for clinical placement management (-\$150)
- 3) Subscription fee to Clover Learning/Rad Boot Camp increased to \$115 from \$65 (+\$50)
- 4) New fee added for Complete Anatomy (+\$50)

Total fee decrease = \$45

(17) This fee covers the expenses below for MLS 407, 408, 409, 410, 411 & 430.

- 1) Fall course manuals needed in biohazardous areas (\$30)
- 2) Microscope rental fee, which covers maintenance and replacement of parts for microscopes on the Omaha and Kearney campuses (\$45)
- 3) Adding a fee for access to the Vector Solutions platform (\$6) for student training

(18) This fee covers the expenses below for MLS 407, 408, 409, 410, 411, 416, 444.

- 1) Laboratory supplies* (increased from \$295 to \$305 due to an increase in supply prices)
- 2) MLS technology & software licensing fee, which pays for the MLS iPad leasing fee (\$5,000/yr.) for use by students in the MLS lab and the ViewsIQ Panoptiq virtual microscopy licensing fee (\$6,000/yr.), which provides access to the web-based viewer for students (\$138)

Fee decrease breakdown:

- 1) Increase in laboratory supplies (+\$10)
- 2) Removed instructional design support fee (-\$50)

Total fee decrease = \$40

*Lab supplies include (but not limited to) the following: Sharpie pens, disposable lab coats and gloves, lens paper, immersion oil, Parafilm, bleach, disposable unsterile and sterile tubes, pipette tips, disposable serologic pipettes, disposable transfer pipettes, biohazardous red bags large and small, urine tubes, disposable hematocrit tubes, disposable hemocytometers, filter paper, microscope glass slides and coverslips, urinalysis KOVA slides, MLTSTX urine reagent strips, EDTA vacutainer blood collection tubes, disposable tourniquets, vacutainer hubs and needles, blood bank antisera, blood bank A & B cells, blood bank IgG cards, blood bank panel cells, blood bank screen cells, blood bank Capture indicator cells, blood bank buffered saline, microbiology media (sheep blood agar, chocolate agar, MacConkey agar, HE agar, X&V plates, M-H agar, Thayer-Martin agar), Bactocard for Neisseria, Catarrhalis test disks, CO2 sachet, coagulase plasma, germ tube solution, Gram stain reagents, Inoculating loops, calibrated inoculating loops, novobiocin disk, oxidase Bactidrop, PYR disk with reagent, sterile saline, spot indole reagent, Staphaurex kits, Na hippurate disks, optochin disks, cryo-tags, parasitology specimens (e.g., Giardia, Necator, Ascaris, Entamoeba)

(19) This \$138 fee covers the MLS technology & software licensing fee for MLS 417 & 445, which pays for the MLS iPad leasing fee (\$5,000/yr.) for use by students in the MLS lab and the ViewsIQ Panoptiq virtual microscopy licensing fee (\$6,000/yr.), which provides access to the web-based viewer for students. This fee was supposed to be charged in the fall and spring semesters as part of the lab fees and was inadvertently left off last years list of fee changes.

(20) The balance of this fee account is over one years revenue for the program due to the residual effects of past COVID restrictions which caused a reduction in the amount of fees being charged during that time. Since then, we have worked on reducing this balance by lowering fees and implementing a moratorium on the Year 1 fall and spring course fees for the current AY and will be doing so again for AY 2024-25. Additionally, we are not increasing any course fees for AY 2024-25.

(21) The balance of this fee account is over one years revenue for the program due to the residual effects of past COVID restrictions which caused a reduction in the amount of fees being charged during that time. Since then, we have worked on reducing this balance by lowering fees and implementing a moratorium on the Year 1 fall and spring course fees for the current AY and will be doing so again for AY 2024-25. Additionally, we are not increasing any course fees for AY 2024-25.

(22) This fee covers the expenses below for OCCT 501 & 520.

- 1) ICE1 Video subscription (\$30)
- 2) EXXAT2 software and student fee per license (\$120)
- 3) AOTA3 Membership (\$75)
- 4) N95 fit testing (\$75)
- 5) Standardized patient (SP) [8SPs * 8 hrs * \$30/hr = 1920/35 students = \$55 + \$5 for rising SP costs = \$60]; charged 2x this semester (\$120)
- 6) Access to the Vector Solutions platform (\$6)

Fee increase breakdown:

- 1) ICE Video subscription price increased from \$21 to \$30 (+\$9)
- 2) EXXAT license fee decreased from \$143 to \$120 due to a decrease in the number of per student licenses (-\$23)
- 3) Moved N95 fit testing from OTD1 Fall Lab Fee (+\$75)
- 4) Moved SP fee from OTD1 Fall Lab Fee (+\$120)
- 5) Added fee for access to Vector Solutions platform (+\$6)

Total fee increase = \$187

1)ICE provides video courses and learning modules to supplement teaching of OT skills.

2)EXXAT is used for clinical education management.

3)AOTA the program requires students to purchase an AOTA membership for benefits including access to professional documents used as required course materials.

(23) This fee covers the expenses below for OCCT 501.

1) Covers the lease expense for the Village Flats apartments in Kearney and iEXCEL at the Davis Global Center as well as furnishings such as linens, utensils and furniture (\$72)

2) Personal Protective Equipment (PE) (\$5)

3) Lab instructor fee (5 hrs/wk*\$60/hr*15 wks = \$4,500/35) (\$129); lab instructor included in lab set up, clean up, weekly one-hour course planning meetings throughout the semester.

4) Equipment depreciation expense (dynamometers, pinch gauge, sensory objects) (\$13)

Fee decrease breakdown:

1) Increase in Village Flats/iEXCEL expenses from \$55 to \$72 (+\$17)

2) Decrease in PPE from \$18 to \$5 (-\$13)

3) Increase in lab instructor fee from \$98 to \$129 due to an increase in per student cost (+\$31)

4) Increase in equipment depreciation expense from \$10 to \$13 due to an increase in per student cost (+\$3)

5) Moved N95 mask fittings (\$75) and Standardized Patient fees (\$66) to course fees (-\$141)

Total fee decrease = \$103

(24) 1) Covers fee for Simucase* (cost increased from \$100 to \$110). (+\$10)

2) Added fee for standardized patients (SP) (8 SPs x 8hrs. x \$30 = \$1,920/35 students = \$55 + \$5 for rising SP costs = \$60). (+\$60)

*Simucase is an online learning platform that connects users to videos and simulations to assess, complete diagnostic findings, make recommendations, and provide intervention for virtual patients.

(25) This fee covers the expenses below for OCCT 531 and 551.

1) Lab instructor for OCCT 531: 1 instr. x \$60/hr. x 40hrs = \$2,400/35 students = \$69

2) Equipment replacement and maintenance costs (wheelchairs, ADL equipment, assistive technology) (\$30)

3) Lease expense for the Village Flats apartments in Kearney and iEXCEL at the Davis Global Center as well as furnishings such as linens, utensils and furniture (\$55)

4) Splinting, ADL activity supplies, hospital supplies, lab materials (\$65)

5) Lab instructor for OCCT 551: 1 instr. x 20hrs x \$60/hr. = 1,200/35 students = (\$34)

Fee decrease breakdown:

1) Moved SP fees for OCCT 522 to course fees (-\$63)

2) Lab instructor fee for OCCT 531 decreased from \$157 to \$69 due to a reduction in the number of hours needed (-\$88)

3) Equipment replacement and maintenance fee increased from \$20 to \$30 due to the addition of assistive technology needs (+\$10)

4) Splinting, ADL activity supplies, hospital supplies, lab materials fee increased from \$30 to \$65 due to the addition of hospital supplies (+\$35)

5) Addition of lab instructor for OCCT 551 (+\$34)

6) Removed PPE (personal protective equipment) fee (-\$9)

Total fee decrease = \$81

(26) 1) Covers standardized patients (SPs) [8 x 8 hrs. x \$30/hr. = \$1,920/35 students = \$55 + \$5 for rising SP costs = \$60]; moved from lab fee to this course fee□

2) Removed EXXAT software and license fees (\$100).

(27) This fee covers the expenses below for OCCT 552 & 623.

1) Annual membership for students to the American Occupational Therapy Association (AOTA)¹ (\$75)

2) N95 fit testing (\$75); moved here from lab fees

3) Standardized patients (SPs) for OSCE² clinical examination labs [8SPs * 8hrs * \$30/hr = 1920/35 students = \$55 + \$5 for rising SP costs = \$60]; moved here from lab fees

4) Standardized patients (SPs) for SPACE³ clinical examination lab [8SPs * 8hrs * \$30/hr = 1920/35 students = \$55 + \$5 for rising SP costs = \$60]; moved here from lab fees

5) Fieldwork Performance Evaluation (increased from \$20 to \$27 - \$935/35 students)

6) EXXAT software and student fee per license (\$120)

Fee increase breakdown:

1) Removed the Mental Health First Aid instruction fee as it is no longer needed (-\$37)

2) Added N95 fit testing (moved from lab fees) (+\$75)

3) Added SPs for OSCE and SPACE labs (moved from lab fee to course fee) (+\$120)

4) Fieldwork Performance Evaluation increased from \$20 to \$27 (+\$7)

5) Added EXXAT student fee (+\$120)

Total fee increase = \$285

¹The program requires students to purchase an AOTA membership for benefits, including access to professional documents used as required course materials

²OSCE are objective structured clinical examinations.

³SPACE is the standardized patient competence exam

(28) This fee covers the expenses below for OCCT 510, 530 and 552

1) Equipment replacement & maintenance costs (wheelchairs, ADL equipment, assistive technology) (\$30) and supplemental materials (gels, pads, etc.) (\$5) for OCCT 510 = \$35

2) Lab instructor fee for OCCT 530: 1 instr. x \$60/hr. x 8 hrs./wk. x 14wks. = \$6,720/35 = \$192

3) Equipment replacement and maintenance costs (wheelchairs, ADL equipment, assistive technology) for OCCT 530 (\$30)

4) Lease expense for the Village Flats apartments in Kearney and iEXCEL at the Davis Global Center as well as furnishings such as linens, utensils and furniture (\$55) and lab, hospital, splinting and activity supplies (\$45) for OCCT 530 = \$100

5) Lab instructor fee for OCCT 552: 1 instr. x 20 hrs. x \$60/hr. = \$1,200/35 students = \$34

Fee increase breakdown:

1) Lab instructor fee for OCCT 530 increased from \$146 to \$192 due to the overall fee being spread out among fewer students (+\$46)

2) Increase in equipment replacement and maintenance costs from \$20 to \$30 for OCCT 530 due to the addition of assistive technology needs (+\$10)

3) Increase in lab, hospital, splinting and activity supplies from \$25 to \$45 for OCCT 530 due to the addition of hospital supplies (+\$20)

4) Added lab instructor fee for OCCT 552 (+\$34)

5) Moved standardized patient (SP) fee to course fee (-\$63)

6) Removed personal protective equipment (PPE) fee (-\$9)

Total fee increase = \$38

<p>(29) This fee covers the expenses below for OCCT 532 and 550.</p> <ol style="list-style-type: none"> 1) Lab instructor fee for OCCT 532: 1 instr. x \$60/hr x 4.5 hrs. x 7wks = \$1890/35 = \$54 2) Equipment replacement and maintenance costs (wheelchairs, ADL equipment) (\$20) 3) Lease expense for the Village Flats apartments in Kearney and iEXCEL at the Davis Global Center as well as furnishings such as linens, utensils and furniture (\$55); lab materials, splinting and activity supplies (\$25) = \$80 4) Standardized Patient (SP) fees for clinical skills training: 1 SP x \$30/hr x 34 hrs. = 1020/35 = \$29 + \$5 for rising SP costs = \$34 5) Lab instructor fee for OCCT 550: 1 instr. x 20hrs x \$60/hr. = 1200/35 students = (\$34) for clinical skills practice <p>Fee decrease breakdown:</p> <ol style="list-style-type: none"> 1) Lab instructor fee for OCCT 532 reduced from \$146 to \$54 due to a reduction in the amount of hours needed (-\$92) 2) SP fees reduced from \$42 to \$34 due to a decrease in the number of SPs needed (-\$8) 3) Added lab instructor fee for OCCT 550 (+\$34) 4) Removed Personal Protective Equipment (PPE) fee (-\$9) <p>Total fee decrease = \$75</p>
<p>(30) This fee covers a lab instructor for clinical skills training for OCCT 650: □</p> <p>1 instr. x 20hrs x \$60/hr. = \$1,200/35 students = \$34</p>
<p>(31) This fee covers a lab instructor for clinical skills training for OCCT 700, 701, 702: □</p> <p>1 instr. x 4hrs x \$60/hr. = \$240/35 students = \$7 x 3 courses = \$21</p>
<p>(32) This fee covers the expenses below for OCCT 712.</p> <ol style="list-style-type: none"> 1) EXXAT1 software and student fee per license decreased from \$143 to \$120 (-\$23) 2) Annual membership for students to the American Occupational Therapy Association (AOTA)2 costs \$75 <p>1EXXAT is used for clinical education management.</p> <p>2AOTA the program requires students to purchase an AOTA membership for benefits including access to professional documents used as required course materials.</p>
<p>(33) This fee covers the expenses below for OCCT 650.</p> <ol style="list-style-type: none"> 1) Simucase* (increased from \$100 to \$110 due to an increase in vendor price) (+\$10) 2) Fieldwork Performance Evaluation tool (increased from \$20 to \$27 - \$935/35 students) (+\$7) <p>*Simucase is an online learning platform that connects users to videos and simulations to assess, complete diagnostic findings, make recommendations, and provide intervention for virtual patients).</p>
<p>(34) This fee covers a lab instructor for clinical skills training for OCCT 713: □</p> <p>1 instr. x 20hrs x \$60/hr. = \$1,200/35 students = \$34</p>
<p>(35) Lab fee associated with course PHYT 502 that OTD1 students take in the fall. This fee covers the expenses below. □</p> <ol style="list-style-type: none"> 1) Hourly salaries for standardized patients (SPs) = \$60 □ 2) Personal Protective Equipment (PPE) = \$2 □ 3) Range of motion supplies: 2 goniometers (\$15), drawstring bag (\$5), tape measure (\$2) = \$22 □ 4) Equipment replacement/upkeep, including wheelchairs & assistive devices for gait/transfers & inclinometer replacement = \$20 □ 5) Linens and lab equipment repair/replacement (e.g., hi-lo tables, stools, chairs, benches) (\$10) and gait belts (\$15) = \$25 □ <p>Total Fee: \$129</p>

(36) This fee covers a lab instructor for clinical skills training for OCCT 651:□

1 instr. x 20hrs x \$60/hr. = \$1,200/35 students = \$34

(37) This fee covers the expenses below for MNED 779.□

1) Fee to access Inman Seminars registered dietitian (RD) exam study guides = \$40□

2) Eat Right Exam study guides for RD exam = \$163□

[no change in fee amount -- only in fee rationale]

(38) This fee covers the expenses below for CLPR 701:

1) Supplies

a) syringes (\$10)

b) gloves (\$10)

c) masks (\$10)

d) needles (\$10)

e) sharps containers (\$10)

2) Perfusion equipment (decreased to \$250 from \$300)*

3) Perfusion disposables (e.g., Custom Perfusion Tubing Packs, Venous Reservoirs, Oxygenators, Tubing Clamps, IV Fluids/Drugs, Point of Care Lab Cuvettes, Point of Care Lab Liquid QCs) (\$475)

4) Animal care charges (\$300)

*External donations to the program facilitated by the program director and faculty within the program led to the decrease in this fee for equipment.

(39) This fee covers the expenses below for CLPR 711 & 730.

1) EXXAT annual subscription fee and licensing for students for clinical education management (\$200)

2) BLS training* (\$90)

3) Drug panel screening for students prior to clinical rotations (\$40)

4) Registration fee for myClinicalExchange for clinical rotations (\$30)

5) Fee for one hour of statistical analysis offered by biostatistics department within UNMC (\$95/hour)

*UNMC Continuing Ed increased their fee for BLS training from \$70 to \$90/person)

(40) This fee covers the expenses below for PHYT 502.

1) Hourly salaries for standardized patients (SPs) = \$60 + \$5 for rising SP costs = \$65

2) Personal protective equipment (PPE) = \$2

3) Range of motion supplies: (2 goniometers - \$15), drawstring bag (\$5), tape measure (\$2) = \$22

4) Equipment replacement/upkeep including wheelchairs & assistive devices for gait/transfers and inclinometer replacement = \$20

5) Fee for linens and lab equipment repair and replacement (e.g. hi-lo tables, stools, chairs, benches) (\$10) and gait belts (\$15) = \$25

Fee increase breakdown:

1) The fee for SPs increased from \$60 to \$65 (+\$5)

2) The fee for PPE decreased from \$5 to \$2 (-\$3)

3) The fee for equipment replacement/upkeep increased from \$15 to \$20 due to the inclusion of inclinometer replacement (+\$5)

Total fee increase = \$7

(41) This fee covers the expenses below for PHYT 505, 512 and 575.

PHYT 505

1) Personal protective equipment (PPE) = \$2

2) Linens, lab equipment repair & replacement (e.g., hi-lo tables, stools, chairs, benches) = \$12

PHYT 512

Linens, lab equipment repair & replacement; lab supplies (cotton balls, monofilaments); PPE = \$14

PHYT 575

New fee added for reflex hammers, lab equipment repair & replacement and PPE = \$18

Fee increase breakdown:

1) The fee for PPE for PHYT 505 decreased from \$15 to \$2 (-\$13)

2) The fee for linens and lab equipment repair & replacement for PHYT 505 increased from \$10 to \$12 due to the inclusion of PPE costs (+\$2)

3) The fee for linens, lab equipment repair & replacement and lab supplies for PHYT 512 was increased from \$10 to \$14 due to the addition of PPE costs (+\$4)

3) A new fee was added for PHYT 575 for linens, lab equipment repair & replacement; lab supplies; and PPE (+\$18)

Total fee increase = \$11

(42) This fee covers the expenses below for PHYT 509, 510, 562 and 604.

PHYT 509

1) Personal protective equipment (PPE) = \$2

2) Replacement of consumable exercise equipment such as Theraband, weighted balls, straps, equipment upkeep of physioballs and footstools = \$16

3) Linens and lab equipment repair and replacement (e.g., hi-lo tables, stools, chairs, benches) = \$10

PHYT 510

Covers Biomed, electrodes, iontophoresis patches/electrodes, ultrasound gel, unit maintenance/calibration, unit rentals, tape, gauze, alcohol wipes, lotion and tongue depressors for soft tissue mobilization and instrument-assisted soft tissue mobilization tools and linens and lab equipment repair and replacement (e.g., hi-lo tables, stools, chairs, benches) = \$28

(includes \$10 equipment repair and replacement and \$2 PPE)

PHYT 562

Covers standardized patient (SP) fee for Integrated Clinical Readiness Assessment (ICRA) = \$35 + \$5 for rising SP costs = \$40

PHYT 604

Covers linens and lab equipment repair and replacement (e.g., hi-lo tables, stools, chairs, benches) and PPE = \$12

Fee decrease breakdown:

1) The fee for PPE for PHYT 509 decreased from \$15 to \$2 (-\$13)

2) The fee for SPs for PHYT 562 increased from \$35 to \$40 (+\$5)

3) The fee for linens and lab equipment repair and replacement for PHYT 604 increased from \$10 to \$12 due to the addition of PPE costs (+\$2)

Total fee decrease = \$6

(43) This fee covers the expenses below for PHYT 606, 611, 617, 624 and 660.

PHYT 606

Tape for treatment techniques, exercise equipment, manual therapy equipment, linens, lab equipment repair and replacement and personal protective equipment (PPE) = \$26

PHYT 611

Replacement of consumable equipment/supplies (e.g., wound dressings, wound care products, compression bandages and dressings, scalpels, forceps, pigs feet, Doppler ultrasound gel, alcohol wipes, monofilaments, gloves, cotton tipped applicators); linens and lab equipment repair and replacement (including harnesses and HR sensors); and PPE = \$37

PHYT 617

1) Replacement of consumable equipment for sims; linens; maintenance of equipment (leg loops) and mat repair = \$10

2) Skills assessment lab w/8 community clients; a spinal cord injury lab with 1 community client in attendance and 2 community clients in lecture panel (total cost for clients = $\$720/66 = \$10.90/\text{student} = \$11$)

3) Added fee for locomoter lab costs (\$17) and PPE (\$2) = \$19

PHYT 624

1) Consumable supplies such as alcohol wipes; purchase & replacement of braces/orthotics for brace labs and PPE = \$17

2) Covers equipment repair/maintenance = \$10

PHYT 660

Standardized Patients (SPs) for Integrated Clinical Readiness Assessment (ICRA) to include training and subs = \$41 + \$5 for rising SP costs = \$46

Fee decrease breakdown:

1) Fee for tape for treatment techniques, exercise equipment, manual therapy equipment, linens and lab equipment repair and replacement for PHYT 606 increased from \$24 to \$26 due to the inclusion of PPE costs (+\$2)

2) Fee for the replacement of consumable equipment/supplies; linens and lab equipment repair and replacement for PHYT 611 increased from \$20 to \$37 due to an increase in the cost of wound care supplies and the inclusion of harnesses and HR sensors and PPE costs (+\$17)

3) Fee for the replacement of consumable equipment for sims; linens; maintenance of equipment (leg loops) and mat repair for PHYT 617 increased from \$6 to \$10 (+\$4)

4) New fee added for PHYT 617 for locomotor lab costs and PPE (+\$19)

5) Removed fee for PHYT 617 for PPE masks (-\$16)

6) Fee for consumable supplies and replacement of braces/orthotics for brace labs and PPE for PHYT 624 increased from \$15 to \$17 (+\$2)

7) Fee for equipment repair/maintenance for PHYT 624 decreased from \$160 to \$10 in order to spread the charge across the PT1 & PT2 labs (-\$150)

8) Fee for SPs for PHYT 660 increased from \$41 to \$46 due to rising SP costs (+\$5)

Total fee decrease = \$117

(44) This fee covers the annual subscription of the CPI tool1 (cost decreased from \$7 to \$4) and EXXAT clinical education data management software (\$25) for PHYT 601.

1The Clinical Performance Instrument (CPI) is the standard and valid tool used to assess students in clinical education. The students complete one for each clinical experience.

(45) Removing the fee for personal protective equipment (PPE) masks for PHYT 601.

(46) This fee covers the expenses below for PHYT 605, 610 and 616.

PHYT 605

Linens, lab equipment repair & replacement (e.g., hi-lo tables, stools, chairs, benches) and personal protective equipment (PPE) = \$12

PHYT 610

1) Linens and lab equipment repair and replacement (e.g., hi-lo tables, stools, chairs, benches) = \$10

2) Replacement and maintenance of equipment such as peak flow meters, incentive spirometers and single use items such as mouth pieces for flow meters and straws for simulated lung disease activities; PPE = \$12

PHYT 616

1) Replacement of consumable items such as alcohol wipes; maintenance of equipment such as air splints, vibration forks, cervical position test devices, etc. for SPs and simulation activities = \$26

2) Linens and lab equipment repair and replacement (e.g. hi-lo tables, stools, chairs, benches); PPE = \$12

Fee decrease breakdown:

1) The fee for linens and lab equipment repair & replacement for PHYT 605 increased from \$10 to \$12 due to the addition of PPE (+\$2)

2) The fee for the replacement/maintenance of equipment and PPE for PHYT 610 decreased from \$14 to \$12 (-\$2)

3) The fee for linens and lab equipment repair/replacement for PHYT 616 increased from \$10 to \$12 due to the addition of PPE (+\$2)

4) The fee for PPE masks for PHYT 616 was removed (-\$19)

Total fee decrease = \$17

(47) This fee covers the expenses below for PHYT 701.

1) Annual subscription of the CPI tool1 = \$4

2) EXXAT clinical education data management software = \$25

3) Academic PEAT (Practice Exam and Assessment Tool) = \$79

Fee decrease breakdown:

1) The cost of the CPI tool was reduced from \$6 to \$4 -\$2

Total fee decrease = \$2

1The Clinical Performance Instrument (CPI) is the standard and valid tool used to assess students in clinical education. The students complete one for each clinical experience.

(48) Removing the fee for PPE masks for PHYT 701.

(49) The funds will support operating expenses, supplies, and donor expenses, relating to the anatomy lab at UNMC Kearney campus for the PT program. Complete Anatomy Subscription (\$50) -- subscription software required for anatomy lab; Nebraska Anatomical Board for Donor Bodies and Cremation Fees (\$506); Anatomy Lab Kearney Supplies (\$185) examples include: buckets, first aid kits, scalpels, blades, and scalpel storage kits, wetting solution, guidebooks, biohazard bags, gloves, masks; Curriculum Software (\$15) -- articulate, kahoot, freepik; Transport to/from Omaha for Donor bodies (\$75); 3D Printed Anatomical Models New/replacement parts (\$2)

Fee increase breakdown:

1) Complete Anatomy Subscription (up from \$40 to \$50) -- subscription software required for anatomy lab; (+\$10)

2) Nebraska Anatomical Board for Donor Bodies and Cremation Fees (up from \$390 to \$506); (+\$116)

3) Anatomy Lab Kearney Supplies (down from \$235 to \$185) examples include: buckets, first aid kits, scalpels, blades, and scalpel storage kits, wetting solution, guidebooks, biohazard bags, gloves, masks; (-\$50)

Total increase = \$76

(50) This fee covers the expenses below for PHYT 700, 722 and 730.

1) EXXAT clinical education data management software system access = \$25

2) Annual subscription of the CPI tool¹ = \$4

Fee decrease breakdown:

1) The cost of the CPI tool was reduced from \$7 to \$4 (-\$3)

2) The N95 fit testing fee was removed as it is now done in December of Year 1 (PT1 Fall Course Fee) & April of Year 2 (PT2 Spring Course Fee) (-\$76)

Total fee decrease = \$79

¹The Clinical Performance Instrument (CPI) is the standard and valid tool used to assess students in clinical education. The students complete one for each clinical experience.

(51) This fee covers the expenses below for PHYT 700 and 730.

Covers linens and lab equipment repair & replacement, including harnesses and HR sensors (\$10), and personal protective equipment (PPE) (\$2) = \$12

Fee increase breakdown:

1) Removed fee for PPE masks (-\$5)

2) Increased fee from \$5 to \$10 for linens and lab equipment repair & replacement due to the inclusion of the cost for harnesses and HR sensors (+\$5)

3) Added fee for PPE (+\$2)

Total fee increase = \$2

(52) The funds will support operating expenses, supplies, and donor expenses, relating to the anatomy lab at UNMC Kearney campus for the PA program. Complete Anatomy Subscription (\$50) -- subscription software required for anatomy lab; Nebraska Anatomical Board for Donor Bodies and Cremation Fees (\$506); Anatomy Lab Kearney Supplies (\$185) examples include: buckets, first aid kits, scalpels, blades, and scalpel storage kits, wetting solution, guidebooks, biohazard bags, gloves, masks; Curriculum Software (\$15) -- articulate, kahoot, freepik; Transport to/from Omaha for Donor bodies (\$75); 3D Printed Anatomical Models New/replacement parts (\$2)

Fee decrease breakdown:

1) Instructional Technologist salary and benefits (down from \$228 to \$0); (-\$228)

2) Complete Anatomy Subscription (up from \$40 to \$50) -- subscription software required for anatomy lab; (+\$10)

3) Nebraska Anatomical Board for Donor Bodies and Cremation Fees (up from \$390 to \$506); (+\$116)

4) Anatomy Lab Kearney Supplies (down from \$235 to \$185) examples include: buckets, first aid kits, scalpels, blades, and scalpel storage kits, wetting solution, guidebooks, biohazard bags, gloves, masks; (-\$50)

Total decrease = \$152

(53) Fee increase represents a \$31.50 increase in personnel costs for staff dedicated to the operation of the gross anatomy lab. Salaries are set by the state's anatomy board. Remaining \$28.50 of increase represents cadaver fees, which are also set by the anatomy board. Fee is connected to students in Phase I and Phase II medical school training program.

(54) This \$9 increase breaks down as follows: 1) Software for USMLE World preparation increased \$4.50 2) Oasis software for student access to courses, schedules, evaluations, grades, and compliance requirements increased \$0.33 3) Introduction of Competency AI software, which is a student assessment and portfolio program required to meet new educational requirements \$9.40 4) Decrease in costs related to simulation lab equipment and supplies (-\$5.23)
(55) Course fee was established to fund computer technology cloud storage to manage data for the course. Due to change in the storage process this fee is no longer needed.
(56) Fee increase represents a \$5.47 increase in personnel costs for staff dedicated to the operation of the gross anatomy lab. Salaries are set by the state's anatomy board. Remaining \$0.53 of increase represents cadaver fees, which are also set by the anatomy board.
(57) Fee increase represents a \$9.12 increase in personnel costs for staff dedicated to the operation of the gross anatomy lab. Salaries are set by the state's anatomy board. Remaining \$0.88 of increase represents cadaver fees, which are also set by the anatomy board.
(58) Footnote not used
(59) Fee increase represents a \$6.38 increase in personnel costs for staff dedicated to the operation of the gross anatomy lab. Salaries are set by the state's anatomy board. Remaining \$0.62 of increase represents cadaver fees, which are also set by the anatomy board.
(60) Footnote not used
(61) Footnote not used
(62) Footnote not used
(63) Footnote not used
(64) Fee increase represents a \$6.38 increase in personnel costs for staff dedicated to the operation of the gross anatomy lab. Salaries are set by the state's anatomy board. Remaining \$0.62 of increase represents cadaver fees, which are also set by the anatomy board.
(65) Fee increase represents a \$10.03 increase in personnel costs for staff dedicated to the operation of the gross anatomy lab. Salaries are set by the state's anatomy board. Remaining \$0.97 of increase represents cadaver fees, which are also set by the anatomy board.
(66) Fee increase represents a \$91.15 increase in personnel costs for staff dedicated to the operation of the gross anatomy lab. Salaries are set by the state's anatomy board. Remaining \$8.85 of increase represents cadaver fees, which are also set by the anatomy board.
(67) Fee increase represents a \$43.75 increase in personnel costs for staff dedicated to the operation of the gross anatomy lab. Salaries are set by the state's anatomy board. Remaining \$4.25 of increase represents cadaver fees, which are also set by the anatomy board.
(68) Footnote not used

(69) Fee increase represents a \$65.98 increase in personnel costs for staff dedicated to the operation of the gross anatomy lab. Salaries are set by the state's anatomy board. Remainder is a decrease of \$12.98 as course use of cadavers has decreased. Anatomy lab course for the PA program.

(70) Fee increase represents a \$7.56 increase in personnel costs for staff dedicated to the operation of the gross anatomy lab. Salaries are set by the state's anatomy board. Additionally, there is a \$14.44 increase representing cadaver fees, which are also set by the anatomy board. The remaining \$22.00 is for software access to Kahoot. Anatomy lab for the PT program.

(71) To cover the costs of the three assessments done during the Leadership and Advocacy course. These assessments are critical for students in gaining the self-awareness, knowledge, and skills indicated in course objectives, which are based on accreditation criteria and competencies:

MBTI Step II= \$63

TKI (Thomas Killmann Conflict Mode Instrument) = \$25

ISI (Influence Style Indicator)= \$26

Fee increase based on increase from \$40 to \$63 for MBTI Step II assessment results and report and decrease from \$35 to \$26 for Influence Style Indicator.

(72) This fee is assessed for all students who enroll in a COPH course; however, it is currently only charged for the fall and spring terms. COPH would like this fee also charged during the summer term. It is used to support COPH Academic Services FTE, expenses related to student development and opportunities, classroom and learning technology, such as replacement, repair, upgrade of classroom equipment, replacement and repair of equipment related to student research training, and specialized support for instructional technology deployment, training, and use.

(73) The UNMC College of Public Health proposes a \$50 per credit hour practice experience and internship fee. All professional students (MPH, DrPH, MHA) in the College must complete an applied practice experience or internship before graduation. Coordinating the required experiences requires approved affiliation agreements, learning contracts with the site preceptors, onboarding of preceptors, professionalism, coaching, and advising for students to prepare. The COPH has over 100 active placement sites in 30 states and ten countries internationally. The COPH currently has over 350 professional students, with approximately 100 completing a practice experience or internship each academic year. The applied practice manager presently does the management of the experiences. As the COPH grows, it is impractical for one person to manage these requirements for all students. We anticipate significant growth in our DrPH (with the addition of a new concentration) and our MHA (with accreditation expected in the next year) enrollment. We must anticipate this growth and be proactive in growing our student services simultaneously. The proposed fee will not fully support the resources needed. Still, it will help offset additional support costs required to ensure an exceptional experience for our students and practice partners.

(74) The UNMC College of Public Health proposes a \$50 per credit hour practice experience and internship fee. All professional students (MPH, DrPH, MHA) in the College must complete an applied practice experience or internship before graduation. Coordinating the required experiences requires approved affiliation agreements, learning contracts with the site preceptors, onboarding of preceptors, professionalism, coaching, and advising for students to prepare. The COPH has over 100 active placement sites in 30 states and ten countries internationally. The COPH currently has over 350 professional students, with approximately 100 completing a practice experience or internship each academic year. The applied practice manager presently does the management of the experiences. As the COPH grows, it is impractical for one person to manage these requirements for all students. We anticipate significant growth in our DrPH (with the addition of a new concentration) and our MHA (with accreditation expected in the next year) enrollment. We must anticipate this growth and be proactive in growing our student services simultaneously. The proposed fee will not fully support the resources needed. Still, it will help offset additional support costs required to ensure an exceptional experience for our students and practice partners.

(75) The UNMC College of Public Health proposes a \$50 per credit hour practice experience and internship fee. Students enrolling in this course enroll for a range of 1-6 credit hours. All professional students (MPH, DrPH, MHA) in the College must complete an applied practice experience or internship before graduation. Coordinating the required experiences requires approved affiliation agreements, learning contracts with the site preceptors, onboarding of preceptors, professionalism, coaching, and advising for students to prepare. The COPH has over 100 active placement sites in 30 states and ten countries internationally. The COPH currently has over 350 professional students, with approximately 100 completing a practice experience or internship each academic year. The applied practice manager presently does the management of the experiences. As the COPH grows, it is impractical for one person to manage these requirements for all students. We anticipate significant growth in our DrPH (with the addition of a new concentration) and our MHA (with accreditation expected in the next year) enrollment. We must anticipate this growth and be proactive in growing our student services simultaneously. The proposed fee will not fully support the resources needed. Still, it will help offset additional support costs required to ensure an exceptional experience for our students and practice partners.

(76) The ATI Optimal RN package is utilized in the undergraduate program and embedded in the curriculum to prepare students for the NCLEX (licensing exam). The ATI products are continually enhanced using evidence-based information which correlates to student performance and leads to improved test scores and board pass rates for CON students. A review of other vendor products was completed prior to this academic year, but none offer evidence-based solutions or similar products. The current vendor provides excellent customer service. After analysis of the current revenue and expenditures as well as anticipated increased contract costs for AY 2024-25, it has been determined that \$46 per credit hour will need to be assessed. Undergraduate study abroad exchange students are enrolled in one semester of College of Nursing courses. The exchange students do not utilize this software product as part of their course work because they do not sit for the national NCLEX licensing exam. Therefore, they are not charged this miscellaneous fee.

(77) Course Fees will be used to pay the salary and benefits of a Clinical Placement Coordinator to facilitate clinical sites for students to complete their clinical practica (comparable work as placement for student teachers) as well as the salary and benefits of Academic Success Coordinators at each of the 5 divisions across the state to provide students with additional supports to help them succeed academically and ultimately pass the licensure or certification exam upon graduation. Academic Success Coordinator positions were reclassified in 2023 to recognize added duties to assist students with additional support needs that have emerged post COVID-19 pandemic. The reclassification resulted in salary increases based on the added responsibilities and to address internal and market equities. Careful review of the estimated expenditures for AY 2024-25 has resulted in a per semester fee increase of \$100.

(78) Course Fees will be used to pay the salary and benefits of a Clinical Placement Coordinator to facilitate clinical sites for students to complete their clinical practica (comparable work as placement for student teachers) as well as the salary and benefits of Academic Success Coordinators at each of the 5 divisions across the state to provide students with additional supports to help them succeed academically and ultimately pass the licensure or certification exam upon graduation. Academic Success Coordinator positions were reclassified in 2023 to recognize added duties to assist students with additional support needs that have emerged post COVID-19 pandemic. The reclassification resulted in salary increases based on the added responsibilities and to address internal and market equities. Careful review of the estimated expenditures for AY 2024-25 has resulted in a per semester fee increase of \$10.

<p>(79) Distributive learning fee supports replacement, repair, and upgrade of distance education equipment and equipment to support learning in a virtual reality environment. Distributive learning fee also supports the salary and benefits of specialized personnel who support the delivery of courses across the 5 campuses of the College. It is anticipated that curriculum changes to Competency Based Education from our accrediting body will require more cross campus engagement and support. This fee increase is necessary to support the upcoming changes.</p>
<p>(80) Technology fees support repair, replacement and/or upgrade of classroom, learning, testing center, and clinical skills lab equipment. High-fidelity simulators are vital to student learning of clinical skills and require replacement as the equipment ages. This fee is being increased \$55 in AY 2024-25 after careful review of revenue and expenditures and in anticipation of upcoming life cycle replacements.</p>
<p>(81) The increased cost of consumable supplies that are not reusable makes it necessary to increase this fee \$3 in AY 2024-2025. Reduction of supply usage would mean less time on task to meet course objectives. Supplies include but are not limited to syringes, needles, IV start kits, bandages, PPE, injection pads, medication vials, hand sanitizer, sharps containers, biohazard and disinfectant supplies. Repair, replacement, and upgrade costs to diagnostic tools such as (but not limited to) stethoscopes, blood pressure cuffs, pulse oximeters, and IV manikin arms.</p>
<p>(82) The increased cost of consumable supplies that are not reusable makes it necessary to increase this fee \$5 in AY 2024-2025. Reduction of supply usage would mean less time on task to meet course objectives. Supplies include but are not limited to syringes, needles, IV start kits, bandages, PPE, injection pads, medication vials, hand sanitizer, sharps containers, biohazard and disinfectant supplies. Repair, replacement, and upgrade costs to diagnostic tools such as (but not limited to) stethoscopes, blood pressure cuffs, pulse oximeters, and IV manikin arms. The fee also supports a portion of salary and benefits of specialized personnel to support student learning.</p>
<p>(83) The increased cost of consumable supplies that are not reusable makes it necessary to increase this fee \$1 in AY 2024-2025. Reduction of supply usage would mean less time on task to meet course objectives. Supplies include but are not limited to syringes, needles, IV start kits, bandages, PPE, injection pads, medication vials, hand sanitizer, sharps containers, biohazard and disinfectant supplies. Repair, replacement, and upgrade costs to diagnostic tools such as (but not limited to) stethoscopes, blood pressure cuffs, pulse oximeters, and IV manikin arms. The fee also supports a portion of salary and benefits of specialized personnel to support student learning.</p>
<p>(84) The increased cost of consumable supplies that are not reusable makes it necessary to increase this fee \$5 in AY 2024-2025. Reduction of supply usage would mean less time on task to meet course objectives. Supplies include but are not limited to syringes, needles, IV start kits, bandages, PPE, injection pads, medication vials, hand sanitizer, sharps containers, biohazard and disinfectant supplies. Repair, replacement, and upgrade costs to diagnostic tools such as (but not limited to) stethoscopes, blood pressure cuffs, pulse oximeters, and IV manikin arms. The fee also supports a portion of salary and benefits of specialized personnel to support student learning.</p>
<p>(85) The increased cost of consumable supplies that are not reusable makes it necessary to increase this fee \$5 in AY 2024-2025. Reduction of supply usage would mean less time on task to meet course objectives. Supplies include but are not limited to syringes, needles, IV start kits, bandages, PPE, injection pads, medication vials, hand sanitizer, sharps containers, biohazard and disinfectant supplies. Repair, replacement, and upgrade costs to diagnostic tools such as (but not limited to) stethoscopes, blood pressure cuffs, pulse oximeters, and IV manikin arms. The fee also supports a portion of salary and benefits of specialized personnel to support student learning.</p>

(86) The increased cost of consumable supplies that are not reusable makes it necessary to increase this fee \$5 in AY 2024-2025. Reduction of supply usage would mean less time on task to meet course objectives. Supplies include but are not limited to syringes, needles, IV start kits, bandages, PPE, injection pads, medication vials, hand sanitizer, sharps containers, biohazard and disinfectant supplies. Repair, replacement, and upgrade costs to diagnostic tools such as (but not limited to) stethoscopes, blood pressure cuffs, pulse oximeters, and IV manikin arms.

(87) The increased cost of consumable supplies that are not reusable makes it necessary to increase this fee \$5 in AY 2024-2025. Reduction of supply usage would mean less time on task to meet course objectives. Supplies include but are not limited to syringes, needles, IV start kits, bandages, PPE, injection pads, medication vials, hand sanitizer, sharps containers, biohazard and disinfectant supplies. Repair, replacement, and upgrade costs to diagnostic tools such as (but not limited to) stethoscopes, blood pressure cuffs, pulse oximeters, and IV manikin arms.

(88) The increased cost of consumable supplies that are not reusable makes it necessary to increase this fee \$5 in AY 2024-2025. Reduction of supply usage would mean less time on task to meet course objectives. Supplies include but are not limited to syringes, needles, IV start kits, bandages, PPE, injection pads, medication vials, hand sanitizer, sharps containers, biohazard and disinfectant supplies. Repair, replacement, and upgrade costs to diagnostic tools such as (but not limited to) stethoscopes, blood pressure cuffs, pulse oximeters, and IV manikin arms.

(89) The increased cost of consumable supplies that are not reusable makes it necessary to increase this fee \$5 in AY 2024-2025. Reduction of supply usage would mean less time on task to meet course objectives. Supplies include but are not limited to syringes, needles, IV start kits, bandages, PPE, injection pads, medication vials, hand sanitizer, sharps containers, biohazard and disinfectant supplies. Repair, replacement, and upgrade costs to diagnostic tools such as (but not limited to) stethoscopes, blood pressure cuffs, pulse oximeters, and IV manikin arms.

(90) The increased cost of consumable supplies that are not reusable makes it necessary to increase this fee \$5 in AY 2024-2025. Reduction of supply usage would mean less time on task to meet course objectives. Supplies include but are not limited to syringes, needles, IV start kits, bandages, PPE, injection pads, medication vials, hand sanitizer, sharps containers, biohazard and disinfectant supplies. Repair, replacement, and upgrade costs to diagnostic tools such as (but not limited to) stethoscopes, blood pressure cuffs, pulse oximeters, and IV manikin arms.

(91) The increased cost of consumable supplies that are not reusable makes it necessary to increase this fee \$5 in AY 2024-2025. Reduction of supply usage would mean less time on task to meet course objectives. Supplies include but are not limited to syringes, needles, IV start kits, bandages, PPE, injection pads, medication vials, hand sanitizer, sharps containers, biohazard and disinfectant supplies. Repair, replacement, and upgrade costs to diagnostic tools such as (but not limited to) stethoscopes, blood pressure cuffs, pulse oximeters, and IV manikin arms.

(92) The increased cost of consumable supplies that are not reusable makes it necessary to increase this fee \$5 in AY 2024-2025. Reduction of supply usage would mean less time on task to meet course objectives. Supplies include but are not limited to syringes, needles, IV start kits, bandages, PPE, injection pads, medication vials, hand sanitizer, sharps containers, biohazard and disinfectant supplies. Repair, replacement, and upgrade costs to diagnostic tools such as (but not limited to) stethoscopes, blood pressure cuffs, pulse oximeters, and IV manikin arms.

(93) The increased cost of consumable supplies that are not reusable makes it necessary to increase this fee \$5 in AY 2024-2025. Reduction of supply usage would mean less time on task to meet course objectives. Supplies include but are not limited to syringes, needles, IV start kits, bandages, PPE, injection pads, medication vials, hand sanitizer, sharps containers, biohazard and disinfectant supplies. Repair, replacement, and upgrade costs to diagnostic tools such as (but not limited to) stethoscopes, blood pressure cuffs, pulse oximeters, and IV manikin arms.

(94) This fee covers the expenses below for RESP 612.

- 1) American Association for Respiratory Care (AARC)* student membership fee (\$25)
- 2) Basic Life Support (BLS) training for students (\$70)
- 3) N95 fit testing (\$75)
- 4) Standardized Patients (SPs) = 2 SPs x 1hr. x \$30/hr. = \$60 + \$5 for rising SP costs = (\$65)
- 5) Clinical supplies (e.g., drug panel) (\$40)

*AARC is the respiratory national organization. AARC membership provides students with salary information, career development, job searching, journal subscription, national exam preparation and discounts to state and national conferences and programs.

(95) This fee covers the expenses below for RESP 640 and 642.

- 1) Year two membership fee to the American Association for Respiratory Care (AARC) (\$25)
- 2) N95 fit testing (\$75)
- 3) Standardized Patients (SPs) = 2 SPs x 1hr. x \$30/hr. = \$60 + \$5 for rising SP costs = (\$65)
- 4) Fee for the AARC Course Nutritional Assessment (\$27)

(96) This fee covers the lab supplies below for RESP 612.

- 1) Disposable gowns (5 boxes x \$38.09 = \$190.45/24 students = \$8 ~rounded up from \$7.93);
- 2) Masks (12 boxes x \$20 = \$240/24 students = \$10)

(97) This fee covers the expenses below for RESP 620, 621 and 623.

- 1) ACLS testing (\$225) - ACLS is needed for the clinical setting as well as intensive care practice.
- 2) Fee for AARC Nutrition course (\$27)
- 3) Fee for My Clinical Exchange for clinical placement management (\$35)
- 4) Standardized Patients (2 SPs x 1hr. x \$30/hr. = \$60 + \$5 for rising SP costs = \$65)
- 5) Fee for the Neonatal Resuscitation Program (NRP) course (\$40)

(98) This fee covers the expenses below for RESP 650, 651 and 653.

- 1) Poster development and presentation (\$20)
- 2) My Clinical Exchange fee for clinical rotation management (\$35)
- 3) Lindsey Jones Complete CRT RRT National Board Exam preparation materials (\$375)

(99) This fee covers the expenses below for RESP 630 and 631.

- 1) PALS testing (\$225)
- 2) Standardized Patients (2 SPs x 1hr. x \$30/hr. = \$60 + \$5 for rising SP costs = \$65)

(100) This fee covers expenses below for RESP 631.

- 1) Lab instructor for Advanced Pediatric course (5 hrs. x \$40/hr. x10 wks. = \$2,000/24 students = \$83 ~rounded down from \$83.33)
- 2) Lab supplies: gloves (3 boxes x \$22.11 = \$66.33/24 students = \$3 ~rounded up from \$2.76); masks (10 boxes x \$20 = \$200/24 students = \$8 ~rounded down from \$8.33); lab supplies total = \$11

(101) This fee covers the expenses below for the Respiratory Care Degree Advancement Option (DAO).

1) Subscription fee for Laerdal Mechanical Ventilation software (\$95)

2) Subscription fee for Laerdal TruVent scenario modules (\$135)

3) Fee for Laerdal Virtual Instructor-Led Training (VILT)* (\$95)

*VILT is designed to promote a personalized experience for the student with customized sessions that will address unique learning objectives identified by an organizations needs.

(102) This fee covers the expenses below for PHAS 631 and 650.

PHAS 631

1) Replacement of consumable lab items such as towels, buckets, surgical instruments, scissors, cotton balls, tongue depressors, Q-tips, ear speculums, pig feet, sutures, needles, training vials, syringes, sterile gloves, EKG paper, EKG electrodes, lubrication, chuck pads, casting tape, splinting material, padding, stockinette, alcohol prep pads, punch biopsies, ultrasound gel, speculums; also covers periodic replacement of capital equipment, including replacement of simulation task trainers and technology, EKG machines, cast saw, ultrasound machine accessories, physical examination equipment and exam beds = \$49

2) Covers access to the Vector Solutions platform for student training = \$6

PHAS 650

Covers standardized patients (SPs) = \$50

(103) This fee covers the expenses below for PHAS 636, 655 and 670.

PHAS 636

Replacement of consumable lab items such as pig feet, sutures, needles, training vials, syringes, sterile & nonsterile gloves, catheter kits, NG tubes, lubrication, chuck pads, alcohol prep pads, ABG kits, IV start kits, gauze, coban, oranges, blood collection tubes, venipuncture kits, punch biopsies, surgical pens, rulers, surgical staples, surgical staple removers, chest tube kits, central line kits, ultrasound gel, speculums, IUD training kits, towels, surgical instruments, scissors and surgical scrubs; periodic replacement of capital equipment, including replacement of simulation task trainers and technology, ultrasound machine accessories, intubation equipment, physical examination equipment, exam beds and handheld ultrasounds; also covers skills workshops and standardized patients (SPs) for GU exams (including travel if required) = \$160

PHAS 655

1) Standardized patients (SPs) = \$50

2) ACLS and PALS instruction = \$300

PHAS 670

Poster development and presentation = \$20

(104) This fee covers the expenses below for PHYT 600 & 623.

PHYT 600

1) Clinical education data management software system access = \$20

2) Annual subscription for PT CPI 3.0 tool1 = \$4

PHYT 623

1) Wellness inventory2 = \$4

2) Community participants for lecture panel = \$2

1The Clinical Performance Instrument (CPI) is the standard and valid tool used to assess students in clinical education. The students complete one for each clinical experience.

2The Wellness Inventory is used in three courses over three years as part of the Lifestyle Medicine thread in the PT curriculum. The curriculum content on wellness inventory is in its fourth year. To date, we have paid for the inventory with research funding to show proof of concept and value. Now that we have presented a poster and submitted a manuscript on the value, we have adopted this into the curriculum.

(105) This fee covers N95 Fit Testing and three masks for PHYT 502 (\$72) & the Wellness Inventory1 for PHYT 560 (\$4).

1The Wellness Inventory is used in three courses over three years as part of the Lifestyle Medicine thread in the PT curriculum. The curriculum content on wellness inventory is in its fourth year. To date, we have paid for the inventory with research funding to show proof of concept and value. Now that we have presented a poster and submitted a manuscript on the value, we have adopted this into the curriculum.

(106) This fee covers the expenses below for PHYT 606, 611, 612, 617, 624, 660 & 727.

1) Supplemental instructional design, educational technology and advanced teaching items and equipment replacement = \$160

2) N95 fit testing and three masks = \$75

3) Purchase of AIMS booklet: standardized testing booklet for the Standardized Testing in Pediatrics lecture = \$1

(107) This fee will offset some of the expense incurred when placing students at clinical sites for experiential learning. Examples of the activities to be supported by the fee are developing new clinical sites; completing new and renewal affiliation agreements; scheduling student rotations; and completing and documenting all pre-rotation compliance requirements, including site-specific orientation and training tasks, background checks, immunizations, and EMR training.

Tier II applies to students in the Medical Laboratory Science, Radiation Therapy, Genetic Counseling, Occupational Therapy, Physical Therapy, and Respiratory Care programs. This fee is needed to support the rising cost of clinical placements due to increasing complexity and competition as well as expanding enrollment in the College and is based on the utilization of clinical education services provided by the College. Tier II represents the mid-level cost and is for those programs with more annual clinical experiences and/or whose students participate in experiences at a larger number and less stable cohort of affiliated sites than Tier I programs. This fee will be fully implemented in academic year 2025, as noted with the initial proposal in FY24.

(108) This fee will offset some of the expense incurred when placing students at clinical sites for experiential learning. Examples of the activities to be supported by the fee are developing new clinical sites; completing new and renewal affiliation agreements; scheduling student rotations; and completing and documenting all pre-rotation compliance requirements, including site-specific orientation and training tasks, background checks, immunizations, and EMR training.

Tier III applies to students in the Medical Nutrition, Physician Assistant and Clinical Perfusion programs. This fee is needed to support the rising cost of clinical placements due to increasing complexity and competition as well as expanding enrollment in the College and is based on the utilization of clinical education services provided by the College. Tier III represents the highest cost level and is for those programs with the largest number of annual clinical experiences and/or whose students participate in the largest number of experiences and everchanging cohort of affiliated sites compared to Tier I and Tier II programs. This is the second year of three years, for the fee implementation period, as proposed in FY24. The final Tier III fee is projected to be \$555 per year in academic year 2026.

University of Nebraska at Omaha (UNO)

Laboratory, Student, and Miscellaneous Fee Changes for 2024-25

Department	Course Number	Current Fee	Proposed Fee	Ref
Biology	BIOL 1450 - Biology I	\$20.00	\$30.00	1
Biology	BIOL 1750 - Biology II	\$20.00	\$40.00	2
Biology	BIOL/ENVN 3030 - Microbial Ecology	\$	\$25.00	3
Biology	BIOL 8416-BIOL 4410-ENVN 4410-Wetland Ecology & Manag	\$	\$35.00	4
Biology	BIOL 4840 - Herpetology	\$65.00	\$75.00	5
Biology	BIOL 8976/BIOL 4970/ENVN 4970 - Advanced Botany	\$	\$50.00	6
Aviation Institute	AVN 1020 - Private Pilot Theory	\$175.00	\$275.00	7
Aviation Institute	AVN 1024 - Private Pilot Flight laboratory	\$60.00	\$160.00	8
Aviation Institute	AVN 1030 - Private Pilot Flight Certificate	\$60.00	\$160.00	9
Aviation Institute	AVN 2104 - Instrument Rating 1	\$710.00	\$810.00	10
Aviation Institute	AVN 2114 - Instrument Rating 2	\$60.00	\$160.00	11
Aviation Institute	AVN 2124 - Commercial Pilot Certificate 1	\$860.00	\$960.00	12
Aviation Institute	AVN 2134 - Commercial Pilot Certificate 2	\$60.00	\$160.00	13
Aviation Institute	AVN 2144 - Commercial Pilot Certificate 3	\$60.00	\$160.00	14
Aviation Institute	AVN 2170 - Instrument Flight Theory	\$175.00	\$275.00	15
Aviation Institute	AVN 2180 - Commercial Pilot Theory	\$175.00	\$275.00	7
Aviation Institute	AVN 3190 - Certified Flight Instructor Theory	\$350.00	\$450.00	16
Aviation Institute	AVN 3194 - Certified Flight Instructor I	\$380.00	\$480.00	17
Aviation Institute	AVN 3400 - Multi-Engine Certification	\$380.00	\$480.00	18
Aviation Institute	AVN 4060 - Advanced Air Transport Flight Operations	\$100.00	\$	19
Department of Finance, Banking, & Real Estate	FNBK 3500 - Financial Markets	\$99.00	\$	20
College of Business Administration	BSAD 8800 - MBA Project Focused Capstone	\$30.00	\$	21
School of the Arts	ART 3510 - Elementary Printmaking	\$136.00	\$200.00	22
School of the Arts	AVN 3520 - Photographic Digital Printmaking	\$175.00	\$200.00	23
School of the Arts	ART 3910 - Intermediate Printmaking	\$119.00	\$200.00	24
School of the Arts	ART 8516/ART 4510 - Advanced Techniques in Printmaking	\$175.00	\$200.00	25
School of Communication	JMC 2150 - News Writing and Reporting	\$15.00	\$	26
School of Communication	JMC 2160 - Editing Principles	\$15.00	\$	27
School of Communication	JMC 3030 - Multimedia Journalism	\$15.00	\$	28

University of Nebraska at Omaha (UNO)

School of Communication	JMC 3330 - Television New Video	\$15.00	\$	29
Biomechanics	BMCH 4990 - Capstone Design in Biomechanics II	\$100.00	\$200.00	30
Biomechanics	BMCH 8016/BMCH 4010-Wearable Materials Biomech Perf I	\$	\$50.00	31
Biomechanics	BMCH 8116/BMCH 4110 - 3D Printing in Healthcare	\$	\$100.00	32
Biomechanics	BMCH 8220/BMKI 9221-Methods Cardio Biomaterials Research	\$	\$50.00	33
Department of Counseling	COUN 8230 - Appraisal Techniques in Counseling	\$40.16	\$	34
Department of Counseling	COUN 8360 - Group Theory & Techniques	\$200.00	\$	35
Department of Counseling	COUN 8740 - School Counseling Groups	\$200.00	\$	36
School of Health and Kinesiology	KINS 1800 - Fitness for Living	\$	\$15.00	37
School of Health and Kinesiology	KINS 2310 - Teaching Games I	\$	\$15.00	38
School of Health and Kinesiology	KINS 2320 - Teaching Games II	\$	\$15.00	39
School of Health and Kinesiology	KINS 4150 - Adapted Physical Activity Theory and Practice	\$	\$10.00	40
School of Health and Kinesiology	PEA 111S - Relaxation Techniques	\$	\$5.00	41
School of Health and Kinesiology	PEA 111T - Yoga I	\$	\$5.00	42
School of Health and Kinesiology	PEA 112R - Net Games	\$	\$10.00	43
School of Health and Kinesiology	PEA 112V - Mindfulness Meditation	\$	\$5.00	44
School of Health and Kinesiology	PHHB 3030 - First Aid	\$28.00	\$38.00	45
School of the Arts	THEA 1050/JMC 1050 - FILM HISTORY AND APPRECIATION	\$0.00	\$14.00	46
Academic Affairs	MISC Fee - Student Access and Success Fee	\$120.00	\$125.00	47
(1) Purchase of consumable materials: chemicals,wipes,pads, gloves, test tubes, TC filters, thermometers, micropipette tips, equipment repair, equipment maintenance/replacement: microscopes and spectrophotometer used by students necessary to teach the course				
(2) Purchase of consumable materials such as chemicals,wipes,pads, gloves, plastic bottles, tape, cover slips, equipment repair, equipment maintenance/replacement microscopes and spectrophotometer used by students necessary to teach the course				
(3) Purchase of consumable materials: Microbial growth media, petri dishes and strips, equipment repair, equipment maintenance/replacement: microscopes used by students necessary to teach the course				
(4) Purchase of consumable materials: testing strips and paper, bottles and test tubes, equipment repair, equipment maintenance/replacement: microscopes used by students necessary to teach the course utilized at Glacier Creek				
(5) Purchase of consumable materials glass jars and testing kits, reptiles amphibians, equipment repair, equipment maintenance/replacement: calipers, probes, spring scales used by students necessary to teach the course				
(6) Purchase of consumable materials cell division, stems, roots and flower supplies, algae and chemicals, equipment repair, equipment maintenance/replacement: microscopes and dissecting instruments used by students necessary to teach the course utilized at Glacier Creek				
(7) FAA Testing and Non-Owned Aircraft Liability Insurance purchased through University of Nebraska system. The FAA sets the testing rates and this increase reflects the cost of required Non-Owned Aircraft Liability insurance. This policy is purchased through the University of Nebraska system. FAA testing is projected to be \$17,150 and Insurance will be \$4,154.				

University of Nebraska at Omaha (UNO)

(8) Flight Schedule Pro Software projected costs of \$4,920 and Non-Owned Aircraft Liability Insurance projected to be \$4,515 purchased through University of Nebraska
(9) Flight Schedule Pro Software projected to be \$4,200 and Non-Owned Aircraft Liability Insurance projected to be \$4,515 purchased through University of Nebraska
(10) Flight Schedule Pro Software projected to be \$1,920, 10 Simulator Sessions of \$20,800 and Non-Owned Aircraft Liability Insurance projected at \$4,515 purchased through University of Nebraska
(11) Flight Schedule Pro Software projected to be \$2,160 and Non-Owned Aircraft Liability Insurance projected to be \$4,515 purchased through University of Nebraska
(12) Flight Schedule Pro Software projected to be \$1,320, 10 Simulator Sessions of \$17,600 and Non-Owned Aircraft Liability Insurance projected to be \$4,514 purchased through University of Nebraska
(13) Flight Schedule Pro Software projected to be \$1,320 and Non-Owned Aircraft Liability Insurance projected to be \$4,515 purchased through University of Nebraska
(14) Flight Schedule Pro Software projected to be \$1,800 and Non-Owned Aircraft Liability Insurance projected to be \$4,515 purchased through University of Nebraska
(15) FAA Testing of \$8050 and Non-Owned Aircraft Liability Insurance projected to be \$4,515 purchased through University of Nebraska system
(16) FAA Testing of \$5,950 and Non-Owned Aircraft Liability Insurance projected to be \$4,515 purchased through University of Nebraska system
(17) 4 Simulator Sessions of \$5,760 and Non-Owned Aircraft Liability Insurance projected to be \$4,515 purchased through University of Nebraska system
(18) 4 Simulator Sessions of \$6,400 and Non-Owned Aircraft Liability Insurance projected to be \$4,515 purchased through University of Nebraska system
(19) Due to course size, students no longer attend the FAA Training Center in Oklahoma City
(20) course fee is no longer needed
(21) No longer using the ETS MBA test, course fee is no longer needed
(22) Purchase of consumable supplies/materials: paper, cloth, paints, cleaning chemicals materials, fabrication costs: printers, etching, litho, photo plates used by students necessary to teach the course
(23) Purchase of consumable materials: paper sheets, various inks, toner, varnish, spray adhesive, printing and photo plates used by students necessary to teach the course
(24) Purchase of consumable materials, cleaning chemicals, paper, various inks, spray paint, plywood, litho and photo plates used by students necessary to teach the course
(25) Purchase of consumable supplies/materials: paper, cloth, paints, cleaning chemicals materials, fabrication costs: printers, etching, litho, photo plates used by students necessary to teach the course
(26) course fee is no longer needed
(27) course deactivated fee is no longer needed

University of Nebraska at Omaha (UNO)

(28) course fee is no longer needed
(29) course deactivated fee is no longer needed
(30) Purchase of consumable supplies/materials: steel, rubber, wood aluminum, microprocessor boards, sensors, filaments used by students necessary to teach the course
(31) Purchase of consumable supplies/materials: disposable suites, chemical protection coveralls, surgical masks and filters, respirators used by students necessary to teach the course
(32) Purchase of consumable supplies materials and equipment: resin, PLA Filament, building plate, extruder safety glasses, used by students necessary to teach the course
(33) Purchase of consumable supplies, materials and equipment: resin, syringes, blunt tip needles, silicone, SEM filaments, gloves, lab coats used by students necessary to teach the course
(34) course fee is no longer needed
(35) course fee is no longer needed
(36) course fee is no longer needed
(37) Purchase of course supplies and replacement of specialized equipment: wipes, resistance bands, resistance loops, medicine balls, rollers used by students necessary to teach the course
(38) Purchase of course supplies and purchase and replacement of specialized equipment : Arrow curtain, bowrack, archery curtain, various sports balls used by students necessary to teach the course
(39) Purchase of course supplies and purchase and replacement of specialized equipment tennis racks, tennis balls, pickleball racks, shuttlecocks used by students necessary to teach the course
(40) Purchase of course supplies and purchase and replacement of specialized equipment wheelchair tires, valves, bearings, visusal exercise system InReach Bell balls, Sense-A-Ball, course sets used by students necessary to teach the course
(41) Purchase of course supplies and purchase of specialized equipment: disinfecting wipes, Yoga bolsters, straps, blocks used by students necessary to teach the course
(42) Purchase of course supplies and purchase and replacement of specialized equipment: Yoga blankets, mats, cleaning supplies, straps, blocks used by students necessary to teach the course
(43) Purchase of course supplies and purchase and replacement of specialized equipment: disinfecting supplies, pickleball nets, balls, paddles, birdies used by students necessary to teach the course
(44) Purchase of course supplies and purchase of specialized equipment: disinfecting wipes, Yoga bolsters, straps, blocks, blankets used by students necessary to teach the course
(45) Purchase of course supplies and purchase of equipment: lung bags, gloves, CPR-AED training manikins, CAT Tourniquet Trainer, cleaning supplies used by the students necessary to teach the course. Students First Aid/CPR/AED certification test
(46) Fee was approved by BOR June 2023, then not collected for two years as the curriculum underwent revision. Fee will purchase one-time use of digital materials.

(47) Recent implementation of the Student Success Hub through Salesforce for undergraduate and graduate users. To meet the increased needs for accommodated testing. Students requesting accommodated exams has increased 159% over a seven-year period (excluding Covid-19/recovery years) and the SASF funds would ensure the accommodated testing needs are met for students moving forward.



BOARD OF REGENTS AGENDA ITEM SUMMARY

Academic Affairs

June 20, 2024

AGENDA ITEM: First Quarter Personnel Reports 2024

Review **Review + Action** **Action** **Discussion**

This is a report required by Regents' Policy.

PRESENTERS: Jeffrey P. Gold, Provost

PURPOSE & KEY POINTS

A series of campus personnel action reports, approved by the relevant Chancellor during the first quarter of 2024, are attached.

BACKGROUND INFORMATION

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.

APPROVAL

The President approved the First Quarter Personnel Reports for 2024 on May 16, 2024.

PERSONNEL REPORT
01/01/2024 - 03/31/2024
UNIVERSITY OF NEBRASKA AT KEARNEY
NEW APPOINTMENTS

<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>		<u>FTE</u>
Arslan, Umut	Counseling School Psych & Family Sci	Associate Professor	Specific	1/1/2024	8/31/2024	60,000	OTH	1.00
Sun, Kang	Social Work	Assistant Professor	Specific	1/1/2024	8/31/2024	64,000	OTH	1.00
Trelka, Kyle D	Womens Swimming	Head Coach - Swimming	Special	1/1/2024		40,000	FY	1.00

PERSONNEL REPORT
01/01/2024 - 03/31/2024
UNIVERSITY OF NEBRASKA AT KEARNEY
ADJUSTMENTS

	<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>		<u>FTE</u>
09/07	Carlson, Kimberly Ann	Biology	Professor	Continuous	3/1/2024		43,743	AY	0.50
			Professor	Continuous		2/29/2024	52,492	AY	0.60
			Co Chairperson Biology	Special		2/29/2024	40,618	AY	0.40
		Sponsored Programs & Rsch Dev	Asst VC Research & Creative Activity	Special	3/1/2024	12/31/2024	43,743	AY	0.50
09/09		Biology	Professor	Continuous	1/1/2024		52,492	AY	0.60
			Professor	Continuous		8/31/2023	50,164	AY	0.60
			Co Chairperson Biology	Special	1/1/2024	2/29/2024	40,618	AY	0.40
			Co Chairperson Biology	Special		8/31/2023	38,903	AY	0.40
09/26	Fast, Ricci J	UNK Police	Director Police and Parking Services	Special	1/1/2024		111,893	FY	1.00
			Interim Director Police and Parking Services	Special		12/31/2023	111,893	FY	1.00
09/07	Holbein Swanson, Jami L	Teacher Education	Assistant Professor	Specific	1/1/2024	8/31/2024	57,945	OTH	1.00
09/07	Nelson, Rebecca M	Teacher Education	Associate Professor	Specific	3/1/2024	8/31/2024	64,305	AY	1.00
			Associate Professor	Specific		2/29/2024	32,153	AY	0.50
		International Education	Interim Study Abroad Advisor	Other		2/29/2024	32,152	AY	0.50
09/07	Wuellner, Melissa	Biology	Associate Professor	Continuous	1/1/2024	8/31/2024	39,036	AY	0.60
			Associate Professor	Continuous		12/31/2023	65,061	AY	1.00
			Co Chairperson Biology	Special	1/1/2024	8/31/2024	28,837	AY	0.40
09/07	Position Add/Change								
09/09	Other Status Change								
09/26	Advance W/in Unit Rate Chg- NC								
29/01	Change Employment %								

PERSONNEL REPORT
01/01/2024 - 03/31/2024
UNIVERSITY OF NEBRASKA-LINCOLN
NEW APPOINTMENTS

<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>		<u>FTE</u>
Aramburu Merlos, Ferna	Agronomy & Horticulture	Rsch Asst Professor	Faculty Research	1/1/2024	12/31/2024	62,000	FY	1.00
Carciochi, Walter D	Agronomy & Horticulture	Rsch Asst Professor	Faculty Research	1/1/2024	12/31/2024	62,000	FY	1.00
Cook, Corey S	Hixson-Lied Fine & Performing Arts	Asst Dean of Bus. & Fin. Affairs & COO	Special	1/16/2024		120,000	FY	1.00
Daher, Tareq A	Civil & Environmental Engr-Lincoln	Assistant Professor of Practice	Faculty Practice	1/2/2024	12/31/2026	63,750	FY	0.51
	College of Engineering	Dir Engineering & Computing Ed Core	Other	1/2/2024		61,250	FY	0.49
Duarte de Val, Marina	NE Ext Engagement Zone 8	Asst Exten Educator	Special	1/1/2024	12/10/2024	55,825	FY	1.00
Frickel, Mark	Nebraska Forest Service	Asst Forester	Special	2/1/2024		68,000	FY	1.00
Kauffman, Alaina A	NE Ext Engagement Zone 8	Asst Exten Educator	Special	3/19/2024		56,800	FY	1.00
Khorchani, Makki	School of Natural Resources	Rsch Asst Professor	Faculty Research	3/1/2024		80,000	FY	1.00
Kutepov, Andrey L	Physics & Astronomy	Rsch Asst Professor	Faculty Research	3/1/2024	7/31/2025	50,500	FY	1.00
Lai, Pin-Chu	Entomology	Asst Professor	Specific	1/2/2024		105,000	FY	1.00
Li, Keting	Food Science & Technology	Asst Prof Practice	Faculty Practice	2/1/2024	1/31/2026	92,000	FY	1.00
Liang, Yunping	Durham School Arch Engr & Const	Assistant Professor	Specific	1/15/2024		105,000	OTH	1.00
Loken, Andrew E	Midwest Roadside Safety Facility	Research Assistant Professor	Faculty Research	1/2/2024	12/31/2026	105,000	FY	1.00
MacNeill, Keeley L	School of Natural Resources	Asst Prof Practice	Faculty Practice	1/1/2024	5/30/2025	80,384	FY	1.00
Mukhopadhyay, Indranil	Statistics	Professor	Continuous	3/4/2024		154,000	FY	1.00
Park, Michael K	Journalism	Col Prof -Huse	Special	1/15/2024	12/31/2026	7,000	OTH	0.00
	Journalism & Mass Comm	Assistant Professor	Specific	1/15/2024		81,000	OTH	1.00
Rice, Brian R	Agronomy & Horticulture	Asst Professor	Specific	1/1/2024		103,889	FY	1.00
Stone, Asako	Agricultural Economics	Rsch Asst Professor	Faculty Research	2/1/2024	5/22/2026	97,778	FY	1.00
Yosef, Tewodros Y	Midwest Roadside Safety Facility	Research Assistant Professor	Faculty Research	1/2/2024	12/31/2026	105,000	FY	1.00
Zaric, Milos	Agronomy & Horticulture	Asst Professor	Specific	1/18/2024		104,000	FY	1.00

PERSONNEL REPORT
01/01/2024 - 03/31/2024
UNIVERSITY OF NEBRASKA-LINCOLN
ADJUSTMENTS

	<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>		<u>FTE</u>
09/09	Anderson, Douglas L	NE Ext Engagement Zone 3	Exten Educator	Special	1/1/2024		73,680	FY	1.00
		NE Ext Engagement Zone 6	Exten Educator	Special		12/31/2023	73,680	FY	1.00
09/07	Asgarpoor, Sohrab	College of Engineering	Associate Dean	Special		1/14/2024	222,358	FY	1.00
		Electrical & Computer Engineering	Professor	Continuous	1/15/2024		158,200	AY	1.00
09/07	Barber, Carolyn A	Glenn Korff School of Music	Ron & Carol Cope Professorship	Special			10,000	AY	0.00
			Ron & Carol Cope Professorship	Special			10,000	AY	0.00
			Professor	Continuous	1/15/2024		108,024	AY	0.64
			Professor	Continuous		1/14/2024	108,024	AY	1.00
			Interim Associate Director	Special	1/15/2024	5/24/2024	2,500	AY	0.36
09/09	Barrera Fuentes, Sandra L	NE Ext Engagement Zone 10	Assoc Exten Educator	Special	1/1/2024		75,058	FY	1.00
		NE Ext Engagement Zone 6	Assoc Exten Educator	Special		12/31/2023	75,058	FY	1.00
09/13	Brown-Brandl, Tami M	Biological Systems Engineering	Prfsp/Splinter	Special	1/1/2024	12/31/2028	20,000	AY	0.00
			Prfsp/Splinter	Special		12/31/2023	20,000	AY	0.00
			Professor	Continuous	1/1/2024		160,938	AY	1.00
			Professor	Continuous		12/31/2023	160,938	AY	1.00
09/07	Bushard, Anthony J	Hixson-Lied Fine & Performing Arts	Interim Associate Dean	Special	1/15/2024	5/24/2024	95,152	AY	0.85
		Glenn Korff School of Music	Professor	Continuous	1/15/2024		14,145	AY	0.15
			Professor	Continuous		1/14/2024	60,350	AY	0.64
			Associate Director	Special		1/14/2024	38,947	AY	0.36
06/03	Centurion, Martin	Physics & Astronomy	Professor	Continuous	1/15/2024		160,000	AY	1.00
			Professor	Continuous		1/14/2024	132,965	AY	1.00
09/07		Physics & Astronomy	Happold Professorship	Special	1/15/2024	5/12/2028	10,000	AY	0.00
09/07	Charlson, Dirk V	Cooperative Ext Division	Program Leader	Special		1/31/2024	28,286	FY	0.25
		NE Ext Engagement Zone 10	Assoc Exten Educator	Special	2/1/2024		80,817	FY	1.00
			Assoc Exten Educator	Special		1/31/2024	60,613	FY	0.75
06/01	Cook, John G	Athletics	Head Coach-Volleyball	Special	2/1/2024		750,000	FY	1.00
			Head Coach-Volleyball	Special		1/31/2024	725,000	FY	1.00
09/07	Dominguez, Eddie R	School of Art, Art History & Design	Professor	Continuous	1/15/2024	5/24/2024	65,598	AY	0.65
			Professor	Continuous		1/14/2024	100,920	AY	1.00

PERSONNEL REPORT
01/01/2024 - 03/31/2024
UNIVERSITY OF NEBRASKA-LINCOLN
ADJUSTMENTS

<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>		<u>FTE</u>	
09/10	Dotan, Lisabeth S	Harris Center for Judaic Studies	Research Assistant Professor	Faculty Research	3/1/2024	2/28/2027	50,000	FY	1.00
			Research Assistant Professor	Faculty Research		2/29/2024	50,000	FY	1.00
09/09	Exstrom, Elizabeth M	NE Ext Engagement Zone 10	Exten Educator	Special	1/1/2024		77,521	FY	1.00
		NE Ext Engagement Zone 6	Exten Educator	Special		12/31/2023	77,521	FY	1.00
06/02	Ferguson, Richard B	Agronomy & Horticulture	Professor	Continuous	1/1/2024		162,338	FY	1.00
			Professor	Continuous		12/31/2023	157,010	FY	1.00
06/03	Fernandez Ballester, Lucia	Mechanical & Materials Engineering	Assistant Professor	Specific	1/15/2024		110,431	AY	1.00
			Assistant Professor	Specific		1/14/2024	109,431	AY	1.00
09/09	Figgner, Ashton G	NE Ext Engagement Zone 7	Asst Exten Educator	Special	1/1/2024		57,962	FY	1.00
		NE Ext Engagement Zone 6	Asst Exten Educator	Special		12/31/2023	57,962	FY	1.00
09/07	Fischer, Jean A	Cooperative Ext Division	Pgm Leader Human Sciences	Special		1/31/2024	74,699	FY	0.60
		Nutrition & Health Sciences	Exten Educator	Special	2/1/2024		106,713	FY	1.00
			Exten Educator	Special		1/31/2024	42,685	FY	0.40
09/13	Franz, Trenton E	School of Natural Resources	Assoc Director	Special	1/1/2024	6/30/2024	34,124	FY	0.25
			Assoc Director	Special		12/31/2023	34,124	FY	0.25
			Assoc Professor	Continuous	1/1/2024		93,065	FY	0.75
			Assoc Professor	Continuous		12/31/2023	93,065	FY	0.75
09/10	Funk, Rebecca A	Vet & Biomedical Sciences	Asst Prof Practice	Faculty Practice	1/1/2024	12/31/2025	100,662	FY	1.00
			Asst Prof Practice	Faculty Practice		12/31/2023	100,662	FY	1.00
09/13	Giannakas, Konstantinos	Agricultural Economics	Professor	Continuous	1/1/2024		165,533	AY	1.00
			Professor	Continuous		12/31/2023	165,533	AY	1.00
			Prfship/Eberhard	Special	1/1/2024	12/31/2028	15,000	AY	0.00
			Prfship/Eberhard	Special		12/31/2023	15,000	AY	0.00
09/07	Grummert Rasmussen, Jorda	Cooperative Ext Division	Program Leader	Special		1/31/2024	29,199	FY	0.35
		NE Ext Engagement Zone 2	Asst Exten Educator	Special	2/1/2024		64,887	FY	1.00
			Asst Exten Educator	Special		1/31/2024	42,177	FY	0.65
09/13	Habecker, Patrick N	Rural Drug Addiction Research Center	Rsch Asst Professor	Faculty Research	1/2/2024	2/28/2025	90,661	FY	1.00
			Rsch Asst Professor	Faculty Research		1/1/2024	90,661	FY	1.00

PERSONNEL REPORT
01/01/2024 - 03/31/2024
UNIVERSITY OF NEBRASKA-LINCOLN
ADJUSTMENTS

<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>		<u>FTE</u>	
06/03	Harpster, Michael G	Architecture	Asst Professor of Practice Architecture	Faculty Practice	1/15/2024	5/16/2025	70,000	AY	1.00
			Asst Professor of Practice Architecture	Faculty Practice		1/14/2024	65,344	AY	1.00
09/07	Hilton-Hagemann, Brandi L	Cooperative Ext Division	Program Leader	Special		1/31/2024	33,650	FY	0.35
		NE Ext Engagement Zone 4	Assoc Exten Educator	Special	2/1/2024		74,776	FY	1.00
			Assoc Exten Educator	Special		1/31/2024	48,604	FY	0.65
09/09	Hinrichs, Kayla M	NE Ext Engagement Zone 3	Exten Educator	Special	1/1/2024		78,409	FY	1.00
		NE Ext Engagement Zone 6	Exten Educator	Special		12/31/2023	78,409	FY	1.00
09/07	Jones, Valerie K	Advertising & Public Relations	Seaton Distinguished Professorship	Special	1/1/2024	12/31/2026	5,000	AY	0.00
			Seaton Distinguished Professorship	Special		12/31/2023	5,000	AY	0.00
			Associate Professor	Continuous			92,958	AY	1.00
			Associate Professor	Continuous			92,958	AY	1.00
09/07	Kiambi, Dane M	Advertising & Public Relations	Seaton Distinguished Professorship	Special		12/31/2023	5,000	AY	0.00
			Associate Professor	Continuous			92,457	AY	1.00
			Associate Professor	Continuous			92,457	AY	1.00
06/00	Lingard, Jill S	4-H Youth Development	Exten Professor	Special	1/1/2024		100,849	FY	1.00
			Exten Professor	Special		6/30/2023	107,796	FY	1.00
06/03	Lorenz, Geoffrey M	Political Science	Assistant Professor	Specific	1/15/2024		95,000	AY	1.00
			Assistant Professor	Specific		1/14/2024	91,228	AY	1.00
06/03	Lorenz, Tierney K	Psychology	Assistant Professor	Specific	1/15/2024		95,000	AY	1.00
			Assistant Professor	Specific		1/14/2024	90,096	AY	1.00
09/13	Mabie, David M	Biological Systems Engineering	Asst Prof Practice	Faculty Practice	1/1/2024	12/31/2026	74,954	FY	1.00
			Asst Prof Practice	Faculty Practice		12/31/2023	74,954	FY	1.00
09/10	Mamo, Martha	Agronomy & Horticulture	Prfsp/Weaver	Special			5,000	FY	0.00
			Prfsp/Weaver	Special			5,000	FY	0.00
			Department Head	Special	1/1/2024	12/31/2026	219,757	FY	1.00
			Department Head	Special		12/31/2023	209,492	FY	1.00
09/09	Melvin, Steven R	NE Ext Engagement Zone 7	Exten Educator	Special	1/1/2024		102,541	FY	1.00
		NE Ext Engagement Zone 6	Exten Educator	Special		12/31/2023	102,541	FY	1.00

PERSONNEL REPORT
01/01/2024 - 03/31/2024
UNIVERSITY OF NEBRASKA-LINCOLN
ADJUSTMENTS

<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>		<u>FTE</u>	
09/13	Mitra, Alakananda	Water Center	Rsch Asst Professor	Faculty Research	3/1/2024	2/28/2026	86,105	FY	1.00
			Rsch Asst Professor	Faculty Research		2/29/2024	86,105	FY	1.00
06/02	Moberly, Richard E	College of Law	Coll Prfsp/Schmoker	Special	1/1/2024		15,000	FY	0.00
			Coll Prfsp/Schmoker	Special		12/31/2023	15,000	FY	0.00
			Dean	Special	1/1/2024		361,304	FY	1.00
			Dean	Special		12/31/2023	353,804	FY	1.00
29/01	Near, Janet P	College of Business	Associate Dean of Faculty & Research	Special	1/15/2024	5/24/2024	116,816	AY	0.49
			Associate Dean of Faculty & Research	Special		1/14/2024	238,401	AY	1.00
09/07	Nelson, Carl A	College of Engineering	Associate Dean	Special	1/15/2024		99,945	AY	0.51
		Mechanical & Materials Engineering	Professor	Continuous	1/15/2024		74,202	AY	0.49
			Professor	Continuous		1/14/2024	151,432	AY	1.00
09/09	Newmyer, Mariah M	NE Ext Engagement Zone 7	Asst Exten Educator	Special	1/1/2024		62,161	FY	1.00
		NE Ext Engagement Zone 6	Asst Exten Educator	Special		12/31/2023	62,161	FY	1.00
09/07	Parsons, Jay R	Cooperative Ext Division	Program Leader	Special		1/31/2024	60,259	FY	0.25
		Agricultural Economics	Professor	Continuous	2/1/2024		172,167	FY	1.00
			Professor	Continuous		1/31/2024	129,125	FY	0.75
09/07	Patias Lena, Bruno	Cooperative Ext Division	Program Leader	Special		1/31/2024	23,677	FY	0.25
		NE Ext Engagement Zone 7	Asst Exten Educator	Special	2/1/2024		67,650	FY	1.00
			Asst Exten Educator	Special		1/31/2024	50,738	FY	0.75
09/07	Perez, Lance C	Electrical & Computer Engineering	Coll Prfsp/Omar Heins	Special			20,000	FY	0.00
			Coll Prfsp/Omar Heins	Special			20,000	FY	0.00
		College of Engineering	Fred Hunzeker Dean of Engineering	Special	3/1/2024	2/28/2029	80,000	FY	0.00
			Dean	Special			390,807	FY	1.00
			Dean	Special			390,807	FY	1.00
09/07	Pitt, Adrienne R	Special Ed & Communic Disorders	Assistant Professor of Practice	Faculty Practice	2/1/2024	6/30/2024	88,770	FY	1.00
			Assistant Professor of Practice	Faculty Practice		1/31/2024	71,016	FY	0.80
09/07	Powers, Crystal A	Cooperative Ext Division	Program Leader	Special		2/29/2024	29,682	FY	0.33
		School of Natural Resources	Assoc Exten Educator	Special	3/1/2024		69,026	FY	1.00
		Water Center	Rsch & Exten Comm Spec	Other		2/29/2024	46,247	FY	0.67

PERSONNEL REPORT
01/01/2024 - 03/31/2024
UNIVERSITY OF NEBRASKA-LINCOLN
ADJUSTMENTS

<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>	<u>FTE</u>
09/09	Pritchard, Steven M	NE Ext Engagement Zone 7	Exten Educator	Special	1/1/2024	109,912	FY 1.00
		NE Ext Engagement Zone 6	Exten Educator	Special	12/31/2023	109,912	FY 1.00
09/07	Rasmussen, Heather	Nutrition & Health Sciences	Interim Chairperson	Special	1/15/2024	8/17/2025	78,615 AY 0.70
			Associate Professor	Continuous	1/15/2024	27,264	AY 0.30
			Associate Professor	Continuous	1/14/2024	90,879	AY 1.00
06/01	Rennerfeldt, Heather R	Athletics	Head Coach-Women's Gymnastics	Special	1/1/2024	160,000	FY 1.00
			Head Coach-Women's Gymnastics	Special	12/31/2023	154,534	FY 1.00
06/01	Rhule, Matthew K	Athletics	Head Coach-Football	Special	1/1/2024	6,500,000	FY 1.00
			Head Coach-Football	Special	12/31/2023	5,500,000	FY 1.00
29/01	Rumann, Corey B	Educational Administration	Assistant Professor of Practice	Faculty Practice	1/15/2024	5/15/2026	42,024 AY 0.50
			Assistant Professor of Practice	Faculty Practice	1/14/2024	84,048	AY 1.00
09/07	Saner, Randy D	Cooperative Ext Division	Program Leader	Special	1/31/2024	59,258	FY 0.50
		NE Ext Engagement Zone 3	Exten Educator	Special	2/1/2024	98,763	FY 1.00
			Exten Educator	Special	1/31/2024	49,381	FY 0.50
09/09	Scholtz, D'Ette S	NE Ext Engagement Zone 10	Exten Educator	Special	1/1/2024	83,593	FY 1.00
		NE Ext Engagement Zone 6	Exten Educator	Special	12/31/2023	83,593	FY 1.00
09/10	Smart, Autumn H	Entomology	RsCh Asst Professor	Faculty Research	1/1/2024	12/31/2024	88,161 FY 1.00
			RsCh Asst Professor	Faculty Research	12/31/2023	88,161	FY 1.00
09/09	Soll, Emily L	NE Ext Engagement Zone 7	Asst Exten Educator	Special	1/1/2024	58,132	FY 1.00
		NE Ext Engagement Zone 6	Asst Exten Educator	Special	12/31/2023	58,132	FY 1.00
09/07	Stevens-Liska, Maegan C	Office of the Exec Vice Chancellor	Interim Assistant Vice Chancellor	Special	1/1/2024	12/31/2024	127,161 FY 1.00
			Interim Assistant Vice Chancellor	Special	12/31/2023	122,161	FY 1.00
09/10	Takacs, James M	Chemistry	Professor	Special	1/1/2024	7/31/2024	40,242 FY 0.25
			Professor	Special	12/31/2023	40,242	FY 0.25
09/10	Tenorio, Fatima Amor M	Agronomy & Horticulture	RsCh Asst Professor	Faculty Research	1/1/2024	12/31/2024	63,550 FY 1.00
			RsCh Asst Professor	Faculty Research	12/31/2023	63,550	FY 1.00
09/13	Tomasevicz, Curtis L	Biological Systems Engineering	Asst Prof Practice	Faculty Practice	1/1/2024	12/31/2024	78,195 FY 1.00
			Asst Prof Practice	Faculty Practice	12/31/2023	78,195	FY 1.00

PERSONNEL REPORT
01/01/2024 - 03/31/2024
UNIVERSITY OF NEBRASKA-LINCOLN
ADJUSTMENTS

	<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>		<u>FTE</u>
09/07	Volkmer, James L	Office of the Exec Vice Chancellor	Assistant Vice Chancellor	Special			207,870	FY	1.00
			Assistant Vice Chancellor	Special			207,870	FY	1.00
		Academic Services & Enrollment Mgmt	Interim Associate Vice Chancellor	Special	1/1/2024	8/31/2024	85,000	FY	0.00
			Interim Associate Vice Chancellor	Special		12/31/2023	85,000	FY	0.00
06/01	Walker, John V	Athletics	Head Coach-Women's Soccer	Special	2/1/2024		211,000	FY	1.00
			Head Coach-Women's Soccer	Special		1/31/2024	195,000	FY	1.00
09/07	Walker, Judith L	Mathematics	Professor	Continuous	1/15/2024		199,869	AY	1.00
			Douglas Professorship	Special			5,000	AY	0.00
			Douglas Professorship	Special			5,000	AY	0.00
		Office of the Exec Vice Chancellor	Associate Vice Chancellor	Special		1/14/2024	244,284	FY	1.00
09/09	Wells, Cami	NE Ext Engagement Zone 10	Exten Educator	Special	1/1/2024		81,178	FY	1.00
		NE Ext Engagement Zone 6	Exten Educator	Special		12/31/2023	81,178	FY	1.00
09/07	Wilhelm, Robert G	Office of the Chancellor	Special Assistant to the Chancellor	Special		1/14/2024	360,705	FY	1.00
		Mechanical & Materials Engineering	Professor	Continuous	1/15/2024		229,314	AY	1.00
		Research	Kate Foster Professorship	Special		1/14/2024	10,000	FY	0.00
		Research	Kate Foster Professorship	Special	1/15/2024	1/14/2025	10,000	AY	0.00
06/00	Error Correction								
06/01	Annual Adjustment								
06/02	Performance Adjustment								
06/03	External (Market) Adjustment								
09/07	Position Add/Change								
09/09	Other Status Change								
09/10	Extension of Appointment								
09/13	Reappointment								
29/01	Change Employment %								

PERSONNEL REPORT
01/01/2024 - 03/31/2024
UNIVERSITY OF NEBRASKA MEDICAL CENTER
NEW APPOINTMENTS

<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>		<u>FTE</u>
Chan, Ka Heng	Radiation Oncology	Assoc Professor	Special	3/4/2024		70,000	FY	1.00
	Radiation Oncology	Research Scientist	Special	3/4/2024	6/30/2024	200,000	FY	0.00
Clawson, Kimberly	Psychiatry	Asst Professor	Special	3/1/2024		45,000	FY	1.00
D'Angelo, Alexander S	Physical Medicine & Rehabilitation	Asst Professor	Special	2/1/2024		36,000	FY	0.80
Demman, Michael D	COPH Health Services Res & Admin	Asst Professor	Special	1/15/2024	12/31/2024	6,000	FY	0.06
Flagg, Brandi N	Int Med Geriatrics/Palliative Med	Asst Professor	Health Prof	2/1/2024	6/30/2028	45,000	FY	1.00
KC, Madhav	COPH-Epidemiology	Asst Professor	Special	1/1/2024		15,750	FY	0.15
Kugel, Connie M	COD-Dental Administration	Director of Continuing Education	Special	3/18/2024		88,000	FY	0.80
Mallard, Halle	CAHP-Education, Res & Practice	Asst Professor	Special	3/5/2024		85,000	FY	1.00
Murray, Lisa M	Anesthesiology	Asst Professor	Special	3/11/2024		110,000	FY	1.00
Owen, Todd	MMI-iCASD	Asst Professor	Special	3/1/2024		50,000	FY	1.00
	MMI-iCASD	Clinical Provider	Special	3/1/2024		40,000	FY	0.00
Rathnaiah, Govardhan	Eppley Inst Faculty	Research Asst Professor	Special	3/4/2024		80,000	FY	1.00
Riley, Susan O	MMI Physical Therapy	Assoc Professor	Special	1/1/2024		159,000	FY	1.00
	MMI Physical Therapy	Director of Physical Therapy	Special	1/1/2024		10,000	FY	0.00
Rogers, Ann	COPH-Health Promotion	Asst Professor	Health Prof	1/1/2024	6/30/2026	100,000	FY	1.00
Rookwood, Aislinn	COPH-Health Promotion	Asst Professor	Health Prof	2/1/2024	6/30/2028	100,000	FY	1.00
Rupp, Kirsten L	Int Med General Medicine	Asst Professor	Special	3/4/2024		33,750	FY	0.75
Schwedhelm, Michelle M	Emergency Medicine	Research Scientist	Special	1/1/2024	6/30/2024	162,100	FY	0.00
	Global Center for Health Security	Professor	Special	1/1/2024	12/31/2024	30,000	FY	0.00
Sharma, Abhineet	COM-Pediatrics	Asst Professor	Health Prof	1/7/2024	6/30/2028	45,000	FY	1.00
Sims, Brian	COPH-Health Promotion	Assoc Professor	Health Prof	1/1/2024	6/30/2026	165,000	FY	1.00
	COPH-Office of the Dean	Director Metrics and Evaluation	Special	1/1/2024		35,000	FY	0.00
Strohmyer, Jeffry	Family Medicine	Asst Professor	Health Prof	3/1/2024	6/30/2029	55,000	FY	1.00
Tomesch, Alexander J	Emergency Medicine	Asst Professor	Health Prof	1/1/2024	6/30/2028	45,000	FY	1.00
Voss, Joachim G	CON-Academic Programs	Associate Dean	Special	3/1/2024		5,000	FY	0.00
	CON-Omaha Division	Peck Lienemann & Alum Dist Chair	Special	3/1/2024	6/30/2028	5,000	FY	0.00
	CON-Omaha Division	Professor	Continuous	3/1/2024		185,000	FY	1.00
Waterfield, Denise R	CON-Kearney Division	Asst Professor	Special	1/2/2024		88,500	AY	1.00
Wathen, Asheley B	Comparative Medicine	Director	Special	1/2/2024		306,000	FY	1.00

PERSONNEL REPORT
01/01/2024 - 03/31/2024
UNIVERSITY OF NEBRASKA MEDICAL CENTER
ADJUSTMENTS

	<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>		<u>FTE</u>
29/01	Amoura, Nahia Jean	Obstetrics/Gynecology	Professor	Special	1/1/2024		58,789	FY	0.50
			Professor	Special		12/31/2023	117,577	FY	1.00
09/07	Ash, Michael A	Int Med General Medicine	Asst Professor	Special	3/13/2024		46,556	FY	1.00
			Asst Professor	Special		3/12/2024	46,556	FY	1.00
		Information Technology	Vice Chancellor, Information&Technology	Special		3/12/2024	81,532	FY	0.00
09/07	Baker, Craig V	MMI Administration	Interim Medical Director	Special	1/1/2024		10,000	FY	0.00
			Interim Medical Director	Special		12/31/2023	10,000	FY	0.00
		MMI Genetic Medicine	Assoc Professor	Continuous	1/1/2024		55,000	FY	1.00
			Asst Professor	Continuous		12/31/2023	153,393	FY	1.00
			Director of Genetic Medicine	Special	1/1/2024		18,000	FY	0.00
			Interim Director of Genetic Medicine	Special		12/31/2023	18,000	FY	0.00
			Clinical Provider	Special	1/1/2024		167,000	FY	0.00
09/01	Baker, Nicole M	COD-Dental Hygiene	Asst Professor	Health Prof	2/15/2024	6/30/2027	71,539	FY	1.00
			Instructor	Health Prof		2/14/2024	70,289	FY	1.00
09/07	Beam, Elizabeth L	CON-Transformational Prac&Partnershp	Director of Global Health	Special	1/1/2024		3,000	FY	0.00
			Assoc Professor	Continuous	1/1/2024	6/30/2025	122,273	FY	1.00
			Assoc Professor	Continuous		12/31/2023	122,273	FY	1.00
			Education Researcher Stipend	Special	1/1/2024		5,000	FY	0.00
			Education Researcher Stipend	Special		12/31/2023	5,000	FY	0.00
09/10	Bessho, Tadayoshi	Eppley Inst Faculty	Assoc Professor	Special	1/1/2024	6/30/2024	120,175	FY	1.00
			Assoc Professor	Special		12/31/2023	120,175	FY	1.00
29/01	Biggs, Erin N	COPH Epidemiology	Asst Professor	Special	3/1/2024		21,000	FY	0.20
			Asst Professor	Special		2/29/2024	15,750	FY	0.15
09/07	Bravo, Katherine S	CON-Omaha Division	Interim Assistant Dean	Special	1/1/2024		10,000	FY	0.00
			Asst Professor	Health Prof	1/1/2024	6/30/2026	120,728	FY	1.00
			Asst Professor	Health Prof		12/31/2023	120,728	FY	1.00
		CON-Academic Programs	Director	Special	1/1/2024		3,000	FY	0.00
			Director	Special		12/31/2023	3,000	FY	0.00
06/04	Brown, Brittany A	Anesthesiology	Asst Professor	Special	1/1/2024		45,000	FY	1.00
			Asst Professor	Special		12/31/2023	110,300	FY	1.00

PERSONNEL REPORT
01/01/2024 - 03/31/2024
UNIVERSITY OF NEBRASKA MEDICAL CENTER
ADJUSTMENTS

	<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>		<u>FTE</u>
09/07	Brown, Heather L	McGoogan Health Sciences Library	Assoc Professor	Special	2/1/2024		78,490	FY	1.00
			Assoc Professor	Special		1/31/2024	78,490	FY	1.00
			Head of Access Services	Special	2/1/2024		6,200	FY	0.00
			Head of Interlibrary Loan	Special		1/31/2024	5,000	FY	0.00
09/07	Byers, Mandy L	Int Med Geriatrics/Palliative Med	Asst Professor	Special	1/1/2024		1,004	FY	0.02
			Asst Professor	Special		12/31/2023	17,116	FY	0.38
29/01		Int Med Geriatrics/Palliative Med	Asst Professor	Special	1/1/2024		1,004	FY	0.02
			Asst Professor	Special		12/31/2023	17,116	FY	0.38
29/01	Cannella, Amy C	Int Med Rheumatology	Professor	Continuous	1/1/2024		78,760	FY	0.80
			Professor	Continuous		12/31/2023	71,869	FY	0.73
09/07	Cassidy, Keely M	Genetics Cell Biology & Anatomy	Research Scientist	Special	2/28/2024	6/30/2024	33,888	FY	0.00
			Research Scientist	Special		2/27/2024	33,888	FY	0.00
			Assoc Professor	Health Prof	2/28/2024	6/30/2025	81,750	FY	1.00
			Assoc Professor	Health Prof		2/27/2024	81,750	FY	1.00
			Director PA/PT Gross Anatomy Course	Special	2/28/2024		10,000	FY	0.00
			Director PA/PT Gross Anatomy Course	Special		2/27/2024	10,000	FY	0.00
		CAHP Medical Laboratory Science	DAO Coordinator	Special		2/27/2024	5,000	FY	0.00
09/07	Cook, Kristen M	COP Pharmacy Practice and Science	Clinical Assoc Professor	Special	1/1/2024		137,095	FY	1.00
			Clinical Assoc Professor	Special		12/31/2023	137,095	FY	1.00
			Pharmacotherapy Laboratory Coordinator	Special	1/1/2024	6/30/2024	5,000	FY	0.00
			Pharmacotherapy Laboratory Coordinator	Special		12/31/2023	5,000	FY	0.00
		COP Dean's Office	Director of Equity and Inclusion	Special	1/1/2024		5,000	FY	0.00
09/07	Cuddigan, Janet	CON-Omaha Division	Professor	Special	1/1/2024		79,045	FY	0.50
			Tenure Professor	Continuous		12/31/2023	158,090	FY	1.00
09/07	DeVries, Matthew J	Radiology	Professor	Special	1/1/2024		191,008	FY	1.00
			Professor	Special		12/31/2023	191,008	FY	1.00
			Interim Chairperson	Special	1/1/2024		0	FY	0.00
09/01	Dolen, Amanda M	COD-Dental Hygiene	Asst Professor	Health Prof	2/15/2024	6/30/2027	71,882	FY	1.00
			Clinical Instructor	Health Prof		2/14/2024	70,632	FY	1.00

PERSONNEL REPORT
01/01/2024 - 03/31/2024
UNIVERSITY OF NEBRASKA MEDICAL CENTER
ADJUSTMENTS

	<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>		<u>FTE</u>
06/06	Donnelly, Amber D	CAHP Enrlmnt Mgmt & Student Affairs	Associate Dean Student Affairs	Special	1/1/2024		150,923	FY	1.00
			Asst Dean Student Affairs	Special		12/31/2023	137,923	FY	1.00
09/07	ElRayes, Wael	COPH Health Services Res & Admin	Asst Professor	Health Prof	3/1/2024	6/30/2024	133,866	FY	1.00
			Asst Professor	Health Prof		2/29/2024	133,866	FY	1.00
		COPH Ctr for Global Hlth & Dev	Co-Dir Ctr for Global Hlth and Dev	Special	3/1/2024		10,000	FY	0.00
			Co-Dir Ctr for Global Hlth and Dev	Special		2/29/2024	10,000	FY	0.00
		COPH Health Services Res & Admin	MHA Director	Special	3/1/2024		5,000	FY	0.00
29/01	Fletcher, Courtney V	COP Pharmacy Practice and Science	Professor	Special	1/1/2024		240,054	FY	0.75
			Professor	Continuous		12/31/2023	320,072	FY	1.00
29/01	Goede, Matthew R	Surgery-Acute Care Surgery	Assoc Professor	Health Prof	3/19/2024	6/30/2029	69,316	FY	1.00
			Assoc Professor	Health Prof		3/18/2024	17,329	FY	0.25
09/07	Holmes, LeAnn R	CON-Lincoln Division	Clinical Assoc Professor	Special	1/1/2024		124,000	FY	1.00
			Clinical Assoc Professor	Special		12/31/2023	124,000	FY	1.00
		CON-Mobile Nursing Center	Director	Special	1/1/2024		3,000	FY	0.00
			Director	Special		12/31/2023	3,000	FY	0.00
		CON-Transformational Prac&Partnershp	Interim Associate Dean	Special	1/1/2024		10,000	FY	0.00
		CON-Academic Programs	Director	Special	1/1/2024		3,000	FY	0.00
Director	Special			12/31/2023	3,000	FY	0.00		
06/03	Horak, Shaun C	CAHP Physician Assistant	Asst Professor	Special	3/1/2024		138,864	FY	1.00
			Asst Professor	Special		2/29/2024	138,864	FY	1.00
			Assoc Director DMSc Program	Special	3/1/2024		10,000	FY	0.00
			Assoc Director DMSc Program	Special		2/29/2024	5,000	FY	0.00
09/13	Isom, Jodi L	COD-Dental Administration	Assistant Dean of Finance	Special	3/1/2024		165,368	FY	1.00
			Chief Financial Officer of COD	Special		2/29/2024	165,368	FY	1.00
09/07	Khan, Ali S	COPH Office of the Dean	Dean	Special	1/1/2024		120,000	FY	0.00
			Dean	Special		12/31/2023	120,000	FY	0.00
			Richard Holland Presidential Chair in Public H	Specail	1/1/2024	12/31/2028	0	FY	0.00
		COPH Epidemiology	Professor	Continuous	1/1/2024		281,651	FY	1.00
			Professor	Continuous		12/31/2023	281,651	FY	1.00

PERSONNEL REPORT
01/01/2024 - 03/31/2024
UNIVERSITY OF NEBRASKA MEDICAL CENTER
ADJUSTMENTS

	<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>		<u>FTE</u>
09/07	Krivohlavek, Bradley J	COD-Adult Restorative	Asse Clinical Model Group Leader	Special		1/31/2024	2,500	FY	0.00
			Clinical Provider Group Leader	Special	2/1/2024		5,000	FY	0.00
29/01		COD-Adult Restorative	Asse Clinical Model Group Leader	Special		1/31/2024	2,500	FY	0.00
			Clinical Provider Group Leader	Special	2/1/2024		5,000	FY	0.00
29/01	Lacroix, Amy E	Pediatrics General	Assoc Professor	Special	1/1/2024		95,959	FY	0.80
			Assoc Professor	Special		12/31/2023	119,949	FY	1.00
09/10	Lowe, John-Martin J	Global Center for Health Security	GCHS Director	Special	2/1/2024	1/31/2025	50,000	FY	0.00
			GCHS Director	Special		1/31/2024	50,000	FY	0.00
		Academic Affairs	Asst Vice Chancellor IHSTE Stipend	Special	2/1/2024		55,000	FY	0.00
			Asst Vice Chancellor IHSTE Stipend	Special		1/31/2024	55,000	FY	0.00
		COPH Environ, Agri & Occ Health	Professor	Continuous	2/1/2024		159,199	FY	1.00
			Professor	Continuous		1/31/2024	159,199	FY	1.00
			Interim Chairperson	Special	2/1/2024		40,000	FY	0.00
			Interim Chairperson	Special		1/31/2024	40,000	FY	0.00
09/07	Lyons, William L	Int Med Geriatrics/Palliative Med	Professor	Special	1/1/2024		1,072	FY	0.01
			Professor	Health Prof		12/31/2023	26,791	FY	0.25
09/07	McGuire, Kevin M	CAHP Medical Laboratory Science	Asst Professor	Health Prof	3/1/2024	6/30/2026	84,342	FY	1.00
			Asst Professor	Health Prof		2/29/2024	84,342	FY	1.00
			DAO Coordinator	Special	3/1/2024	12/31/2024	5,000	FY	0.00
29/01	McLaughlin, Mac T	Neurological Sciences	Asst Professor	Health Prof	1/1/2024	6/30/2026	46,400	FY	1.00
			Asst Professor	Health Prof		12/31/2023	23,200	FY	0.50
06/00	Michael, Kimberly K	CAHP Diagnostic Medical Sonography	Program Director/DMS	Special	1/1/2024		24,146	FY	0.20
			Program Director/DMS	Special		12/31/2023	25,750	FY	0.20
			Professor	Continuous	1/1/2024		96,586	FY	0.80
			Professor	Continuous		12/31/2023	94,982	FY	0.80
09/07	Murray, Nicholas J	COD-Adult Restorative	Asse Clinical Model Group Leader	Special	3/1/2024		2,500	FY	0.00
			Asst Professor	Health Prof	3/1/2024	6/30/2027	134,734	FY	1.00
			Clinical Instructor	Health Prof		2/29/2024	58,885	FY	0.50
29/01	Nester, Alex B	Int Med Oncology/Hematology	Asst Professor	Health Prof	1/1/2024	6/30/2024	45,500	FY	1.00

PERSONNEL REPORT
01/01/2024 - 03/31/2024
UNIVERSITY OF NEBRASKA MEDICAL CENTER
ADJUSTMENTS

	<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>		<u>FTE</u>
			Asst Professor	Health Prof		12/31/2023	34,050	FY	0.75
09/07	Owen, Todd M	MMI ICASD	Clinical Provider	Special	3/1/2024		40,000	FY	0.00
		MMI ICASD Early Intervention	Senior Board Certified Behavior Analyst	Other		2/29/2024	77,040	FY	1.00
		MMI ICASD	Asst Professor	Health Prof	3/1/2024	6/30/2026	50,000	FY	1.00
09/51	Plewes, Michele R	Ob/Gyn Research Lab	Research Scientist	Special	1/1/2024	6/30/2024	29,274	FY	0.00
			Asst Professor	Special	1/1/2024		6,600	FY	0.11
			Instructor	Special		12/31/2023	4,262	FY	0.05
09/07	Podany, Anthony T	COP Pharmacy Practice and Science	Assoc Professor	Continuous	1/1/2024		123,369	FY	0.80
			Assoc Professor	Continuous		12/31/2023	141,803	FY	1.00
		Vice Chancellor for Research	Director of the MSP/CTR	Special	1/1/2024		38,434	FY	0.20
09/07	Poluektova, Larisa Y	Pharmacology/Exp Neuroscience	Professor	Special	2/1/2024		40,000	FY	0.50
			Professor	Special		1/31/2024	80,000	FY	1.00
			Research Scientist	Special	2/1/2024	6/30/2024	33,934	FY	0.00
			Research Scientist	Special		1/31/2024	67,868	FY	0.00
			Dir, Humanized Mice Dev Program	Special		1/31/2024	20,000	FY	0.00
29/01		Pharmacology/Exp Neuroscience	Professor	Special	2/1/2024		40,000	FY	0.50
		Professor	Special		1/31/2024	80,000	FY	1.00	
		Research Scientist	Special	2/1/2024	6/30/2024	33,934	FY	0.00	
		Research Scientist	Special		1/31/2024	67,868	FY	0.00	
		Dir, Humanized Mice Dev Program	Special		1/31/2024	20,000	FY	0.00	
06/02	Ray, Rachel R	MMI UCEDD	Asst Professor	Special	3/1/2024		78,957	FY	1.00
			Asst Professor	Special		2/29/2024	77,634	FY	1.00
09/54	Rogers, Ann E	COPH Health Promotion	Research Group Project Manager	Other		12/31/2023	65,100	FY	1.00
			Asst Professor	Health Prof	1/1/2024	6/30/2026	100,000	FY	1.00
09/10	Santarpia, Joshua L	Pathology, Microbiology & Immunolog	Research Scientist	Special	2/1/2024		129,675	FY	0.00
			Research Scientist	Special		1/31/2024	129,675	FY	0.00
			Professor	Continuous	2/1/2024		80,000	FY	1.00
			Professor	Continuous		1/31/2024	80,000	FY	1.00
			Nat'l Strategic Rsch Inst Rsch Director	Special	2/1/2024		50,000	FY	0.00

PERSONNEL REPORT
01/01/2024 - 03/31/2024
UNIVERSITY OF NEBRASKA MEDICAL CENTER
ADJUSTMENTS

	<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>		<u>FTE</u>
			Nat'l Strategic Rsch Inst Rsch Director	Special		1/31/2024	50,000	FY	0.00
		Global Center for Health Security	GCHS Assoc Director	Special	2/1/2024	1/31/2025	0	FY	0.00
			GCHS Assoc Director	Special		1/31/2024	0	FY	0.00
09/10	Sauer, Lauren	Global Center for Health Security	GCHS Assoc Director of Research	Special	2/1/2024	1/31/2025	30,000	FY	0.00
			GCHS Assoc Director of Research	Special		1/31/2024	30,000	FY	0.00
		COPH Environ, Agri & Occ Health	Assoc Professor	Health Prof	2/1/2024	6/30/2024	154,500	FY	1.00
			Assoc Professor	Health Prof		1/31/2024	154,500	FY	1.00
29/01	Semin, Jessica N	CON-Omaha Division	Asst Professor	Special	1/2/2024		55,265	FY	0.50
			Asst Professor	Special		1/1/2024	110,530	FY	1.00
			Director of Global Health	Special		1/1/2024	3,000	FY	0.00
29/01	Struwe, Leeza A	CON-Lincoln Division	Assoc Professor	Special	1/2/2024		130,478	FY	1.00
			Assoc Professor	Special		1/1/2024	65,239	FY	0.50
09/07	Suh, Melissa K	Surgery-Pediatric General	Asst Professor	Health Prof	2/27/2024	6/30/2028	45,000	FY	1.00
			Asst Professor	Health Prof		2/26/2024	45,000	FY	1.00
29/01	Sundine, Makena M	COD-Adult Restorative	Asst Professor	Health Prof	2/1/2024	6/30/2027	116,000	FY	1.00
			Asst Professor	Health Prof		1/31/2024	92,800	FY	0.80
06/02	Swanson, Sarah R	MMI UCEDD	Asst Professor	Special	3/1/2024		83,512	FY	1.00
			Asst Professor	Special		2/29/2024	82,113	FY	1.00
09/07	Tomesch, Alexander J	Emergency Medicine	Asst Professor	Health Prof	1/22/2024	6/30/2028	45,000	FY	1.00
			Asst Professor	Health Prof		1/21/2024	45,000	FY	1.00
09/07	Venema, Dawn	CAHP Physical Therapy	Assoc Professor	Health Prof	1/1/2024	6/30/2029	104,571	FY	1.00
			Assoc Professor	Health Prof		12/31/2023	83,657	FY	0.80
09/07	Walker, Craig W	Radiology	Chairperson Stipend	Special		12/31/2023	10,025	FY	0.00
			Professor	Continuous	1/1/2024		244,834	FY	1.00
			Professor	Continuous		12/31/2023	147,600	FY	0.75
			Chairperson	Special		12/31/2023	97,234	FY	0.25
29/01	Walters, Ashley W	Psychiatry	Asst Professor	Special	1/1/2024		22,500	FY	0.50
			Asst Professor	Special		12/31/2023	11,250	FY	0.25
	Wathen, Asheley B	Comparative Medicine	Director	Special	1/29/2024		306,000	FY	1.00

PERSONNEL REPORT
01/01/2024 - 03/31/2024
UNIVERSITY OF NEBRASKA MEDICAL CENTER
ADJUSTMENTS

	<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>		<u>FTE</u>	
			Director	Special	2/19/2024		306,000	FY	1.00	
			Director	Special		1/28/2024	306,000	FY	1.00	
09/07			Director	Special		2/18/2024	306,000	FY	1.00	
06/06	Webster, Tammy L	CAHP Radiography	Professor	Continuous	1/1/2024		1,255	FY	0.01	
			Professor	Continuous		12/31/2023		1,255	FY	0.01
		CAHP Academic Affairs	Associate Dean Academic Affairs	Special	1/1/2024		147,290	FY	0.99	
			Asst Dean Academic Affairs	Special		12/31/2023		134,290	FY	0.99
09/07		CAHP Radiography	Professor	Continuous	1/1/2024		1,255	FY	0.01	
			Professor	Continuous		12/31/2023		1,255	FY	0.01
		CAHP Academic Affairs	Associate Dean Academic Affairs	Special	1/1/2024		147,290	FY	0.99	
			Asst Dean Academic Affairs	Special		12/31/2023		134,290	FY	0.99
09/07	Westmark, Danielle M	McGoogan Health Sciences Library	Asst Professor	Special	2/1/2024		67,686	FY	1.00	
			Asst Professor	Special		1/31/2024		67,686	FY	1.00
			Head Circulation Services	Special		1/31/2024		5,000	FY	0.00
06/00	Error Correction									
06/02	Performance Adjustment									
06/03	External (Market) Adjustment									
06/04	Position Re-evaluation									
06/06	Internal (Equity) Adjustment									
09/01	Promotion Within									
09/07	Position Add/Change									
09/09	Other Status Change									
09/10	Extension of Appointment									
09/13	Reappointment									
09/16	New Faculty									
09/26	Advance W/in Unit Rate Chg- NC									
09/51	Promotion W/in Unit -C									
09/54	Promotion/Transfer -Rate Chg-C									
29/01	Change Employment %									

PERSONNEL REPORT
01/01/2024 - 03/31/2024
UNIVERSITY OF NEBRASKA AT OMAHA
NEW APPOINTMENTS

<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>		<u>FTE</u>
Bradshaw, Michael	Baseball	Asst Coach - Baseball	Special	1/8/2024		46,000	FY	1.00
Breitbarth, Kyle J	Volleyball	Assistant Volleyball Coach	Special	2/20/2024		48,000	FY	1.00
Jang, Sojin	Public Administration	Assistant Professor	Specific	1/1/2024		35,500	OTH	1.00
Lushnikov, Alexander J	Physics	Research Associate	Special	3/1/2024	2/28/2025	58,500	FY	1.00
Moeller, Amanda N	Center for Collaboration Sciences	Research Associate	Special	1/2/2024	1/1/2025	70,000	FY	1.00
Schulze, Thomas T	Biology	Research Associate	Special	1/1/2024	6/30/2024	14,121	OTH	0.50

PERSONNEL REPORT
01/01/2024 - 03/31/2024
UNIVERSITY OF NEBRASKA AT OMAHA
ADJUSTMENTS

	<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>		<u>FTE</u>
06/10	Beal, Laura Ann	Dept of Finance Banking & Real Est	Financial Literacy Program Coordinator	Special	2/1/2024	5/16/2025	10,000	AY	0.00
			Financial Literacy Program Coordinator	Special		1/31/2024	10,000	AY	0.00
		College of Business Administration	Senior Lecturer	Special	2/1/2024	5/10/2024	5,000	AY	0.00
			Senior Lecturer	Special		1/31/2024	5,000	AY	0.00
09/07	Bloom, Melanie Louise	College of Arts and Sciences	Dean	Special	1/2/2024		235,000	FY	1.00
			Interim Dean	Special		1/1/2024	36,000	FY	0.00
			Associate Dean, Humanities	Special		1/1/2024	150,506	FY	1.00
06/10	Christensen, Margarette	College of Arts and Sciences	Senior Lecturer	Special	2/1/2024	8/31/2024	5,000	AY	0.00
			Senior Lecturer	Special		1/31/2024	5,000	AY	0.00
09/09	Clouther, Kevin R	Writer's Workshop	Associate Professor	Continuous	3/20/2024		63,981	AY	1.00
			Associate Professor	Continuous		8/31/2023	62,177	AY	1.00
06/07	Coleman, Jason D	School of Health and Kinesiology	Director, School	Special	1/1/2024		80,425	FY	0.60
			Director, School	Special		7/31/2023	80,425	FY	0.60
			Professor	Continuous	1/1/2024		46,949	FY	0.40
			Professor	Continuous		7/31/2023	46,949	FY	0.40
		College of Educ, Health & Human Sci	Interim Associate Dean	Special	1/1/2024	6/30/2024	20,000	FY	0.00
		School of Health and Kinesiology	Dean's Award of Excellence Professorship	Special	1/1/2024	6/30/2024	10,000	FY	0.00
Dean's Award of Excellence Professorship	Special			7/31/2023	10,000	FY	0.00		
09/08		School of Health and Kinesiology	Director, School	Special	1/1/2024		80,425	FY	0.60
			Director, School	Special		7/31/2023	80,425	FY	0.60
			Professor	Continuous	1/1/2024		46,949	FY	0.40
			Professor	Continuous		7/31/2023	46,949	FY	0.40
		College of Educ, Health & Human Sci	Interim Associate Dean	Special	1/1/2024	6/30/2024	20,000	FY	0.00
		School of Health and Kinesiology	Dean's Award of Excellence Professorship	Special	1/1/2024	6/30/2024	10,000	FY	0.00
Dean's Award of Excellence Professorship	Special			7/31/2023	10,000	FY	0.00		
09/01	Combs, Jessie L	Finance	Asst V/C for B&F and Controller	Special	3/1/2024		150,000	FY	1.00
			Interim Asst V/C for Business & Finance	Special		2/29/2024	18,000	FY	0.00
		Controller	Controller	Other		2/29/2024	127,491	FY	1.00
09/07	Davis, Paul H	Biology	Regents/Foundation	Special	3/1/2024	8/31/2025	5,000	AY	0.00
			Regents/Foundation	Special		2/29/2024	5,000	AY	0.00

PERSONNEL REPORT
01/01/2024 - 03/31/2024
UNIVERSITY OF NEBRASKA AT OMAHA
ADJUSTMENTS

<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>		<u>FTE</u>
		Professor	Continuous	3/1/2024		146,418	AY	1.00
		Professor	Continuous		2/29/2024	146,418	AY	1.00
	College of Arts and Sciences	Director, Pre-Health Advising Office	Special	3/1/2024	5/24/2024	7,500	AY	0.00
		Distinguished Professor	Special	3/1/2024	8/31/2024	5,000	AY	0.00
		Distinguished Professor	Special		2/29/2024	5,000	AY	0.00
09/07 Dierberger, Julie L	Community Engagement Center	Chief Engagement Officer	Special	1/3/2024		155,000	FY	1.00
	Service Learning Academy	Director of Service Learning Academy	Special		1/2/2024	108,776	FY	1.00
		UNO Distinguished Endowed Dir. for SLA	Special	1/3/2024		20,000	FY	0.00
		UNO Distinguished Endowed Dir. for SLA	Special		1/2/2024	20,000	FY	0.00
09/10 Edwards, Sarah K	Academic Affairs	Asst V/C for Curriculum & Programs	Special	1/1/2024		184,800	FY	1.00
		Asst V/C for Curriculum & Programs	Special		12/31/2023	184,800	FY	1.00
09/07 Ghersi, Dario	College of Info Science and Tech	Medical Center Collab Initiatives Lead	Special	2/1/2024	6/30/2024	5,000	AY	0.00
	School of Interdisciplinary Informat	Associate Professor	Continuous	2/1/2024		114,457	AY	1.00
		Associate Professor	Continuous		1/31/2024	114,457	AY	1.00
06/09 Girten, Kristin Marie	English	Associate Professor	Continuous	3/1/2024		31,250	FY	0.25
		Associate Professor	Continuous		1/1/2024	36,802	FY	0.50
		Jefferis Professorship	Special	3/1/2024	8/31/2025	3,000	FY	0.00
		Jefferis Professorship	Special		1/1/2024	3,000	FY	0.00
	Office of Research & Creative Actvty	Asst VC for Research, Creative Activity	Special	3/1/2024		93,750	FY	0.75
		Asst VC for Research, Creative Activity	Special		1/1/2024	60,629	FY	0.50
09/09	English	Associate Professor	Continuous	1/2/2024		31,250	FY	0.25
		Associate Professor	Continuous		1/1/2024	36,802	FY	0.50
		Jefferis Professorship	Special	1/2/2024	8/31/2025	3,000	FY	0.00
		Jefferis Professorship	Special		1/1/2024	3,000	FY	0.00
	Office of Research & Creative Actvty	Asst VC for Research, Creative Activity	Special	1/2/2024		93,750	FY	0.75
		Asst VC for Research, Arts & Humanities	Special		1/1/2024	60,629	FY	0.50
09/07 Hashimi, Sadaf	School of Criminology & Crim Justice	Assistant Professor	Specific	1/1/2024	4/14/2025	76,239	AY	1.00
		Assistant Professor	Specific		12/31/2023	76,239	AY	1.00
		TRAC Program Coordinator	Specific	1/1/2024	5/24/2024	5,000	AY	0.00
		TRAC Program Coordinator	Specific		12/31/2023	5,000	AY	0.00

PERSONNEL REPORT
01/01/2024 - 03/31/2024
UNIVERSITY OF NEBRASKA AT OMAHA
ADJUSTMENTS

<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>		<u>FTE</u>
		Coordinator	Special	1/1/2024	5/17/2024	10,816	AY	0.00
09/10 Houston, Robert P	School of Criminology & Crim Justice	Senior Community Service Associate	Special	1/1/2024	6/7/2024	88,773	FY	0.80
		Senior Community Service Associate	Special		12/31/2023	88,773	FY	0.80
09/07 Hunt, Nathaniel H	Biomechanics	Named Chair	Special	1/1/2024	12/31/2026	5,000	AY	0.00
		Associate Professor	Continuous	1/1/2024		86,989	AY	1.00
		Associate Professor	Continuous		12/31/2023	86,989	AY	1.00
29/04 Jang, Sojin	Public Administration	Assistant Professor	Specific	1/1/2024		35,500	OTH	1.00
06/10 Jesseau, Stephanie A	Psychology	Director, Intro to Psychology	Special	2/1/2024	5/23/2025	15,000	AY	0.00
		Director, Intro to Psychology	Special		1/31/2024	15,000	AY	0.00
09/07 Johnson, Theodore W	Aviation Institute	Assistant Professor	Specific	1/1/2024		75,000	OTH	1.00
06/00 Kamenskiy, Alexey	College of Educ, Health & Human Sci	CEHHS's Dean's Excellence in Rsrch Prof	Special	1/1/2024	12/31/2026	60,000	FY	0.00
	Biomechanics	Chairperson	Special	1/1/2024		100,458	FY	0.60
		Chairperson	Special		12/31/2023	100,458	FY	0.60
		Professor	Continuous	1/1/2024		63,637	FY	0.40
		Professor	Continuous		12/31/2023	63,637	FY	0.40
09/07	College of Educ, Health & Human Sci	CEHHS's Dean's Excellence in Rsrch Prof	Special	1/1/2024	12/31/2026	60,000	FY	0.00
		CEHHS's Dean's Excellence in Rsrch Prof	Special	3/1/2024	12/31/2026	60,000	FY	0.00
	Biomechanics	Chairperson	Special	1/1/2024		100,458	FY	0.60
		Chairperson	Special	3/1/2024		100,458	FY	0.60
		Chairperson	Special		12/31/2023	100,458	FY	0.60
		Professor	Continuous	1/1/2024		63,637	FY	0.40
		Professor	Continuous	3/1/2024		63,637	FY	0.40
		Professor	Continuous		12/31/2023	63,637	FY	0.40
09/07 Kearns, Erin M	School of Criminology & Crim Justice	Associate Professor	Continuous	1/1/2024		87,801	AY	1.00
		Associate Professor	Continuous		8/31/2023	80,788	AY	1.00
	Center for Collaboration Sciences	Lead of Prevention REsearch Initiatives	Other	1/1/2024	6/30/2024	10,000	AY	0.00
		Lead of Prevention REsearch Initiatives	Other		8/31/2023	10,000	AY	0.00
06/10 Knape, Aaron P	School of Accounting	Spencer Professorship	Special	2/1/2024	8/31/2025	12,000	AY	0.00
		Spencer Professorship	Special		1/31/2024	12,000	AY	0.00
06/07 Kohout, Victoria J	Government Relations	Chief of External Relations	Special	2/1/2024		150,000	FY	1.00

PERSONNEL REPORT
01/01/2024 - 03/31/2024
UNIVERSITY OF NEBRASKA AT OMAHA
ADJUSTMENTS

<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>		<u>FTE</u>
		Chief of Government & Comm. Relations	Special		1/31/2024	136,004	FY	1.00
	Strategic Mrkting & Communications	Interim Chief Communications & Marketing Officer	Special		1/31/2024	5,832	FY	0.00
09/07 Kulig, Teresa C	School of Criminology & Crim Justice	Assistant Professor	Specific	1/1/2024		78,557	AY	1.00
		Assistant Professor	Specific		12/31/2023	78,557	AY	1.00
		Coordinator	Special	1/1/2024	5/17/2024	18,812	AY	0.00
		Coordinator	Special	1/1/2024	5/17/2024	5,000	AY	0.00
		Coordinator	Special		12/31/2023	5,000	AY	0.00
09/07 Kyle, Brett J	Political Science	Associate Professor	Continuous	1/1/2024		70,404	AY	1.00
		Associate Professor	Continuous		12/31/2023	70,404	AY	1.00
		Orville D Menard Distinguished Faculty F	Special	1/1/2024	8/31/2024	1,250	AY	0.00
06/09 Maher, Craig S	Public Administration	Director, School	Special	1/1/2024	6/30/2024	101,870	FY	0.60
		Director, School	Special		6/30/2023	99,480	FY	0.60
		Professor	Continuous	1/1/2024		57,914	FY	0.40
		Professor	Continuous		6/30/2023	56,320	FY	0.40
		Distinguished Professor	Special	1/1/2024	5/23/2025	5,000	FY	0.00
		Distinguished Professor	Special		6/30/2023	5,000	FY	0.00
06/07 Nielsen, Drew A	VP for Business and Finance	Compliance Director	Other	2/1/2024		42,863	FY	0.30
		Compliance Director	Other	3/1/2024		42,863	FY	0.30
		Compliance Director	Other		1/31/2024	42,863	FY	0.30
		Compliance Director	Other		2/29/2024	42,863	FY	0.30
	Compliance	Chief Compliance Officer	Special	2/1/2024		111,824	FY	0.70
		Chief Compliance Officer	Special	3/1/2024		115,196	FY	0.70
		Chief Compliance Officer	Special		1/31/2024	104,724	FY	0.70
		Chief Compliance Officer	Special		2/29/2024	111,824	FY	0.70
09/07 Park, Song-Young	School of Health and Kinesiology	Associate Professor	Continuous	1/1/2024		75,680	AY	1.00
		Associate Professor	Continuous		12/31/2023	75,680	AY	1.00
		Distinguished Associate Professor	Continuous	1/1/2024	12/31/2026	10,000	AY	0.00
09/07 Richards, Tara N	School of Criminology & Crim Justice	Associate Professor	Continuous	1/1/2024		100,491	AY	1.00
		Associate Professor	Continuous		12/31/2023	100,491	AY	1.00
	Social Work	Scott Diamond Alumni	Special	1/1/2024	12/31/2026	3,000	AY	0.00

PERSONNEL REPORT
01/01/2024 - 03/31/2024
UNIVERSITY OF NEBRASKA AT OMAHA
ADJUSTMENTS

<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>		<u>FTE</u>
	School of Criminology & Crim Justice	Distinguished Associate Professor	Special	1/1/2024	5/16/2025	5,000	AY	0.00
		Distinguished Associate Professor	Special		12/31/2023	5,000	AY	0.00
		Coordinator	Special	1/1/2024	5/24/2024	36,177	AY	0.00
		Coordinator	Special		12/31/2023	36,177	AY	0.00
09/09 Scherer, Mark R	History	Professor	Continuous	2/23/2024		81,711	AY	1.00
		Professor	Continuous		2/22/2024	81,711	AY	1.00
		Director, Holocaust Genocide Studies	Special	2/23/2024	5/24/2024	1,200	AY	0.00
	Political Science	Director, Holocaust Genocide Studies	Special		2/22/2024	1,200	AY	0.00
09/09 Smith-Howell, Deborah S	Office of the Chancellor	Senior Advisor to the Chancellor	Special	3/29/2024		265,658	FY	1.00
		Senior Advisor to the Chancellor	Special		6/30/2023	257,920	FY	1.00
06/10 Vlasnik, Sandra L	ISQA	Senior Lecturer	Special	2/1/2024	8/31/2024	5,000	AY	0.00
		Senior Lecturer	Special		1/31/2024	5,000	AY	0.00
09/09 Williams, Paul A	Philosophy & Religion	Director, Islamic Studies	Special	2/23/2024	5/24/2024	2,000	AY	0.00
	Political Science	Director, Islamic Studies	Special		2/22/2024	2,000	AY	0.00
	Philosophy & Religion	Assoc. Dir., Goldstein Ctr Human Rights	Special	2/23/2024	8/31/2024	5,000	AY	0.00
		Assoc. Dir., Goldstein Ctr Human Rights	Special		2/22/2024	5,000	AY	0.00
		Associate Professor	Continuous	2/23/2024		75,886	AY	1.00
		Associate Professor	Continuous		2/22/2024	75,886	AY	1.00
06/00 Error Correction								
06/07 Additional Responsibilities								
06/09 Change in Payment Schedule								
06/10 Administrative Adjustment								
09/01 Promotion Within								
09/02 Promotion/Transfer								
09/07 Position Add/Change								
09/08 Reclassification								
09/09 Other Status Change								
09/10 Extension of Appointment								
29/04 Change Benefits % Elig to Elig								

PERSONNEL REPORT
01/01/2024 - 03/31/2024
UNIVERSITY OF NEBRASKA ADMINISTRATION
NEW APPOINTMENTS

<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>		<u>FTE</u>
Lang, Catherine D	Office of the President	Sr Advisor to President	Special	1/1/2024	12/31/2024	125,000	FY	0.50

PERSONNEL REPORT
01/01/2024 - 03/31/2024
UNIVERSITY OF NEBRASKA ADMINISTRATION
ADJUSTMENTS

	<u>NAME</u>	<u>UNIT</u>	<u>TITLE</u>	<u>APPT TYPE</u>	<u>BEGIN DATE</u>	<u>END DATE</u>	<u>SALARY</u>		<u>FTE</u>
06/07	Carlson, Douglas D	University Services	Assoc VP University Service/CPO/Dir FPCP	Special	1/1/2024		230,000	FY	1.00
			Assoc VP University Service/CPO/Dir FPCP	Special		12/31/2023	218,000	FY	1.00
09/07	Kabourek, Christopher J	Office of the President	Interim President	Special	1/1/2024		750,000	FY	1.00
		VP for Business and Finance	Senior Vice President/CFO	Special	1/1/2024		0	FY	0.00
			Senior Vice President/CFO	Special		12/31/2023	413,751	FY	1.00
06/07	Mukusha, Edwin	NeBIS	Assoc VP/Director of NeBIS	Special	1/1/2024		239,861	FY	1.00
			Assoc VP/Director of NeBIS	Special		12/31/2023	218,540	FY	1.00
06/07	Additional Responsibilities								
09/07	Position Add/Change								



BOARD OF REGENTS AGENDA ITEM SUMMARY

Academic Affairs

June 20, 2024

AGENDA ITEM: Spring 2024 Student Credit Hour and Summary Enrollment Report

Review **Review + Action** **Action** **Discussion**

This is a report required by Regents' Policy.

PRESENTERS: Jeffrey P. Gold, Provost

PURPOSE & KEY POINTS

Although varying by campus and student demographics, system-wide total spring-to-spring headcount enrollment increased by 0.1% [51 students], and student credit hours increased by 5,298 [0.97%]. The report also provides additional information, including campus-specific and student-demographic enrollment data.

BACKGROUND INFORMATION

June 22, 2023 - The BOR accepted the Spring 2023 Student Credit Hour Enrollment Report.

UNIVERSITY OF NEBRASKA
SUMMARY - HEADCOUNT ENROLLMENT REPORT
COMPARING-Spring 2023 (Census) & Spring 2024 (Census)

		Spring 2023	Spring 2024	Difference	% Change
UNIVERSITY OF NEBRASKA - LINCOLN	Undergraduate	17,517	17,497	(20)	-0.1%
	First-Time Freshman	73	69	(4)	-5.5%
	Transfer	241	238	(3)	-1.2%
	Total	17,831	17,804	(27)	-0.2%
	Graduate	3,865	3,886	21	0.5%
	Total	3,865	3,886	21	0.5%
	Professional	576	622	46	8.0%
Total	576	622	46	8.0%	
TOTAL	22,272	22,312	40	0.2%	
UNIVERSITY OF NEBRASKA MEDICAL CENTER	Undergraduate	893	900	7	0.8%
	Total	893	900	7	0.8%
	Graduate	628	710	82	13.1%
	Total	628	710	82	13.1%
	Professional	2,730	2,769	39	1.4%
Total	2,730	2,769	39	1.4%	
TOTAL	4,251	4,379	128	3.0%	
UNIVERSITY OF NEBRASKA AT OMAHA	Undergraduate	10,548	10,474	(74)	-0.7%
	First-Time Freshman	56	71	15	26.8%
	Transfer	428	419	(9)	-2.1%
	Total	11,032	10,964	(68)	-0.6%
	Graduate	3,133	3,084	(49)	-1.6%
Total	3,133	3,084	(49)	-1.6%	
TOTAL	14,165	14,048	(117)	-0.8%	
UNIVERSITY OF NEBRASKA AT KEARNEY	Undergraduate	3,697	3,710	13	0.4%
	First-Time Freshman	26	41	15	57.7%
	Transfer	123	131	8	6.5%
	Total	3,846	3,882	36	0.9%
	Graduate	1,710	1,704	(6)	-0.4%
Total	1,710	1,704	(6)	-0.4%	
TOTAL	5,556	5,586	30	0.5%	
NEBRASKA COLLEGE OF TECHNICAL AGRICULTURE (NCTA)	Undergraduate	212	189	(23)	-10.8%
	First-Time Freshman	8	3	(5)	-62.5%
	Transfer	6	4	(2)	-33.3%
	Total	226	196	(30)	-13.3%
TOTAL	226	196	(30)	-13.3%	
Grand Total	46,470	46,521	51	0.1%	

**UNIVERSITY OF NEBRASKA
FULL-TIME & PART-TIME ENROLLMENT
COMPARING-Spring 2023 (Census) & Spring 2024 (Census)**

		Spring 2023		Spring 2024		% Change	
		Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
UNIVERSITY OF NEBRASKA - LINCOLN	Undergraduate	16,550	1,281	16,702	1,102	0.9%	-14.0%
	Graduate	1,840	2,025	1,918	1,968	4.2%	-2.8%
	Professional	561	15	598	24	6.6%	60.0%
	TOTAL	18,951	3,321	19,218	3,094	1.4%	-6.8%
UNIVERSITY OF NEBRASKA MEDICAL CENTER	Undergraduate	688	205	666	234	-3.2%	14.1%
	Graduate	289	339	346	364	19.7%	7.4%
	Professional	2,291	439	2,445	324	6.7%	-26.2%
	TOTAL	3,268	983	3,457	922	5.8%	-6.2%
UNIVERSITY OF NEBRASKA AT OMAHA	Undergraduate	8,962	2,070	8,989	1,975	0.3%	-4.6%
	Graduate	1,033	2,099	1,057	2,025	2.3%	-3.5%
	TOTAL	9,995	4,169	10,046	4,000	0.5%	-4.1%
UNIVERSITY OF NEBRASKA AT KEARNEY	Undergraduate	3,286	560	3,337	545	1.6%	-2.7%
	Graduate	285	1,425	316	1,388	10.9%	-2.6%
	TOTAL	3,571	1,985	3,653	1,933	2.3%	-2.6%
NEBRASKA COLLEGE OF TECHNICAL AGRICULTURE (NCTA)	Undergraduate	216	10	178	18	-17.6%	80.0%
	TOTAL	216	10	178	18	-17.6%	80.0%
Grand Total		36,001	10,468	36,552	9,967	1.5%	-4.8%

UNIVERSITY OF NEBRASKA
SUMMARY - FULL-TIME EQUIVALENT ENROLLMENT REPORT
COMPARING- Spring 2023 (Census) & Spring 2024 (Census)
Note: Full-time equivalent (FTE) is defined as full-time plus one third part-time headcount

		Spring 2023	Spring 2024	Difference	% Change
UNIVERSITY OF NEBRASKA - LINCOLN	Undergraduate	16,977	17,069	92	0.5%
	Graduate	2,515	2,574	59	2.3%
	Professional	566	606	40	7.1%
	TOTAL	20,058	20,249	191	1.0%
UNIVERSITY OF NEBRASKA MEDICAL CENTER	Undergraduate	756	744	(12)	-1.6%
	Graduate	402	467	65	16.3%
	Professional	2,437	2,553	116	4.7%
	TOTAL	3,596	3,764	169	4.7%
UNIVERSITY OF NEBRASKA AT OMAHA	Undergraduate	9,652	9,647	(5)	0.0%
	Graduate	1,733	1,732	(1)	0.0%
	TOTAL	11,385	11,379	(5)	0.0%
UNIVERSITY OF NEBRASKA AT KEARNEY	Undergraduate	3,473	3,519	46	1.3%
	Graduate	760	779	19	2.5%
	TOTAL	4,233	4,297	65	1.5%
NEBRASKA COLLEGE OF TECHNICAL AGRICULTURE (NCTA)	Undergraduate	219	184	(35)	-16.1%
	TOTAL	219	184	(35)	-16.1%
Grand Total		39,490	39,874	384	1.0%

UNIVERSITY OF NEBRASKA
HEADCOUNT ENROLLMENT BY RESIDENCY STATUS
COMPARING- Spring 2023 (Census) & Spring 2024 (Census)

		Spring 2023	Spring 2024	% Change	Spring 2023	Spring 2024	% Change	Spring 2023	Spring 2024	% Change
		Resident Enrollment			Non-Resident Enrollment			Grand Total		
UNIVERSITY OF NEBRASKA - LINCOLN	Undergraduate	13,352	13,474	0.9%	4,406	4,261	-3.3%	17,758	17,735	-0.1%
	First-Time Freshman	42	38	-9.5%	31	31	0.0%	73	69	-5.5%
	Total	13,394	13,512	0.9%	4,437	4,292	-3.3%	17,831	17,804	-0.2%
	Graduate	1,452	1,467	1.0%	2,413	2,419	0.2%	3,865	3,886	0.5%
	Total	1,452	1,467	1.0%	2,413	2,419	0.2%	3,865	3,886	0.5%
	Professional	364	381	4.7%	212	241	13.7%	576	622	8.0%
Total	364	381	4.7%	212	241	13.7%	576	622	8.0%	
TOTAL		15,210	15,360	1.0%	7,062	6,952	-1.6%	22,272	22,312	0.2%
UNIVERSITY OF NEBRASKA MEDICAL CENTER	Undergraduate	770	767	-0.4%	123	133	8.1%	893	900	0.8%
	Total	770	767	-0.4%	123	133	8.1%	893	900	0.8%
	Graduate	324	344	6.2%	304	366	20.4%	628	710	13.1%
	Total	324	344	6.2%	304	366	20.4%	628	710	13.1%
	Professional	2,176	2,220	2.0%	554	549	-0.9%	2,730	2,769	1.4%
	Total	2,176	2,220	2.0%	554	549	-0.9%	2,730	2,769	1.4%
TOTAL		3,270	3,331	1.9%	981	1,048	6.8%	4,251	4,379	3.0%
UNIVERSITY OF NEBRASKA AT OMAHA	Undergraduate	9,527	9,495	-0.3%	1,449	1,398	-3.5%	10,976	10,893	-0.8%
	First-Time Freshman	42	54	28.6%	14	17	21.4%	56	71	26.8%
	Total	9,569	9,549	-0.2%	1,463	1,415	-3.3%	11,032	10,964	-0.6%
	Graduate	2,401	2,345	-2.3%	731	737	0.8%	3,132	3,082	-1.6%
	Total	2,401	2,345	-2.3%	731	737	0.8%	3,132	3,082	-1.6%
	TOTAL		11,970	11,894	-0.6%	2,194	2,152	-1.9%	14,164	14,046
UNIVERSITY OF NEBRASKA AT KEARNEY	Undergraduate	3,249	3,242	-0.2%	571	599	4.9%	3,820	3,841	0.5%
	First-Time Freshman	12	16	33.3%	14	25	78.6%	26	41	57.7%
	Total	3,261	3,258	-0.1%	585	624	6.7%	3,846	3,882	0.9%
	Graduate	1,337	1,334	-0.2%	373	370	-0.8%	1,710	1,704	-0.4%
	Total	1,337	1,334	-0.2%	373	370	-0.8%	1,710	1,704	-0.4%
	TOTAL		4,598	4,592	-0.1%	958	994	3.8%	5,556	5,586
Grand Total		35,048	35,177	0.4%	11,195	11,146	-0.4%	46,243	46,323	0.2%

UNIVERSITY OF NEBRASKA
SUMMARY OF STUDENT CREDIT HOURS
COMPARING- Spring 2023 (Census) & Spring 2024 (Census)

	Spring 2023	Spring 2024	Difference	% Change
UNIVERSITY OF NEBRASKA - LINCOLN	278,563	281,787	3,224	1.16%
UNIVERSITY OF NEBRASKA MEDICAL CENTER	42,450	43,858	1,408	3.32%
UNIVERSITY OF NEBRASKA AT OMAHA	161,163	161,265	102	0.06%
UNIVERSITY OF NEBRASKA AT KEARNEY	59,330	60,422	1,092	1.84%
NEBRASKA COLLEGE OF TECHNICAL AGRICULTURE	3,312	2,784	(528)	-15.94%
Grand Total	544,817	550,115	5,298	0.97%



BOARD OF REGENTS AGENDA ITEM SUMMARY

Academic Affairs

June 20, 2024

AGENDA ITEM: Strategic Accountability Measure – Research Report for Fiscal Year (FY) 2022-23

Review

Review + Action

Action

Discussion

This is a report required by Regents' Policy.

PRESENTERS: Jeffrey P. Gold, Provost

PURPOSE & KEY POINTS

The University of Nebraska's Five-Year Strategy recognizes the importance of research, which leads to economic development and improved well-being, to our partnership with Nebraskans. The accountability measures for research include measuring year-over-year changes in total and extramural research expenditures. These metrics are a subset of the data each college and university in the US reports in response to an annual National Science Foundation survey. The attached report shows a System-Wide increase in total research expenditures from FY22 to FY23.

BACKGROUND INFORMATION

June 23, 2022 – President Carter presented the Five-Year Strategy reissue to the Board of Regents, including a set of accountability measures.

Strategic Accountability Measures – Research Report for FY 2022-23

Research Expenditures – System Wide

Total Research Expenditures*	
FY21-22	FY22-23
\$ 599,183,000	\$ 651,894,000

Extramural Research Expenditures**	
FY21-22	FY22-23
\$ 417,724,000	\$ 468,106,000

Federal Research Expenditures	
FY21-22	FY22-23
\$ 271,075,000	\$ 303,955,000

Research Accountability Measures – UNMC/UNL/NU Institutes

Total Research Expenditures*	
FY21-22	FY22-23
\$ 570,915,000	\$ 617,372,000

Extramural Research Expenditures**	
FY21-22	FY22-23
\$ 394,953,000	\$ 439,770,000

Federal Research Expenditures	
FY21-22	FY22-23
\$ 251,874,000	\$ 280,120,000

*Includes institutional (campus) investments in research

**Includes state/local investments specifically directed towards research



BOARD OF REGENTS AGENDA ITEM SUMMARY

Academic Affairs

June 20, 2024

AGENDA ITEM: Current List of Graduate Professional Post-Baccalaureate Programs

Review **Review + Action** **Action** **Discussion**

This is a report required by Regents' Policy.

PRESENTERS: Jeffrey P. Gold, Provost

PURPOSE & KEY POINTS

The revised University of Nebraska Graduate College Bylaws and Policies clarified the administrative status of professional programs. Professional programs typically lead to licensure and are administered on a campus. All other post-baccalaureate programs fall within the jurisdiction of the University of Nebraska Graduate College. The attached annual report lists the University of Nebraska's Professional Programs as of April 2024.

BACKGROUND INFORMATION

December 2, 2022 – A revision to the University of Nebraska Graduate College's Bylaws and Policies was reported to the Board.

APPROVAL

The President approved the report on May 16, 2024.

Post-Baccalaureate Professional Credentials (Degrees) AY 2024-25

University of Nebraska at Kearney

None

University of Nebraska-Lincoln

Doctor of Plant Health
Doctor of Veterinary Medicine (jointly with Iowa State)
Master of Architecture
Juris Doctorate in Nebraska College of Law

University of Nebraska Medical Center

Doctoral Degrees

Doctor of Dental Surgery (DDS)
Doctor of Dental Surgery Advanced Standing (DDSA)
Doctor of Nutrition and Dietetics (DND)
Doctor of Medical Sciences
Doctor of Medicine (MD)
Doctor of Nursing Practice (DNP)
Doctor of Occupational Therapy (OTD)
Doctor of Pharmacy (PharmD)
Doctor of Physical Therapy (DPT)
Doctor of Public Health (DrPH)

Master's Degrees

Master of Diagnostic Cytotechnology (MDC)
Master of Genetic Counseling (MGC)
Master of Health Administration (MHA)
Master of Medical Nutrition (MMN)
Master of Perfusion Science (MPS)
Master of Physician Assistant Sciences (MPAS)
Master of Public Health (MPH)
Master of Respiratory Care (MRC)
Master of Science in Nursing (MSN)

Post-bachelor's Certificates associated with Professional Degrees (associated professional degree in parentheses)

Applied Biostatistics (MPH-Biostat)
Infectious Disease Epidemiology (MPH-EPI)
Emergency Preparedness (MPH-EP)
Occupational Health and Safety (MPH-ENV)
Public Health (MPH)
Advanced Education in General Dentistry (dental residency)
Dental Endodontics (dental residency)
Dental Orthodontics (dental residency)
Pediatric Dentistry (dental residency)
Dental Periodontics (dental residency)
Medical Nutrition (Master of Medical Nutrition)
Nursing Certificate (Post Master's Nursing)

University of Nebraska at Omaha

None



BOARD OF REGENTS AGENDA ITEM SUMMARY

Business and Finance

June 20, 2024

AGENDA ITEM: Contract between Nebraska Athletics and Teamworks Innovations, Inc.

Review **Review + Action** **Action** **Discussion**

This is a report required by Regents' policy.

PRESENTERS: Troy Dannen, Athletics Director

PURPOSE & KEY POINTS

Report of Nebraska Athletics Contracts pursuant to RP-6.3.1(4)(d) (Any contract of any nature, not otherwise described in RP-6.3.1(4) exceeding \$1,000,000)

Completion of Teamworks Innovations, Inc. third addendum which is set to expire on June 30, 2027. Teamworks Innovations, Inc. is used throughout the entire Athletic Department daily as a communication tool to provide student-athletes and staff their practice schedules, compliance recruiting profiles, academic schedules, medical tracking, etc. The cumulative spend over the life of the agreement will be \$1,589,690.39.

BACKGROUND INFORMATION

December 2, 2022 – A revision to the University of Nebraska Graduate College's Bylaws and Policies was reported to the Board.



BOARD OF REGENTS AGENDA ITEM SUMMARY

Business and Finance

June 20, 2024

AGENDA ITEM: Report on the naming of Constance M. Ryan Wellness INnovation (WIN) Lab at the University of Nebraska Medical Center, pursuant to the Board of Regents Policy RP-6.2.7.3.b.

Review **Review + Action** **Action** **Discussion**

This is a report required by Regents' policy.

PRESENTERS: Jeffrey P. Gold, M.D., Chancellor
Anne C. Barnes, MBA, Vice Chancellor for Business and Finance and Business Development

PURPOSE & KEY POINTS

Donor: Constance M. Ryan Fund for the College of Allied Health Professions

Description: Space on first floor of the UNMC Student Life Center

Naming: Constance M. Ryan Wellness INnovation (WIN) Lab

With the naming of these areas as stated above, the Board of Regents expresses its deepest gratitude and appreciation for the Donors' generous support to the University of Nebraska and the University of Nebraska Medical Center.

Under the Board of Regents Policy RP-6.2.7.3.b., the naming of a room or a small cluster of rooms or a small campus feature such as a garden, footbridge, or landscaped area in honor of an individual, a family, or an organization shall be approved by the Chancellor responsible for such a Facility and the President. Such naming shall be reported to the Board of Regents.

APPROVAL

The Chancellor and the President approved the naming on May 16, 2024.



BOARD OF REGENTS AGENDA ITEM SUMMARY

Business and Finance

June 20, 2024

AGENDA ITEM: Review of Microsoft Active Directory and Microsoft 365 Tenant Consolidation Project

Review **Review + Action** **Action** **Discussion**

This is a report required by Regents' policy.

PRESENTERS: Bret Blackman, Vice President of Information Technology
Andrew Buker, Assistant Vice President of Infrastructure Services

PURPOSE & KEY POINTS

A majority of the core IT services have undergone a significant transformation of scale since the OneIT initiative, with many of the most significant opportunities being accomplished through a relentless focus, such as the network, server infrastructure, and security services.

The most significant remaining opportunity to realize additional IT efficiency is the consolidation of NU System Microsoft 365 tenants and Microsoft Active Directories. This project will consolidate four separate Microsoft 365 tenants (UNL, UNO, UNK, and Office of the President) and five associated Microsoft Active Directory environments. The consolidation of these services is foundational to the NU System's ability to leverage further existing, already owned, and licensed, Microsoft 365 A5 bundled services to significantly enhance collaboration between campuses and resolve outstanding security, audit, and compliance requirements. The effort will resolve an outstanding audit finding on password retention (EA 2023-004) and eliminate the management of multiple identities for users on more than campus. Campus branding for email will persist (i.e., @unl, @unomaha, @unk, and @nebraska), but users will be able to easily view and share calendars, collaborate in Microsoft Teams, and share files seamlessly amongst all users. Due to the complexity of the current environments and of the consolidation itself, Microsoft Professional Services will be leveraged for the migration and acquisition of migration tools over an 18-month project schedule.

The consolidation immediately enables a cost avoidance of more than \$300k/year in storage overage costs anticipated with Microsoft's elimination of unlimited storage (based on current usage that grows daily), and a conservative savings of \$1M/year by leveraging existing Microsoft licensing. The potential for multiple millions in annual savings may be possible after a future analysis of migrating additional services to Microsoft's platform is considered.

Project Budget
Microsoft Professional Services: \$4,950,315

As proposed, UNMC's Active Directory and Microsoft 365 tenant will remain integrated with Nebraska Medicine and is not included as a part of this project scope.



BOARD OF REGENTS AGENDA ITEM SUMMARY

Business and Finance

June 20, 2024

AGENDA ITEM: Report on Bids and Contracts

Review

Review + Action

Action

Discussion

This is a report required by Regents' policy.

PRESENTERS: Chris J. Kabourek, Senior VP | CFO

PURPOSE & KEY POINTS

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 31, 2024.

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.

Contracts over \$1,000,000 February 1, 2024 – March 31, 2024
 NU Facilities, Planning and Capital Programs (UNK, UNL, UNMC, UNO)
 Business and Finance Report – Bids and Contracts

Type of Action	Campus	Description	Funding Source	Approved Budget Amount*	Contract Amount	Contractor / Vendor	Bid Review or Explanation
Construction	UNL	Architecture Complex LB 384 Phase 2 Renovation	LB 384	\$22, 259,979	\$6,416,949	The Whiting-Turner Contracting Company	CMR GMP**
Construction	UNL	Clay Center (1003) LB 384 HVAC System and Controls	LB 384	\$3,570,400	\$3,570,400	Rutts Heating & Air Conditioning	Low Bid Construction
Consultant	UNL	Memorial Stadium Improvement Project	Campus Funds	\$9,895,802	\$4,838,843	HDR Architecture, Inc	A/E Amendment***
Contract	UNK	Lease for office, meeting, storage space and associated parking	Campus Funds	\$5000,000	\$500,000	Nebraska District of the Lutheran Church Missouri Synod	Lease with Option

*Approved budget amount represents the entirety of the applicable budget lines.

** GMP = Guaranteed Maximum Price; entry is a GMP amendment to a prior contract.

*** A/E Amendment; entry is an amendment to a prior contract.



BOARD OF REGENTS AGENDA ITEM SUMMARY

Business and Finance

June 20, 2024

AGENDA ITEM: Report on Gifts, Grants, Contracts and Bequests
University of Nebraska at Kearney

Review
 Review + Action
 Action
 Discussion

This is a report required by Regents' policy.

PRESENTERS: Charlie Bicak, Interim Chancellor
Jon Watts, Vice Chancellor for Business & Finance

PURPOSE & KEY POINTS

University of Nebraska at Kearney
Report of Gifts, Grants, Contracts and Bequests Accepted During the Quarter
January 1, 2024 through March 31, 2024

	Gifts	Grants	Bequests	Contracts	Totals
Description	A	B	C	D	
07/01/2023 – 09/30/2023	\$ 828,891	\$ 5,201,794	\$0	\$170,884	\$ 6,201,569
10/01/2023 – 12/31/2023	\$2,685,292	\$61,280,478	\$0	\$ 63,872	\$64,029,642
01/01/2024 – 03/31/2024	\$3,787,307	\$4,034,101	\$0	\$442,324	\$8,263,732
04/01/2024 – 06/30/2024	\$0	\$0	\$0	\$0	\$0
Fiscal YTD Totals	<u>\$7,301,490</u>	<u>\$70,516,373</u>	<u>\$0</u>	<u>\$ 677,080</u>	<u>\$78,494,943</u>
2022-2023 Totals	<u>\$7,427,807</u>	<u>\$13,634,663</u>	<u>\$0</u>	<u>\$1,695,767</u>	<u>\$22,758,237</u>
2021-2022 Totals	<u>\$7,747,857</u>	<u>\$12,337,605</u>	<u>\$0</u>	<u>\$ 94,800</u>	<u>\$20,280,262</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

UNIVERSITY OF NEBRASKA AT KEARNEY
 REPORT OF AWARDS
 WHICH REQUIRE SEPARATE ITEMIZATION
 ACCEPTED DURING THE QUARTER January 1, 2024 – March 31, 2024

Gifts/Bequests \$100,000 and over

<u>Donor</u>	<u>Purpose</u>	<u>Amount</u>
NU Foundation	Student Scholarships	\$1,859,639
Central Comm College	Aid in HSEC Construction	\$1,500,000
	Subtotal	\$3,359,639
	Total amount of Gifts under \$100,000	\$ 427,668
	Total Gifts for the Quarter	\$3,787,307

Grants \$1,000,000 and over

<u>Grantor</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u>
US Dept of Educ	Federal Pell 23-24	Student Aid	\$3,802,352

Subtotal	\$ 3,802,352
Total amount of all Grants under \$1,000,000	\$ 231,776
Total Grants for the Quarter	\$ 4,034,101

Contracts \$400,000 and over

<u>Grantor</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u>
----------------	---------------------------	----------------	---------------

Subtotal			\$ 0
Total amount of Contracts under \$400,000			\$442,324
Total Contracts for the Quarter			\$442,324



BOARD OF REGENTS AGENDA ITEM SUMMARY

Business and Finance

June 20, 2024

AGENDA ITEM: Report on Gifts, Grants, Contracts and Bequests
University of Nebraska-Lincoln

Review **Review + Action** **Action** **Discussion**

This is a report required by Regents' policy.

PRESENTERS: Rodney D. Bennett, Chancellor
Sherri Jones, Interim Vice Chancellor, Research & Economic
Development

PURPOSE & KEY POINTS

University of Nebraska-Lincoln
Report of Gifts, Grants, Contracts and Bequests Accepted During the Quarter
January 1, 2024, through March 31, 2024

Description	Gifts		Grants	Bequests	Contracts	Totals
	A	B	C	D		
07/01/2023 – 09/30/2023	\$327,504	\$83,311,048	\$0	\$9,079,298	\$92,717,850	
10/01/2023 – 12/31/2023	\$178,608	\$52,756,269	\$0	\$13,556,237	\$66,491,114	
01/01/2024 – 03/31/2024	\$40,750	\$58,090,616	\$0	\$6,633,176	\$64,764,542	
04/01/2024 – 06/30/2024	\$0	\$0	\$0	\$0	\$0	
Fiscal YTD Totals	<u>\$546,862</u>	<u>\$194,157,933</u>	<u>\$0</u>	<u>\$29,268,711</u>	<u>\$223,973,506</u>	
2022-2023 Totals	<u>\$3,159,305</u>	<u>\$309,633,369</u>	<u>\$0</u>	<u>\$44,520,599</u>	<u>\$357,313,273</u>	
2021-2022 Totals	<u>\$1,514,178</u>	<u>\$244,411,546</u>	<u>\$0</u>	<u>\$45,557,943</u>	<u>\$291,483,667</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

UNIVERSITY OF NEBRASKA-LINCOLN
 REPORT OF AWARDS
 WHICH REQUIRE SEPARATE ITEMIZATION
 ACCEPTED DURING THE QUARTER January 1, 2024 – March 31, 2024

Gifts/Bequests \$100,000 and over

<u>Donor</u>	<u>Purpose</u>	<u>Amount</u>
	Subtotal	\$0
	Total amount of Gifts under \$100,000	\$40,750
	Total Gifts for the Quarter	\$40,750

Grants \$1,000,000 and over

<u>Grantor</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u>
NU Foundation	Academic Services & Undergraduate Scholarships FY 23-24 Enrollment Management		\$9,434,886
NU Foundation	Academic Services & Undergraduate Scholarships FY 23-24 Enrollment Management		\$9,279,015
Dept of Agriculture-ARS	Dean's Office for Agricultural Research Division	Support Effort for Developing Scientific Information and New Technology to Solve High Priority Problems for U.S. Beef, Sheep and Swine Industries	\$3,000,000
NSF	Department of Physics and Astronomy	U.S. CMS Operations at the Large Hadron Collider	\$2,563,000
Ne Dept Health & Human Serv	Center on Children, Families and the Law	Children and Family Services New Worker Training Delivery	\$2,468,338
Ne Dept Health & Human Serv	Center on Children, Families and the Law	Children and Family Services New Worker Training Field Training Specialists	\$1,781,662
	Subtotal		\$28,526,901
	Total amount of all Grants under \$1,000,000		\$29,563,715
	Total Grants for the Quarter		\$58,090,616

Contracts \$400,000 and over

<u>Grantor</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u>
Industry Sponsor	Department of Electrical and Computer Engineering	Miniature Integrated Thermal Management Systems for 3D Heterogeneous Integration	\$971,855
National 4-H Council	4-H State Office	2020-22 Health Rocks! Training and Evaluation	\$780,975
Confidential	School of Computing	Autonomous Systems and Robotics Marsupial Phase 2	\$400,000
		Subtotal	\$2,152,830
		Total amount of Contracts under \$400,000	\$4,480,346
		Total Contracts for the Quarter	\$6,633,176



BOARD OF REGENTS AGENDA ITEM SUMMARY

Business and Finance

June 20, 2024

AGENDA ITEM: Report on Gifts, Grants, Contracts and Bequests
University of Nebraska Medical Center

Review **Review + Action** **Action** **Discussion**

This is a report required by Regents' policy.

PRESENTERS: Jeffrey P. Gold, Chancellor
Kenneth W. Bayles, Vice Chancellor of Research

PURPOSE & KEY POINTS

University of Nebraska Medical Center
Report of Gifts, Grants, Contracts and Bequests Accepted During the Quarter
January 1, 2024, through March 31, 2024

Description	Gifts	Grants	Bequests	Contracts	Totals
	A	B	C	D	
07/01/2023 – 09/30/2023	\$231,403	\$55,732,462	\$0	\$17,376,994	\$73,340,859
10/01/2023 – 12/31/2023	\$246,230	\$9,007,666	\$0	\$27,219,723	\$36,473,618
01/01/2024 – 03/31/2024	\$228,690	\$30,645,414	\$17,716	\$17,916,081	\$48,807,901
04/01/2024 – 06/30/2024					
Fiscal YTD Totals	<u>\$706,323</u>	<u>\$95,385,542</u>	<u>\$17,716</u>	<u>\$62,512,798</u>	<u>\$158,622,378</u>
2022-2023 Totals	<u>\$959,969</u>	<u>\$140,558,587</u>	<u>\$0</u>	<u>\$108,933,816</u>	<u>\$250,452,372</u>
2021-2022 Totals	<u>\$727,958</u>	<u>\$149,100,093</u>	<u>\$250,000</u>	<u>\$101,817,435</u>	<u>\$251,895,486</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



BOARD OF REGENTS AGENDA ITEM SUMMARY

Business and Finance

June 20, 2024

AGENDA ITEM: Report on Gifts, Grants, Contracts and Bequests
University of Nebraska at Omaha

Review
 Review + Action
 Action
 Discussion

This is a report required by Regents' policy.

PRESENTERS: Joanne Li, Chancellor
Carol Kirchner, Vice Chancellor for Business and Finance

PURPOSE & KEY POINTS

University of Nebraska at Omaha
Report of Gifts, Grants, Contracts and Bequests Accepted During the Quarter
January 1, 2024 through March 31, 2024

Description	Gifts	Grants	Bequests	Contracts	Totals
	A	B	C	D	
07/01/2023 – 09/30/2023	\$2,370,739	\$19,232,131	\$0	\$13,437,089	\$35,039,959
10/01/2023 – 12/31/2023	\$716,948	\$5,079,640	\$0	\$3,937,041	\$9,733,629
01/01/2024 – 03/31/2024	\$9,735,036	\$14,825,544	\$0	\$998,542	\$25,559,122
04/01/2024 – 06/30/2024	\$	\$	\$0	\$	\$
Fiscal YTD Totals	<u>\$12,822,723</u>	<u>\$39,137,315</u>	<u>\$0</u>	<u>\$18,372,672</u>	<u>\$70,332,710</u>
2022-2023 Totals	<u>\$12,838,315</u>	<u>\$50,734,794</u>	<u>\$234,906</u>	<u>\$12,757,228</u>	<u>\$76,565,243</u>
2021-2022 Totals	<u>\$11,745,948</u>	<u>\$76,176,991</u>	<u>\$0</u>	<u>\$5,919,126</u>	<u>\$93,842,065</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

UNIVERSITY OF NEBRASKA AT OMAHA
 REPORT OF AWARDS
 WHICH REQUIRE SEPARATE ITEMIZATION
 ACCEPTED DURING THE QUARTER JANUARY 1, 2024 – MARCH 31, 2024

Gifts/Bequests \$100,000 and over

<u>Donor</u>	<u>Purpose</u>	<u>Amount</u>
UNF	FALL Scholarships	\$2,812,153
UNF	1 ST Semester Professorships	\$368,668
UNF	Student Success-Sales Force	\$641,494
Anonymous	Chancellors Discretionary Fund	\$336,792
UNF	Scott Scholar Design Studio 2023	\$279,162
UNF	Scott Scholars-Scholarships	\$518,713
UNF	Service-Learning Academy	\$226,264
UNF	Sherwood Foundation for MOEC Ops	\$197,668
UNF	IS&T Infrastructure	\$194,534
UNF	Sherwood Service-Learning Academy Yr. 2	\$120,203
UNF	SPRING Scholarships	\$2,911,431
UNF	Future Planning Fund	\$225,000
UNF	Mammel CBA Excellence	\$124,227
	Subtotal	\$8,956,309
	Total amount of Gifts under \$100,000	\$778,727
	Total Gifts for the Quarter	\$9,735,036

Grants \$1,000,000 and over

<u>Grantor</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u>
National Institutes of Health	Biomechanics	Applied Research	\$2,194,693
Dept of Education	Office of Financial Support & Scholarships	Student Aid/Traineeship/Student Assistance	\$9,220,042
	Subtotal		\$11,414,735
	Total amount of all Grants under \$1,000,000		\$3,410,809
	Total Grants for the Quarter		\$14,825,544

Contracts \$400,000 and over

<u>Grantor</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u> \$
		Subtotal	\$0
		Total amount of Contracts under \$400,000	\$998,542
		Total Contracts for the Quarter	\$998,542



BOARD OF REGENTS AGENDA ITEM SUMMARY

Business and Finance

June 20, 2024

AGENDA ITEM: Report on Gifts, Grants, Contracts and Bequests
University of Nebraska Office of the President

Review
 Review + Action
 Action
 Discussion

This is a report required by Regents' policy.

PRESENTERS: David Jackson, Vice Provost
Jeffrey P. Gold, Executive Vice President & Provost

PURPOSE & KEY POINTS

University of Nebraska Office of the President
Report of Gifts, Grants, Contracts and Bequests Accepted During the Quarter
January 1, 2024, through March 31, 2024

Description	Gifts	Grants	Bequests	Contracts	Totals
	A	B	C	D	
07/01/2023 – 09/30/2023	\$0	\$4,472,001	\$0	\$137,696	\$4,609,697
10/01/2023 – 12/31/2023	\$0	\$0	\$0	\$8,684	\$8,684
01/01/2024 – 03/31/2024	\$0	\$2,002,064	\$0	\$0	\$2,002,064
04/01/2024 – 06/30/2024	\$0	\$0	\$0	\$0	\$0
Fiscal YTD Totals	<u>\$0</u>	<u>\$6,474,065</u>	<u>\$0</u>	<u>\$146,380</u>	<u>\$6,620,445</u>
2022-2023 Totals	<u>\$0</u>	<u>\$6,011,748</u>	<u>\$0</u>	<u>\$3,051,959</u>	<u>\$9,063,704</u>
2021-2022 Totals	<u>\$0</u>	<u>\$6,359,238</u>	<u>\$0</u>	<u>\$90,643</u>	<u>\$6,449,881</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

UNIVERSITY OF NEBRASKA OFFICE OF THE PRESIDENT
 REPORT OF AWARDS
 WHICH REQUIRE SEPARATE ITEMIZATION
 ACCEPTED DURING THE QUARTER January 1, 2024 – March 31, 2024

Gifts/Bequests \$100,000 and over

<u>Donor</u>	<u>Purpose</u>	<u>Amount</u>
	Subtotal	\$0
	Total amount of Gifts under \$100,000	\$0
	Total Gifts for the Quarter	\$0

Grants \$1,000,000 and over

<u>Grantor</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u>
Learning Community of Douglas/Sarpy Co	Buffett Early Childhood Institute (BECI)	Early Childhood Plan Agreement	\$1,941,790
	Subtotal		\$1,941,790
	Total amount of all Grants under \$1,000,000		\$60,274
	Total Grants for the Quarter		\$2,002,064

Contracts \$400,000 and over

<u>Grantor</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u>
	Subtotal		\$0
	Total amount of Contracts under \$400,000		\$0
	Total Contracts for the Quarter		\$0



BOARD OF REGENTS AGENDA ITEM SUMMARY

Business and Finance

June 20, 2024

AGENDA ITEM: Quarterly Capital Construction Report

Review **Review + Action** **Action** **Discussion**

This is a report required by Regents' policy.

PRESENTERS: Chris J. Kabourek, Senior VP | CFO

PURPOSE & KEY POINTS

This is a summary report of projects included in the Quarterly Capital Construction Report required by state statute. Inclusion in the report commences with Board of Regents approval and ends one year following substantial completion.

The report fulfills the requirements of RP-6.3.2.e and RP-6.3.6.4 and contains the campus and project name, designer and contractor, contracting method, contract status, stage of construction, and approved budget categories for the period ending March 31, 2024.

University of Nebraska Quarterly Status Report
Board of Regents Approved Capital Construction Projects

As of March 31, 2024

KEARNEY

Calvin T. Ryan Library LB384 Renovation

BoR Schedule Dates		Contracts							Approved Budget		
Project Approved:	10/8/2021	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$18,738,000	
Construction Start:	6/1/2022		DLR Group Inc.	2/2/2022	\$2,207,300	1	\$35,750	A/E Selection	Non Construction:	\$6,262,000	
Construction End Date:	7/31/2024	8/9/2024	MCL Construction	3/1/2022	\$19,192,145	1	\$539,610	CM at Risk Selection	Total Project Cost:	\$25,000,000	
Phase:	Construction									% funds expended:	66%
									Funding Source		
									State Funds LB384	\$25,000,000	
									Total Funding	\$25,000,000	

Douglas A. Kristensen Rural Health Education Complex

BoR Schedule Dates		Contracts							Approved Budget		
Project Approved:	8/11/2022	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$69,643,000	
Construction Start:	9/30/2023		RDG Planning & Design	6/16/2023	\$5,338,300			A/E Selection	Non Construction:	\$25,357,000	
Construction End Date:	7/31/2025	12/31/2025	MCL Construction	1/31/2023	\$63,925,000			CM at Risk Selection	Total Project Cost:	\$95,000,000	
Phase:	Construction									% funds expended:	13%
									Funding Source		
									Federal	\$60,000,000	
									Private/Trust	\$35,000,000	
									Total Funding	\$95,000,000	

New Fraternity and Sorority Life (FSL) Housing

BoR Schedule Dates		Contracts							Approved Budget		
Project Approved:	2/12/2021	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$28,302,000	
Construction Start:	5/1/2021		BWBR Architects Inc.	7/21/2021	\$1,949,250	1	\$436,800	A/E Selection	Non Construction:	\$4,344,000	
Construction End Date:	5/31/2023	11/7/2023	Sampson Construction Co., Inc.	7/6/2021	\$27,779,580	3	(\$151,563)	CM at Risk Selection	Total Project Cost:	\$32,646,000	
Phase:	Warranty									% funds expended:	96%
									Funding Source		
									Campus Funds	\$32,646,000	
									Total Funding	\$32,646,000	

Warner Hall LB384/LB309 Renovation

BoR Schedule Dates		Contracts							Approved Budget		
Project Approved:	12/3/2021	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$5,869,927	
Construction Start:	9/30/2022		Wilkins Architecture Design	11/30/2021	\$388,750			A/E Four Year Consultant	Non Construction:	\$755,073	
Construction End Date:	11/30/2024	1/6/2024	Central Contracting Corporation	9/16/2022	\$5,888,000	3	\$198,681	Low Responsible Bid	Total Project Cost:	\$6,625,000	
Phase:	Construction									% funds expended:	94%
									Funding Source		
									State Funds LB384	\$5,650,000	
									State Funds LB309	\$475,000	
									Campus Funds	\$500,000	
									Total Funding	\$6,625,000	

University of Nebraska Quarterly Status Report
Board of Regents Approved Capital Construction Projects

As of March 31, 2024

LINCOLN

Agricultural Hall HVAC and Fire Sprinkler								Approved Budget			
BoR Schedule Dates		Contracts									
Project Approved:	2/9/2024	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$5,151,068	
Construction Start:	7/3/2023		Alvine & Assoc	7/7/2023	\$252,000	1	\$24,500	A/E Four Year Consultant	Non Construction:	\$609,003	
Construction End Date:	5/17/2024	5/20/2024	BIC Construction LLC	7/3/2023	\$3,620,000	7	\$26,052	Low Responsible Bid	Total Project Cost:	\$5,760,071	
Phase:	Construction									% funds expended:	55%
									Funding Source		
									State Funds LB384	\$5,760,071	
									Total Funding	\$5,760,071	

Andrews Hall Air Handling Unit Replacement								Approved Budget			
BoR Schedule Dates		Contracts									
Project Approved:	12/2/2022	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$5,116,231	
Construction Start:	5/22/2023		Farris Engineering Inc.	11/22/2021	\$360,500	1	\$43,000	A/E Four Year Consultant	Non Construction:	\$902,469	
Construction End Date:	5/17/2024		Farris Engineering Inc.	11/22/2021	\$45,310			A/E Four Year Consultant	Total Project Cost:	\$6,018,700	
Phase:	Construction									% funds expended:	84%
									Funding Source		
									State Funds LB384	\$6,018,700	
									Total Funding	\$6,018,700	

Architecture Complex LB384 Renovation								Approved Budget			
BoR Schedule Dates		Contracts									
Project Approved:	4/8/2022	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$23,411,940	
Construction Start:	11/30/2022		HDR Architecture, Inc	8/25/2022	\$1,130,000	2	\$383,500	A/E Selection	Non Construction:	\$2,938,060	
Construction End Date:	8/31/2023	8/16/2024	The Whiting-Turner Contracting Co	10/31/2022	\$22,258,271			CM at Risk Selection	Total Project Cost:	\$26,350,000	
Phase:	Construction									% funds expended:	56%
									Funding Source		
									Private/Trust	\$2,006,119	
									State Funds LB384	\$24,343,881	
									Total Funding	\$26,350,000	

Carolyn Pope Edwards Hall, formerly Mabel Lee Hall Replacement Building (LB957)								Approved Budget			
BoR Schedule Dates		Contracts									
Project Approved:	6/1/2017	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$36,450,000	
Construction Start:	1/31/2020		Sinclair, Hille & Associates, Inc.	10/12/2017	\$2,450,000	3	\$361,776	A/E Selection	Non Construction:	\$9,550,000	
Construction End Date:	11/30/2021	8/8/2022	Hausmann Construction, Inc.	2/4/2020	\$28,541,600	16	\$1,377,211	Low Responsible Bid	Total Project Cost:	\$46,000,000	
Phase:	Construction									% funds expended:	95%
									Funding Source		
									Private/Trust	\$6,000,000	
									State Appropriations	\$40,000,000	
									Total Funding	\$46,000,000	

University of Nebraska Quarterly Status Report
Board of Regents Approved Capital Construction Projects

As of March 31, 2024

LINCOLN

Feedlot Innovation Center at ENREEC								Approved Budget		
BoR Schedule Dates	Contracts									
Project Approved:	6/23/2022	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$7,128,400
Construction Start:	9/30/2022	5/15/2024	Settje Agri-Services & Engineering	7/20/2021	\$4,967,019	3	\$1,965,557	Design-Build	Non Construction:	\$371,600
Construction End Date:	9/30/2023								Total Project Cost:	\$7,500,000
Phase:	Construction								% funds expended:	83%
								Funding Source		
								Private/Trust	\$7,500,000	
								Total Funding	\$7,500,000	

Kiewit Hall, Phase 2 College of Engineering Building								Approved Budget		
BoR Schedule Dates	Contracts									
Project Approved:	10/25/2019	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$97,852,100
Construction Start:	3/31/2021		Clark & Enersen, Inc.	5/13/2020	\$5,700,000	5	\$570,753	A/E Selection	Non Construction:	\$17,147,900
Construction End Date:	11/30/2023	1/10/2024	Kiewit Bldg Group Inc	10/19/2020	\$94,319,131	7	\$745,146	CM at Risk Selection	Total Project Cost:	\$115,000,000
Phase:	Construction								% funds expended:	92%
								Funding Source		
								Private/Trust	\$115,000,000	
								Total Funding	\$115,000,000	

Kimball Recital Hall LB384 Renovation								Approved Budget		
BoR Schedule Dates	Contracts									
Project Approved:	12/3/2021	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$13,807,281
Construction Start:	8/31/2022		Quinn Evans Architects Inc.	4/27/2022	\$1,048,500	5	\$67,220	A/E Selection	Non Construction:	\$2,266,684
Construction End Date:	8/31/2024	2/7/2025	Sampson Construction Co., Inc.	9/11/2023	\$12,980,882	7	(\$145,055)	Low Responsible Bid	Total Project Cost:	\$16,073,965
Phase:	Construction								% funds expended:	38%
								Funding Source		
								State Funds LB384	\$16,073,965	
								Total Funding	\$16,073,965	

Lied Center for Performing Arts Renovation and Addition								Approved Budget		
BoR Schedule Dates	Contracts									
Project Approved:	12/3/2021	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$19,488,000
Construction Start:	6/30/2022		HDR Architecture, Inc	12/12/2022	\$238,710			A/E Selection	Non Construction:	\$6,012,000
Construction End Date:	8/31/2024		HDR Architecture, Inc	8/31/2023	\$2,086,442			A/E Selection	Total Project Cost:	\$25,500,000
Phase:	Design Development		Architectural Wall Systems LLC	10/16/2023	\$89,193				% funds expended:	14%
		2/28/2024	The Whiting-Turner Contracting Co	12/13/2022	\$1,865,791			CM at Risk Selection	Funding Source	
								Other	\$25,500,000	
								Total Funding	\$25,500,000	

University of Nebraska Quarterly Status Report
Board of Regents Approved Capital Construction Projects

As of March 31, 2024

LINCOLN

Memorial Stadium Improvement Project								Approved Budget			
BoR Schedule Dates	Contracts										
Project Approved:	10/5/2023	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$31,050,000	
Construction Start:			HDR Architecture, Inc *	4/7/2023	\$5,988,843			A/E Selection	Non Construction:	\$14,400,000	
Construction End Date:			Kiewit Building Group Inc	12/3/2023	\$1,800,000			CM at Risk Selection	Total Project Cost:	\$45,450,000	
Phase:	Schematic Design									% funds expended:	16%
								Funding Source			
								Campus Funds	\$45,450,000		
								Total Funding	\$45,450,000		

*Contract amount includes Feasibility Study

Morrill Hall LB384 Renovation								Approved Budget			
BoR Schedule Dates	Contracts										
Project Approved:	12/3/2021	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$7,948,500	
Construction Start:	3/31/2022		Kenneth Hahn Architects	3/21/2022	\$700,000			A/E Four Year Consultant	Non Construction:	\$1,316,500	
Construction End Date:	12/31/2023	7/9/2024	Rogge General Contractors, Inc.	4/24/2023	\$5,946,500	4	\$433,200	Low Responsible Bid	Total Project Cost:	\$9,265,000	
Phase:	Construction									% funds expended:	63%
								Funding Source			
								State Funds LB384	\$9,265,000		
								Total Funding	\$9,265,000		

Neihardt Center LB384 Renovation								Approved Budget			
BoR Schedule Dates	Contracts										
Project Approved:	8/11/2022	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$6,115,648	
Construction Start:	12/31/2022		DLR Group Inc.	1/10/2023	\$1,962,000	3	(\$311,872)	A/E Selection	Non Construction:	\$1,884,352	
Construction End Date:	5/31/2024	6/1/2024	Sampson Construction Co., Inc.	3/6/2023	\$4,970,660			CM at Risk Selection	Total Project Cost:	\$8,000,000	
Phase:	Construction									% funds expended:	65%
								Funding Source			
								State Funds LB384	\$8,000,000		
								Total Funding	\$8,000,000		

North Stadium Expansion								Approved Budget			
BoR Schedule Dates	Contracts										
Project Approved:	10/25/2019	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$134,338,613	
Construction Start:	4/30/2021		Bahr Vermeer & Haecker	6/23/2020	\$9,282,700	8	\$1,254,707	A/E Selection	Non Construction:	\$30,661,387	
Construction End Date:	4/30/2023	8/31/2023	Hausmann Construction, Inc.	6/26/2020	\$124,456,531			CM at Risk Selection	Total Project Cost:	\$165,000,000	
Phase:	Construction									% funds expended:	88%
								Funding Source			
								Revenue Bonds	\$50,000,000		
								Private/Trust	\$115,000,000		
								Total Funding	\$165,000,000		

University of Nebraska Quarterly Status Report
Board of Regents Approved Capital Construction Projects

As of March 31, 2024

LINCOLN

Outdoor Track Replacement								Approved Budget		
BoR Schedule Dates	Contracts									
Project Approved:	2/7/2020	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$13,865,000
Construction Start:	3/31/2020		Clark & Enersen, Inc.	11/5/2019	\$675,000	1	\$129,000	A/E Four Year Consultant	Non Construction:	\$2,635,000
Construction End Date:	3/31/2021	1/1/2021	Nemaha Landscape Const.	10/27/2020	\$263,000	2	\$60,725	Low Responsible Bid	Total Project Cost:	\$16,500,000
Phase: Warranty		1/17/2022	Nemaha Landscape Const.	2/3/2021	\$1,816,750	4	(\$641,000)	Low Responsible Bid	% funds expended:	77%
		5/4/2022	Nemaha Landscape Const.	5/4/2021	\$7,299,210	9	\$443,346	Low Responsible Bid	Funding Source	
		1/13/2024	Nemaha Landscape Const.	5/2/2023	\$1,562,800	2	\$100,524	Low Responsible Bid	Private/Trust	\$16,500,000
									Total Funding	\$16,500,000

Pershing Military & Naval Science Building LB384 Renovation								Approved Budget		
BoR Schedule Dates	Contracts									
Project Approved:	12/3/2021	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$8,785,000
Construction Start:	3/31/2022		HDR Architecture, Inc	9/22/2022	\$134,000	1	\$599,950	A/E Four Year Consultant	Non Construction:	\$1,891,000
Construction End Date:	12/31/2023	6/6/2025	BIC Construction LLC	11/22/2023	\$6,739,000	1	\$457,000	Low Responsible Bid	Total Project Cost:	\$10,676,000
Phase: Construction									% funds expended:	12%
									Funding Source	
									State Funds LB384	\$10,212,000
									Campus Funds	\$464,000
									Total Funding	\$10,676,000

Scott Engineering Center Renovation & Link Replacement (LB957 & LB384)								Approved Budget		
BoR Schedule Dates	Contracts									
Project Approved:	8/3/2018	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$70,040,000
Construction Start:	6/30/2019		RDG Schutte Wilscam Birge Inc.	12/11/2018	\$5,651,000	5	\$605,000	A/E Selection	Non Construction:	\$9,916,000
Construction End Date:	9/30/2022	6/12/2024	Hausmann Construction, Inc.	12/12/2018	\$64,370,750	6	\$546,366	CM at Risk Selection	Total Project Cost:	\$79,956,000
Phase: Construction									% funds expended:	92%
									Funding Source	
									State Appropriations	\$72,000,000
									Private/Trust	\$5,456,000
									State Funds LB384	\$2,500,000
									Total Funding	\$79,956,000

Westbrook Music Building LB384 Replacement Project								Approved Budget		
BoR Schedule Dates	Contracts									
Project Approved:	12/3/2021	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$66,410,923
Construction Start:	5/31/2023		Sinclair, Hille & Associates, Inc.	4/20/2022	\$4,999,900	1	\$73,400	A/E Selection	Non Construction:	\$14,646,000
Construction End Date:	5/31/2025	7/24/2025	Hausmann Construction, Inc.	9/9/2022	\$51,290,246			CM at Risk Selection	Total Project Cost:	\$81,056,923
Phase: Construction									% funds expended:	31%
									Funding Source	
									State Funds LB384	\$78,056,923
									Private/Trust	\$3,000,000
									Total Funding	\$81,056,923

University of Nebraska Quarterly Status Report
Board of Regents Approved Capital Construction Projects

As of March 31, 2024

MEDICAL CENTER

Campus Heating Hot Water Expansion (LB384)

BoR Schedule Dates		Contracts						Approved Budget	
Project Approved:		Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:
	3/11/2022								\$13,938,500
Construction Start:	4/30/2021		Farris Engineering	4/25/2022	\$696,800			4 Year Agreement	Non Construction:
Construction End Date:	10/31/2024		SYS-Kool LLC	6/27/2022	\$1,047,710				Total Project Cost:
Phase:	Construction		Kiewit Building Group	1/11/2023	\$7,694,888			CMR Selection Process	% funds expended:
									73.18%
									Funding Source
									LB 384
									\$14,940,600
									Total Funding
									\$15,000,000

COD Building Modernization (LB384)

BoR Schedule Dates		Contracts						Approved Budget	
Project Approved:		Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:
	6/23/2022								\$10,433,004
Construction Start:	8/1/2023		Pact Studio, Inc.	7/8/2022	\$136,478			A/E Consultant Selection	Non Construction:
Construction End Date:	5/1/2025		Hausmann Construction	1/4/2023	TBD			CMR Selection Process	Total Project Cost:
Phase:	Design								% funds expended:
									27.85%
									Funding Source
									LB 384
									\$14,000,000
									Total Funding
									\$14,000,000

Munroe Meyer Institute-J.P. Lord Demolition & Site Prep

BoR Schedule Dates		Contracts						Approved Budget	
Project Approved:		Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:
	2/11/2022								\$5,775,114
Construction Start:	3/14/2022		Kiewit Building Group Inc.	2/17/2022	\$4,707,542	1	\$950,696	Low Responsible Bid	Non Construction:
Construction End Date:	6/30/2023								Total Project Cost:
Phase:	Construction								% funds expended:
									96%
									Funding Source
									Total Funding
									\$7,016,864

MSB AHU Replacement (LB384)

BoR Schedule Dates		Contracts						Approved Budget	
Project Approved:		Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:
	10/21/2021								\$9,048,500
Construction Start:	4/30/2021		McCarthy Building Companies	4/17/2023	\$8,143,789			CMR Selection Process	Non Construction:
Construction End Date:	5/31/2024								Total Project Cost:
Phase:	Construction								% funds expended:
									75.69%
									Funding Source
									LB 384
									\$9,960,400
									Total Funding
									\$10,000,000

University of Nebraska Quarterly Status Report
Board of Regents Approved Capital Construction Projects

As of March 31, 2024

MEDICAL CENTER

Saddle Creek Campus Administrative Facility (LB384)

BoR Schedule Dates		Contracts							Approved Budget	
Project Approved:	6/23/2022	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$13,628,923
Construction Start:	TBD		Tetrad & Goldenrod	TBD	\$0			Developer Led	Non Construction:	\$4,371,078
Construction End Date:	TBD								Total Project Cost:	\$18,000,000
Phase: Design									% funds expended:	26.5%
									Funding Source	
									LB 384	\$18,000,000
									Total Funding	\$18,000,000

Saddle Creek Campus Public Improvements (ILP)

BoR Schedule Dates		Contracts							Approved Budget	
Project Approved:	2/11/2022	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$10,530,900
Construction Start:	4/1/2023		Olsson, FHU, Benesch	2/15/2022	\$2,445,947			A/E Consultant Selection	Non Construction:	\$7,469,100
Construction End Date:	11/30/2024		Valley Corporation	2/3/2023	\$7,443,526			Low Responsible Bid	Total Project Cost:	\$18,000,000
Phase: Design									% funds expended:	54%
									Funding Source	
									ILP	\$18,000,000
									Total Funding	\$18,000,000

University of Nebraska Quarterly Status Report
Board of Regents Approved Capital Construction Projects

As of March 31, 2024

OMAHA

Durham Science Center LB384 Renovation

BoR Schedule Dates		Contracts						Approved Budget			
Project Approved:	10/25/2019	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$28,879,100	
Construction Start:	3/15/2022		Clark & Enersen, Inc.	7/19/2021	\$2,075,000	2	\$12,455	A/E Consultant Selection	Non Construction:	\$6,120,900	
Construction End Date:	4/30/2024	5/13/2024	McCarthy Building Companies	8/17/2021	\$27,800,000	12	\$929,557	CM at Risk Selection	Total Project Cost:	\$35,000,000	
Phase:	Warranty									% funds expended:	88%
										Funding Source	
										State Funds LB384	\$15,000,000
										Private/Trust	\$20,000,000
										Total Funding	\$35,000,000

Health and Kinesiology Building LB384 Renovation for REACH

BoR Schedule Dates		Contracts						Approved Budget			
Project Approved:	8/11/2022	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$8,650,000	
Construction Start:	12/31/2022		RDG Planning & Design	9/6/2022	\$691,991			A/E Consultant Selection	Non Construction:	\$1,350,000	
Construction End Date:	8/31/2024	9/27/2024	Boyd Jones Construction	12/12/2022	\$7,418,599			CM at Risk Selection	Total Project Cost:	\$10,000,000	
Phase:	Construction									% funds expended:	38%
										Funding Source	
										State Funds LB384	\$10,000,000
										Total Funding	\$10,000,000

Roskens Hall LB384 Renovation for the STEM TRAIL

BoR Schedule Dates		Contracts						Approved Budget			
Project Approved:	8/11/2022	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$4,311,400	
Construction Start:	11/30/2022		Holland Basham Architects	9/2/2022	\$280,000			A/E Consultant Selection	Non Construction:	\$688,600	
Construction End Date:	1/31/2024	5/31/2024	McCarthy Building Companies, Inc	12/5/2022	\$4,143,808			CM at Risk Selection	Total Project Cost:	\$5,000,000	
Phase:	Construction									% funds expended:	79%
										Funding Source	
										State Funds LB384	\$5,000,000
										Total Funding	\$5,000,000



BOARD OF REGENTS AGENDA ITEM SUMMARY

Business and Finance

June 20, 2024

AGENDA ITEM: Annual Report of Six-Year Capital Plan

Review

Review + Action

Action

Discussion

This is a report required by Regents' policy.

PRESENTERS: Doug Carlson, AVP & Director of University Services

PURPOSE & KEY POINTS

This report identifies the forecast capital projects that may begin in the coming fiscal year or the succeeding two or three years. The report consists of the campuses' highest priority projects, regardless of funding sources, for which they anticipate funding in the next six years.

BACKGROUND INFORMATION

RP-6.3.6 Capital Planning and Development specifies the Six Year Capital Plan will be reported annually.

University of Nebraska
Six-Year Capital Plan
As of May 1, 2024

University of Nebraska at Kearney		Funding Source	
Next Fiscal Year	Project Estimate	State Funding	Non-State Funding
Rural Health Education Complex	\$ 95,000,000	\$ 60,000,000	\$ 35,000,000
Facilities Services	\$ 2,000,000	TBD	TBD
Total	\$ 97,000,000	\$ 60,000,000	\$ 35,000,000
Next 3 years			
Cushing Fieldhouse HVAC Upgrade	\$ 3,600,000	TBD	TBD
Bruner Hall of Science Remodel	\$ 36,600,000	TBD	TBD
College of Education Roof Replacement	\$ 1,200,000	TBD	TBD
Total	\$ 235,400,000	\$ 120,000,000	\$ 70,000,000
Beyond 3 years			
Copeland Hall Infrastructure Upgrades	\$ 17,400,000	TBD	TBD
Fine Arts Infrastructure Upgrades	\$ 29,650,000	TBD	TBD
West Center Infrastructure Upgrades	\$ 37,650,000	TBD	TBD
Total	\$ 84,700,000	\$ -	\$ -
UNK 6-Year Total	\$ 417,100,000	\$ 120,000,000	\$ 70,000,000

University of Nebraska-Lincoln		Funding Source	
Next Fiscal Year	Estimate	State Funding	Non-State Funding
Stadium Renovations	TBD		TBD
USDA Facility Phase I at NIC ³	\$ 20,000,000		\$ 20,000,000
CCUP Chiller Retrofit/Upgrade	\$ 7,000,000		TBD
Lied Center Expansion and Renovation	\$ 33,000,000		\$ 33,000,000
2100 Vine Street Development ³	TBD		
Total	\$ 60,000,000	\$ -	\$ 53,000,000
Next 3 years			
Ruth Staples Child Development Lab	\$ 20,000,000		\$ 20,000,000
Museums - Elephant Hall Renovation	\$ 15,000,000		\$ 15,000,000
Ag Tech Facility at NIC	\$ 50,000,000	\$ 25,000,000	\$ 25,000,000
CTES - Chiller Expansion	TBD	TBD	TBD
Engineering - School of Computing	TBD	TBD	TBD
Miscellaneous Demotion (Seaton, Benton, Fairfield)	TBD	TBD	TBD
Total	\$ 85,000,000	\$ 25,000,000	\$ 60,000,000
Beyond 3 years			
Beadle II	\$ 150,000,000	TBD	TBD
Food Industry Complex Teaching Spaces	\$ 17,000,000	TBD	TBD
Greater Nebraska Projects	\$ 7,500,000	TBD	TBD
City Campus Hot Water Loop, Phase I	\$ 12,000,000	TBD	TBD
Water Science Laboratory Building Replacement	\$ 5,000,000	TBD	TBD
Life Sciences Annex Mechanical Improvements	\$ 5,300,000	TBD	TBD
Parking Garage	\$ 28,000,000	TBD	TBD
Agronomy & Horticulture (AHG3) - Greenhouse 3	\$ 9,125,000	TBD	TBD
USDA Facility Phase II at NIC ³	\$ 120,000,000	\$ -	TBD
Dairy Barn of the Future	\$ 19,000,000	TBD	TBD
Memorial Mall	\$ 12,500,000	\$ -	\$ 12,500,000
Museums - Nebraska Hall Specimen Collection Relocation	TBD		
Kauffman Expansion	TBD		
Neihardt Renovations	TBD		
Selleck Replacement	TBD		
Love Library Expansion	TBD		
Whittier Auditorium Renovation	TBD		
East Campus Greenhouses & Plant Growth Facilities	TBD		
ANSC/Loeffel Meat Lab	TBD		
University Operations Relocation	TBD		
Miscellaneous Demolition (Old Student Health Center)	TBD		
Engineering Phase 3 - PKI Renovation and Expansion ¹	TBD		
Total	\$ 385,425,000	\$ -	\$ 12,500,000
UNL 6-Year Total	\$ 530,425,000	\$ 25,000,000	\$ 125,500,000

Nebraska College of Technical Agriculture		Funding Source	
Beyond 3 years	Estimate	State Funding	Non-State Funding
Facilities Improvements	\$ 5,000,000	TBD	TBD
NCTA Student Union & Success Center	\$ 12,000,000	\$ -	\$ 12,000,000
West Dormitory and Cafeteria Renovation/Replacement	TBD	TBD	TBD
Total	\$ 17,000,000	\$ -	\$ 12,000,000

University of Nebraska
Six-Year Capital Plan
As of May 1, 2024

University of Nebraska Medical Center		Funding Source	
Next Fiscal Year	Estimate	State Funding	Non-State Funding
Next 3 years			
Eppley Science Hall Modernization	\$ 60,000,000	\$ 60,000,000	
Thermal Storage Tank	\$ 65,000,000		
Western Nebraska Healthcare Center of Excellence	\$ 8,000,000		\$ 8,000,000
Student Housing	\$ 65,942,189	\$ 65,942,189	
Omaha Health Sciences Education Complex	\$ 100,000,000	\$ 20,000,000	\$ 80,000,000
Total	\$ 298,942,189	\$ 145,942,189	\$ 88,000,000
Beyond 3 years			
Central Utilities Plant Boiler Replacements	\$ 10,000,000		
Campus Parking Expansion	\$ 10,000,000		
College of Dentistry Growth	TBD		
Relocation of ARS/GMP Facility	TBD		
Research Building	TBD		
Total	\$ 20,000,000	\$ -	\$ -
UNMC 6-Year Total	\$ 318,942,189	\$ 145,942,189	\$ 88,000,000

University of Nebraska at Omaha		Funding Source	
Next Fiscal Year	Estimate	State Funding	Non-State Funding
Peter Kiewit Institute Renovation and Expansion	\$100-115 M	TBD	TBD
Student Housing	TBD		
Total	\$115 - 135 M	\$ -	\$ -

Next 3 years			
Alwine Hall Renovation/Replacement	TBD		
Total	\$ -	\$ -	\$ -

Beyond 3 years			
Bak Museum	TBD		
Biomechanical Research Building 2nd Addition	TBD		
Child Care	TBD		
Communication Center	TBD		
ECO	TBD		
Eppley Administration Building Renovation (MEP)	TBD		
Renovation and Addition to CPACS	TBD		
Weber Fine Arts Renovation & Addition	TBD		
West Center Campus Athletics Development	TBD		
Total	\$ -	\$ -	\$ -
UNO 6-Year Total	\$115 - 135 M	\$ -	\$ -

Footnotes:

- ¹ Physical Location on Other Campus
- ² Public - Private Partnership
- ³ Private Development on Leased University Property



BOARD OF REGENTS AGENDA ITEM SUMMARY

June 20, 2024

AGENDA ITEM: Report on revisions to rules and regulations for faculty and student self-government organizations: UNMC McGoogan Health Sciences Library faculty bylaws

Review **Review + Action** **Action** **Discussion**

This is a report required by Regents' policy.

PRESENTERS: Stacia Palser, Interim Corporation Secretary

PURPOSE & KEY POINTS

Consistent with the *Bylaws* and operating procedures of the Board, revisions to the Bylaws of the UNMC McGoogan Health Sciences Library faculty have been filed with the Corporation Secretary since the last meeting of the Board.

These changes are available for inspection in the Office of the Corporation Secretary.

BACKGROUND INFORMATION

Section 1.2 of the *Bylaws of the Board of Regents* states, "In any case where any officer, group, or agency has been authorized by these *Bylaws* to adopt rules or regulations, such rules or regulations, before they may be effective, shall be:

- (1) considered by the officer, group, or agency at a public hearing held after giving reasonable advance public notice thereof.
- (2) reviewed and approved by the General Counsel for consistency with these Bylaws and applicable policies, laws, and regulations; and
- (3) filed with the Corporation Secretary for report to the Board.

UNIVERSITY OF NEBRASKA MEDICAL CENTER MCGOOGAN HEALTH SCIENCES
LIBRARY

STRUCTURE, RULES, AND REGULATIONS OF THE FACULTY

June 10, 2024

ARTICLE I. GOVERNANCE AND ADMINISTRATION

Section 1: The Faculty

The Faculty of the McGoogan Health Sciences Library (here-in-after referred to as the “Faculty”) shall be charged with participation in governance responsibilities for the McGoogan Health Sciences Library (here-in-after referred to as the “Library”). The immediate government of the Library shall be by its own faculty. Without limiting the generality of the foregoing statement, such power shall include adoption of attendance rules. The Faculty will also participate in governance of the Library through the Collaborative Governance Committees functioning under direction of the Dean of the McGoogan Health Sciences Library.

1. Officers.

The Chair of the Faculty shall be the Library Dean. The Vice-Chair shall be an elected member of the Faculty.

2. Members.

The members of the Faculty shall be Professors, Associate Professors, Assistant Professors, and Instructors, whose primary academic appointments are in the Library. For the purposes of this document, individuals with adjunct and courtesy appointments (here-in-after referred to as “Volunteer Faculty”) are not considered members of the Faculty. Individuals with Emeritus Faculty appointments are considered non-voting members of the Faculty.

3. Meetings.

Meetings of the Faculty shall be held as necessary to conduct the business of the Faculty of the Library. All members of the Faculty shall attend meetings. Volunteer and Emeritus Faculty have the option to attend meetings. ~~Additional~~ Meetings may be called by the Dean or by any member of the Faculty upon the transmission of a written request to the Dean. Meetings are chaired by the Vice-Chair of the Library Faculty or Chair of the Library Faculty.

4. Procedural Authority.

Procedural authority for Library Faculty meetings is Robert’s Rules of Order or an agreed alternative that assists in moderating meetings and supporting decision making.

5. Quorum.

The presence of a majority of the total faculty membership with voting privileges shall constitute a quorum for any actions requiring a vote. For the purposes of this document, "presence" shall include members physically present and members using two-way, real-time communication technology. Emeritus and Volunteer Faculty are not included in quorum calculations.

6. Voting.

If a quorum is present, a majority vote of members present shall control all actions.

If a quorum is not present, a vote may be taken by electronic ballot issued to all faculty with voting privileges. For votes taken in this manner, a majority vote of the total faculty membership with voting privileges shall control all actions.

In any case, Emeritus and Volunteer Faculty do not vote and are not included in voting calculations.

7. Duties and Responsibilities of the Faculty.

The Faculty shall:

- a. Advance the mission and vision of the McGoogan Health Sciences Library.
- b. Implement the strategic initiatives of the Library.
- c. Implement the policies and procedures of the Library.
- d. Propose and promote programs and activities of the Library.
- e. Participate in academic governance of the Library.
- f. Support the collective interests of the Library.
- g. Periodically review, amend, and approve the Structure, Rules and Regulations of the McGoogan Health Sciences Library.
- h. Comply with all policies and procedures of the Library and the University of Nebraska Medical Center.

Section 2: Vice-Chair of the Faculty

1. Duties and Responsibilities of the Vice-Chair of the Faculty.

The Vice-Chair of the Library shall:

- a. Preside over meetings.

- b. Prepare the agenda for Faculty meetings in consultation with the Chair.
 - c. Present the agenda to Faculty at least seven days prior to meetings.
 - d. Designate a member of the Faculty to keep meeting minutes.
 - e. Ensure that meeting minutes are presented to Faculty for review and shared with all library staff.
 - f. Advise the Dean on matters pertaining to Faculty.
2. Terms and Election of Vice-Chair.
- a. The Vice-Chair shall be elected by the Faculty from nominations submitted by the Nominating Committee.
 - b. The Vice-Chair shall serve for a period of one year from July 1.
 - c. The Vice-Chair may be re-elected for additional terms not exceeding a total of two consecutive years.

Section 3. Dean of the Library

1. Duties and Responsibilities of the Dean of the Library.

The Dean of the Library shall:

- a. Preside over meetings in the absence of the Vice-Chair.
- b. Be responsible to the Chancellor, President and Board of Regents for providing leadership and management of the Library to ensure it fulfills its mission, vision, and strategic goals.
- c. Serve as the primary ambassador for the Faculty to the UNMC campus, the University of Nebraska President and Board of Regents, the University of Nebraska Foundation and other regional and national entities, serving both to provide information, and to advocate on behalf of the Library.
- d. Provide routine communication, clear expectations, guidance, feedback, support, and recognition. The Dean ensures the accountability of personnel in meeting the goals of the Library, as well as in providing effective administration for programs.
- e. Serve as the chief strategist in leading the Library to develop a shared vision and strategy for advancement, through maintenance of current knowledge of trends in libraries, engagement in network-building activities at the national level, development of the administrative infrastructure necessary for the advancement of the Library, and the promotion of a culture of collegiality and support.

f. Function as the chief financial officer for the Library by ensuring the operational stability and fiscal solvency of the Library and its constituent departments through oversight and management of the Library budget, and procurement of resources necessary to secure these outcomes, as well as the achieve new strategic initiatives for advancing the Library within the budgetary constraints of the Library.

g. Keep the Faculty apprised of the accomplishments and progress of the Library in achieving its purpose and goals.

h. Establish, manage and expand as necessary the relationships between the Faculty and external entities.

i. Provide through Library Administration, the necessary administrative support to the Faculty, and Standing and Special Committees, to ensure the successful accomplishment of the respective governance functions.

Section 4: Collaborative Governance Committees.

There shall be two categories of committees: Standing Committees and Special Committees.

1. Standing Committees.

The Library shall maintain the following Standing Committees:

- Faculty Promotion and Continuous Appointment Committee (as required by Board of Regents)
- Nominating Committee

a. Membership. Members may be recommended by the Faculty and shall be appointed by the Dean.

b. Terms of Membership. Membership shall be for a one-year term. A member shall be eligible for no more than two consecutive terms. The chair of the committee may be appointed for a variable term.

c. Duties and Responsibilities of the Standing Committees. The Standing Committees shall carry out all duties and responsibilities including but not limited to those set forth in Appendix A.

2. Special Committees. Special committees may be recommended by the Faculty and will be created by the Dean.

a. Membership. Members may be recommended by the Faculty and shall be appointed by the Dean.

b. Terms of Membership. Individuals who are appointed to a Special Committee will retain their membership until the Special Committee charge(s) has been completed or withdrawn.

c. Duties and Responsibilities of the Special Committees. Special Committees study and resolve specific problems, issues, or proposals not within the prerogative of existing Standing Committees. Specific duties will be included in a charge from the Dean.

ARTICLE VII. AMENDMENTS

The "Structure, Rules and Regulations of the Faculty" of the McGoogan Health Sciences Library may be amended at any regular or special meeting of the Faculty. Any proposed amendment must be provided to each voting member at least thirty days in advance of the meeting. Such communications may be electronic and shall constitute due notice of an impending vote on the Amendment. Amendments shall become effective when reviewed by the Chancellor of the Medical Center, the President of the University of Nebraska, and reported to the University of Nebraska Board of Regents.

ARTICLE III. APPROVALS

These Rules and Regulations supersede all previous Rules and Regulations, and shall become effective in accordance with the process immediately described above.

Adopted by the Library Faculty, October 6, 1978.
Approved by the Board of Regents, November 10, 1978
Adopted by the Library Faculty, February 8, 2006
Approved by the Board of Regents, April 21, 2006
Adopted by the Library Faculty, May 31, 2016
Accepted by the Board of Regents, July 22, 2016

APPENDIX A

Collaborative Governance Committees

1. Faculty Promotion and Continuous Appointment Committee.

The Faculty Promotion and Continuous Appointment Committee is responsible for evaluating faculty for promotion and/or tenure in accordance with established guidelines and procedures and submitting recommendations to the Dean based on evaluation results. The committee is responsible to develop, modify as appropriate, and disseminate the Library's faculty evaluation process and metrics, and make recommendations to the Dean for faculty development.

2. Nominating Committee.

The Nominating Committee shall consist of two members of the Faculty appointed by the Dean who shall also designate the Chair of the Committee. Appointment shall be made by July 1. Members serve for one year starting July 1 of each year and ending June 30 of the following year. The Nominating Committee shall prepare a slate of candidates for Vice-Chair. The Vice-Chair shall be elected by a ballot by March 31. The Nominating Committee will report the results of the election at the next Faculty meeting.

Lincoln, Nebraska
April 19, 2024

The Board of Regents of the University of Nebraska met on April 19, 2024, at 9:00 a.m. in the Boardroom at Varner Hall, 3835 Holdrege Street, Lincoln, Nebraska, in a publicly convened session, the same being open to the public and having been preceded by advanced publicized notice, a copy of which is attached to the minutes of this meeting as Attachment 1 (page 297).

In compliance with the provisions of Neb. Rev. Stat. § 84-1411, printed notice of this meeting was sent to each member of the Board and was posted in the first-floor lobby of Varner Hall. In addition, copies of such notice were sent to the Lincoln Journal Star, Omaha World-Herald, The Daily Nebraskan, the Gateway, the Antelope, the Kearney Hub, and the Lincoln office of the Associated Press on April 12, 2024.

Regents present:

Timothy Clare (joined at 10:30 a.m.)
Paul Kenney, Vice Chair
Robert Schafer, Chair
Jim Scheer
Jack Stark
Barbara Weitz
Kathy Wilmot
Temo Molina, University of Nebraska at Kearney
Paul Pechous, University of Nebraska-Lincoln
Katie Schultis, University of Nebraska Medical Center
Hakim Lotoro, University of Nebraska at Omaha

Regents absent:

Elizabeth O'Connor

University officials present:

Christopher J. Kabourek, Interim President
Jeffrey P. Gold, Executive Vice President and Provost; and
Chancellor, University of Nebraska Medical Center
Philip J. Bakken, Corporation Secretary
Rodney D. Bennett, Chancellor, University of Nebraska-Lincoln
Joanne Li, Chancellor, University of Nebraska at Omaha
Douglas A. Kristensen, Chancellor, University of Nebraska at Kearney
Michael J. Boehm, Vice President for Agriculture and Natural Resources
Stacia L. Palser, Vice President and General Counsel

I. CALL TO ORDER

II. ROLL CALL

The Board convened at 9:01 a.m. Attendance is indicated above.

Chair Schafer announced the location of the Open Meetings Act in the Boardroom.

III. APPROVAL OF MINUTES AND RATIFICATION OF ACTIONS TAKEN ON MARCH 20, 2024

Motion Moved by Scheer and seconded by Weitz to approve the minutes and ratify the actions of the meeting on March 20, 2024.

Action Student Opinion: Voting Aye: Molina, Pechous, Schultis, and Lotoro. Voting Aye: Kenney, Schafer, Scheer, Stark, Weitz, and Wilmot. Motion carried.

IV. PRESENTATIONS

None.

V. KUDOS

Regent Molina presented a KUDOS award to Shawn Lienemann, Workstation Support Specialist at the University of Nebraska at Kearney.

Regent Pechous presented a KUDOS award to Mindy Liebelt, Outreach Specialist for the Center on Children, Families, and the Law at the University of Nebraska-Lincoln.

Regent Schultis presented a KUDOS award to Amber Hawk, Admissions and Recruitment Director in the College of Pharmacy at the University of Nebraska Medical Center.

Regent Lotoro presented a KUDOS award to Jason Jones, Building Services Manager for the Weitz Community Engagement Center at the University of Nebraska at Omaha.

VI. RESOLUTIONS

Regent Wilmot presented the following resolution:

WHEREAS, Temo Molina has served with distinction as a member of the Board of Regents and President of the Associated Students of the University of Nebraska at Kearney; and,

WHEREAS, Regent Molina's dedicated, trustworthy, and approachable leadership has earned him the trust and respect of students, faculty, and administration; and,

WHEREAS, Regent Molina has provided consistent, measured dedication to the issues facing the University and its students and has fostered quality dialogue between University administration and students; and,

WHEREAS, Regent Molina has broadly represented the students of UNK and has served as an effective advocate, both substantively and descriptively; and,

WHEREAS, Regent Molina professionally approached sensitive topics, namely budget challenges and a robust President Search, and presented these and other issues to the student body with an informed understanding of the difficulties and opportunities; and,

WHEREAS, through his work with UNK Student Government to renew focus on responsible stewardship, direct resources toward student initiatives, and utilize dormant pandemic allocations, Regent Molina was successful in approving funding for student events, campus safety, sustainability promotion, and facilities; and,

WHEREAS, Regent Molina's personal background as a first-generation Latino student allowed him to effectively represent underrepresented students; and,

WHEREAS, Regent Molina has been humbled to hear students tell him that his service, and their witness of him in the role of Student Regent, has given them hope and inspiration to become leaders themselves;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Regents expresses its sincere appreciation for the exemplary contributions of Regent Temo Molina during his term of office and wishes him well in the promising future that awaits him.

Regent Scheer presented the following resolution:

WHEREAS, Paul Pechous has served with distinction as a member of the Board of Regents and as President of the Association of Students of the University of Nebraska (ASUN) for the 2023-2024 term; and,

WHEREAS, the University of Nebraska-Lincoln and the University of Nebraska System has experienced significant changes and challenges throughout the past year, including welcoming a new Chancellor and Vice Chancellors, searching for the next president, facing budgetary deficits, and navigating international conflicts; and,

WHEREAS, Regent Pechous has demonstrated dedication, effective leadership, and unwavering commitment to addressing these challenges and advancing the interests of UNL students and the University community as a whole; and,

WHEREAS, Regent Pechous has exemplified the values of collaboration, transparency, and intentional inclusion in his service on the Board and as President of ASUN, fostering strong partnerships with students, student organizations, administrators, and campus partners; and,

WHEREAS, Regent Pechous has been instrumental in spearheading initiatives aimed at enhancing campus safety, including continuing conversations of offering safe, late-night rides for students, increasing mental health resources through the Green Bandana Project, and improving academic opportunities for students, while also advocating for the financial stability and well-being of ASUN and the University; and,

WHEREAS, Regent Pechous has played a pivotal role in elevating the student voice within the University governance structure, championing collaborative initiatives to empower students and amplify their perspectives in decision-making processes; and,

WHEREAS, Regent Pechous committed to increasing the services offered to students including the creation of a shuttle program between area airports and UNL's campuses before and after breaks; and,

WHEREAS, through thoughtful and effective leadership, Regent Pechous has represented his 24,000 fellow Huskers to the best of his ability;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Regents expresses sincere appreciation for Regent Paul Pechous's dedicated service and effective leadership as a member of the Board and wishes him well in all future endeavors.

Regent Stark presented the following resolution:

WHEREAS, Katie Schultis has served as a member of the Board of Regents and President of the University of Nebraska Medical Center Student Senate during the 2023-2024 term; and,

WHEREAS, Regent Schultis represented herself, her institution, and her fellow students with dignity and integrity during Board meetings and events, and has served as a vocal and unwavering advocate for students throughout UNMC and the University system; and,

WHEREAS, during her time as a student at UNMC, Regent Schultis has held multiple campus leadership roles beyond Student Body President/Regent while balancing the demands of medical school, including serving as a public advocate for the University in person and on multiple media platforms; and,

WHEREAS, Regent Schultis spearheaded a renaissance of school spirit at UNMC, leading initiatives to create an official UNMC mascot (Go Labs!) and school fight song; and,

WHEREAS, the UNMC Student Senate, under her leadership, hosted several college-specific town halls, including the first town hall with the College of Allied Health Professions, to identify common student issues, that the senate worked and continues to work with administration to address; and,

WHEREAS, the UNMC Student Senate, under her leadership, hosted more than 20 student events to foster interdisciplinary interactions and community, and helped fund 22 student organization initiatives and events through BOSS (Benefiting Organizations through Student Senate) proposals; and,

WHEREAS, Regent Schultis is herself a shining example of the talent that can be mined through our University's rural opportunities programs, having come from rural Nebraska, matriculated to the University of Nebraska at Kearney, and then to UNMC through its Kearney Health Opportunities Program or KHOP; she has presented to our Board on rural healthcare and on rural health education tracks; and,

WHEREAS, Regent Schlutis served on the Presidential Search Advisory Committee, playing a key role setting the course of our University's future;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Regents expresses its sincere appreciation for Regent Katie Schultis' dedicated service and effective leadership as a member of the Board and wishes her success in all of her future endeavors.

Regent Weitz presented the following resolution:

WHEREAS, Hakim Lotoro has conscientiously served as a member of the Board of Regents and as President of the University of Nebraska at Omaha Student Government Association for the 2023-2024 term; and,

WHEREAS, during his time as a student at UNO, Regent Lotoro has made it a priority to engage with students from diverse backgrounds, helping to create an environment of shared governance; and,

WHEREAS, in his leadership role as a member of the Board of Regents, Lotoro has formed impactful relationships with his fellow students; and,

WHEREAS, Regent Lotoro, as President, challenged the status quo and elevated valuable insights he gained from his conversations with students to University leadership; and,

WHEREAS, during his tenure, he has taken decisive actions, listened to the concerns of others, and leverage community and campus resources to support various stakeholders in navigating their collegiate experience; and,

WHEREAS, during his term as President, Regent Lotoro led UNO's Student Government Association with confidence by having open conversations with his constituents and ensuring that all people on campus are heard and feel empowered to use their voice; and,

WHEREAS, through a commitment to inclusivity, advocacy, and the desire to make positive change, Regent Lotoro has made impactful strides in supporting the long-term success of UNO and its students, faculty, and staff;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Regents thanks Regent Hakim Lotoro for his time and service to the University of Nebraska and wishes him the best in his future endeavors.

Regent Kenney presented the following resolution:

WHEREAS, Doug Kristensen has served as chancellor of the University of Nebraska at Kearney for 22 years, making him the longest-serving chancellor in the history of the University of Nebraska; and,

WHEREAS, Chancellor Kristensen came to UNK following a distinguished tenure in the Nebraska Legislature, including service as Speaker, and was among the leaders of the successful legislative effort to bring UNK into the University system; and,

WHEREAS, Chancellor Kristensen is a passionate champion for the value of affordable, quality higher education and the vital role the University of Nebraska plays in the growth and success of the state, particularly our rural communities; and,

WHEREAS, Chancellor Kristensen has overseen a dramatic renewal of the UNK campus, including working with University, public, and private partners to develop what will be the largest rural health education center in the country, to be fittingly named in his honor, a transformational initiative that will impact the rural healthcare workforce and quality of life for generations to come; and,

WHEREAS, UNK has experienced significant additional facility upgrades under Chancellor Kristensen’s leadership, including University Village, student housing, the Plambeck Early Childhood Center, athletics investments, the STEM education building, student union and dining facilities, the library, and many more; and,

WHEREAS, Chancellor Kristensen has made it a priority from Day 1 to build strong relationships across UNK and the broader Kearney community and is a well-known and respected leader among students, faculty, staff, and community members alike; and,

WHEREAS, as an alum and lifelong Nebraskan, Chancellor Kristensen “walks the walk” when it comes to the mission and values of the University of Nebraska, having sent both his daughters to the University for a combined five degrees including degrees from every campus in the University system; and,

WHEREAS, both the University of Nebraska and the State of Nebraska have benefited greatly from the leadership, service, and commitment of Chancellor Kristensen and his family;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Regents extends its deepest gratitude to Chancellor Kristensen for a lifetime of devoted public service to the State of Nebraska and wishes him, Terri, and their family all the best in their next chapter.

Regent Schafer presented the following resolution:

WHEREAS, Phil Bakken has served the University of Nebraska for nearly a decade, starting as industry relations coordinator at the University of Nebraska-Lincoln and now as chief of staff and corporation secretary in the Office of the President; and,

WHEREAS, Phil possesses a work ethic, a relentless willpower to get things done, and standards of integrity that are virtually unmatched; and,

WHEREAS, Phil’s encyclopedic knowledge of University policies and history, his intricate understanding of organizational structures, his photographic memory, and his keen ability to use facts and data to drive decisions and change at the highest levels of the University, have been instrumental in the successful tenures of multiple Presidents; and,

WHEREAS, Phil has been a behind-the-scenes but essential player behind almost every major initiative to come out of the President’s Office over the last decade, never seeking credit or recognition but using his singular gifts as both a tactician and visionary to move the University to a higher level of efficiency, excellence, and competitiveness; and,

WHEREAS, Phil brings a whole new meaning to the phrase “other duties as assigned,” as his Varner Hall colleagues have benefited from his extensive skills not only as an executive but also as a handyman, office interior designer, bargain furniture shopper, IT specialist, kitchenette assemblyman, and “fixit guy” in every possible sense of the word; and,

WHEREAS, when everyone says something can’t be done, Phil personally finds a way to prove that it can, in fact, be done; and,

WHEREAS, Phil will leave a lasting impact on the University of Nebraska, benefiting students, faculty, staff, and the institution for many years to come;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Regents expresses its deepest gratitude to Phil Bakken for his selfless service to the University of Nebraska, the Board of Regents, and our state, and wishes him every success in his next adventure at the University of Pittsburgh.

Resolutions Adopted There being no objection, the above resolutions were approved and adopted by the general consent of the Board.

VII. HEARINGS

None.

VIII. PUBLIC COMMENT

David Begley addressed the Board regarding the Medical Center.

Betty Gillespie addressed the Board regarding the UNMC residence hall project.

Frank Delincheck addressed the Board regarding the Carpenters Union.

The Board recessed at 10:33 a.m. and reconvened the open meeting at 10:40 a.m.

IX. PRESIDENT’S REMARKS

Interim President Kabourek shared an update on implementation of the University of Nebraska’s Five-Point Plan.

X. UNIVERSITY CONSENT AGENDA

Motion Moved by Kenney and seconded by Clare to approve all Consent items.

A. ACADEMIC AFFAIRS

X-A-1 President’s Personnel Recommendations.

B. BUSINESS AND FINANCE

X-B-1 Approval of replacement of Baker & Associates, Inc. with JEO Consulting Group, Inc. on the four-year architectural and engineering firms (A/E) term contracts list for May 1, 2022 through April 30, 2026.

Action Student Opinion: Voting Aye: Pechous, Schultis, Lotoro, and Molina. Voting Aye: Schafer, Scheer, Stark, Weitz, Wilmot, Clare, and Kenney. Motion carried.

XI. UNIVERSITY ADMINISTRATIVE AGENDA

A. ACADEMIC AFFAIRS

- Motion Moved by Weitz and seconded by Scheer to approve items XI-A-1 through XI-A-5.
- XI-A-1 Approval to establish the Bachelor of Science (BS) in Media Studies Comprehensive to be administered by the Department of Communication in the College of Arts and Sciences at UNK.
- XI-A-2 Approval to transition the Bachelor of Arts (BA) and the Bachelor of Science (BS) in Journalism to the proposed BS in Media Studies Comprehensive at UNK.
- XI-A-3 Approval to transition the Bachelor of Arts (BA) and the Bachelor of Science (BS) in Advertising and Public Relations to the proposed BS in Media Studies Comprehensive at UNK.
- XI-A-4 Approval to transition the Bachelor of Arts (BA) and the Bachelor of Science (BS) in Sports Communications to the proposed BS in Media Studies Comprehensive at UNK.
- XI-A-5 Approval to transition the Bachelor of Arts (BA) and the Bachelor of Science (BS) in Multimedia to the proposed BS in Media Studies Comprehensive at UNK.
- Action Student Opinion: Voting Aye: Schultis, Lotoro, Molina, and Pechous. Voting Aye: Schafer, Scheer, Stark, Weitz, Wilmot, Clare, and Kenney. Motion carried.
- Motion Moved by Clare and seconded by Wilmot to approve item XI-A-6.
- XI-A-6 Approval to transition the Doctor of Juridical Sciences (JSD) in Space Law in the College of Law at UNL.
- Action Student Opinion: Voting Aye: Lotoro, Molina, Pechous, and Schultis. Voting Aye: Scheer, Stark, Weitz, Wilmot, Clare, Kenney, and Schafer. Motion carried.
- Motion Moved by Kenney and seconded by Stark to approve items XI-A-7 through XI-A-8.
- XI-A-7 Approval to transition the Bachelor of Science (BS) in Applied Climate Science to the Climate Science option within the BS in Environmental Studies offered by the School of Natural Resources in the College of Agricultural Sciences and Natural Resources at UNL.
- XI-A-8 Approval to transition the Bachelor of Science (BS) in Water Science to the Water Science option within the BS in Environmental Studies offered by the School of Natural Resources in the College of Agricultural Sciences and Natural resources at UNL.
- Action Student Opinion: Voting Aye: Molina, Pechous, Schultis, and Lotoro. Voting Aye: Stark, Weitz, Wilmot, Clare, Kenney, Schafer, and Scheer. Motion carried.
- Motion Moved by Scheer and seconded by Clare to approve item XI-A-9.
- XI-A-9 Approval to transition the Master of Science (MS) in Veterinary Science to a specialization within the MS in Applied Science offered by the College of Agricultural Sciences and Natural Resources at UNL.
- Action Student Opinion: Voting Aye: Pechous, Schultis, Lotoro, and Molina. Voting Aye: Weitz, Wilmot, Clare, Kenney, Schafer, Scheer, and Stark. Motion carried.

- Motion Moved by Kenney and seconded by Weitz to approve item XI-A-10.
- XI-A-10 Approval to eliminate the National Center for Research in Economic Education administered by the College of Business at UNL.
- Action Student Opinion: Voting Aye: Schultis, Lotoro, Molina, and Pechous. Voting Aye: Wilmot, Clare, Kenney, Schafer, Scheer, Stark, and Weitz. Motion carried.
- Motion Moved by Scheer and seconded by Clare to approve item XI-A-11.
- XI-A-11 Approval to transition the Certificate Program in Community Oriented Primary Care offered by the College of Public Health at UNMC.
- Action Student Opinion: Voting Aye: Lotoro, Molina, Pechous, and Schultis. Voting Aye: Clare, Kenney, Schafer, Scheer, Stark, Weitz, and Wilmot. Motion carried.
- Motion Moved by Wilmot and seconded by Scheer to approve item XI-A-12.
- XI-A-12 Approval to transition the Bachelor of Science (BS) in Medicine administered by the Colleges of Medicine and Allied Health Professions at UNMC.
- Action Student Opinion: Voting Aye: Molina, Pechous, Schultis, and Lotoro. Voting Aye: Kenney, Schafer, Scheer, Stark, Weitz, Wilmot, and Clare. Motion carried.
- Motion Moved by Lotoro and seconded by Schultis to approve items XI-A-13 through XI-A-18.
- XI-A-13 Approval to transition the Doctor of Philosophy (PhD) in Biochemistry and Molecular Biology to the Interdisciplinary Graduate Program in Biomedical Sciences (IGBPS) offered through Graduate Studies at UNMC.
- XI-A-14 Approval to transition the Doctor of Philosophy (PhD) in Cancer Research to the Interdisciplinary Graduate Program in Biomedical Sciences (IGBPS) offered through Graduate Studies at UNMC.
- XI-A-15 Approval to transition the Doctor of Philosophy (PhD) in Cellular and Integrative Physiology to the Interdisciplinary Graduate Program in Biomedical Sciences (IGBPS) offered through Graduate Studies at UNMC.
- XI-A-16 Approval to transition the Doctor of Philosophy (PhD) in Genetics, Cell Biology, and Anatomy to the Interdisciplinary Graduate Program in Biomedical Sciences (IGBPS) offered through Graduate Studies at UNMC.
- XI-A-17 Approval to transition the Doctor of Philosophy (PhD) in Pathology and Microbiology to the Interdisciplinary Graduate Program in Biomedical Sciences (IGBPS) offered through Graduate Studies at UNMC.
- XI-A-18 Approval to transition the Doctor of Philosophy (PhD) in Pharmacology and Experimental Neuroscience to the Interdisciplinary Graduate Program in Biomedical Sciences (IGBPS) offered through Graduate Studies at UNMC.

Action Student Opinion: Voting Aye: Pechous, Schultis, Lotoro, and Molina. Voting Aye: Schafer, Scheer, Stark, Weitz, Wilmot, Clare, and Kenney. Motion carried.

B. BUSINESS AND FINANCE

Motion Moved by Clare and seconded by Scheer to approve item XI-B-1.

XI-B-1 Authorization of Phase 2 Design Services from HDR for the Memorial Stadium Renovation Project.

Action Student Opinion: Voting Aye: Schultis, Lotoro, Molina, and Pechous. Voting Aye: Schafer, Scheer, Stark, Weitz, Wilmot, Clare, and Kenney. Motion carried.

Motion Moved by Kenney and seconded by Clare to approve item XI-B-2.

XI-B-2 Approval to permit alcohol sales at Haymarket Park for University events.

Action Student Opinion: Voting Aye: Lotoro, Molina, Pechous, and Schultis. Voting Aye: Scheer, Stark, Clare, Kenney, and Schafer. Voting Nay: Weitz and Wilmot. Motion carried.

Motion Moved by Clare and seconded by Wilmot to approve item XI-B-3.

XI-B-3 Approval to name the Go Big Facility the “Osborne Legacy Complex” after Tom Osborne.

Action Student Opinion: Voting Aye: Molina, Pechous, Schlutis, and Lotoro. Voting Aye: Stark, Weitz, Wilmot, Clare, Kenney, Schafer, and Scheer. Motion carried.

Motion Moved by Kenney and seconded by Scheer to approve item XI-B-4.

XI-B-4 Approval of budget increase and acceptance of private donation for the Architecture Complex Phase 2 Renovation at UNL.

Action Student Opinion: Voting Aye: Pechous, Schultis, Lotoro, and Molina. Voting Aye: Weitz, Wilmot, Clare, Kenney, Schafer, Scheer, and Stark. Motion carried.

Motion Moved by Clare and seconded by Lotoro to approve item XI-B-5.

XI-B-5 Approval to name the new wing on the north side of Architecture Hall the “HDR Pavilion” at UNL.

Action Student Opinion: Voting Aye: Schultis, Lotoro, Molina, and Pechous. Voting Aye: Wilmot, Clare, Kenney, Schafer, Scheer, Stark, and Weitz. Motion carried.

Motion Moved by Stark and seconded by Wilmot to approve item XI-B-6.

XI-B-6 Approval of the amended and restated Interlocal Cooperation Agreement with Sarpy County for the Forensic Psychiatry Fellowship at UNMC.

Action Student Opinion: Voting Aye: Lotoro, Molina, Pechous, and Schultis. Voting Aye: Clare, Kenney, Schafer, Scheer, Stark, Weitz, and Wilmot. Motion carried.

- Motion Moved by Lotoro and seconded by Scheer to approve item XI-B-7.
- XI-B-7 Approval of first amendment to the Interlocal Cooperation Agreement with the City of Omaha relating to Project Health.
- Action Student Opinion: Voting Aye: Molina, Pechous, Schultis, and Lotoro. Voting Aye: Kenney, Schafer, Scheer, Stark, Weitz, Wilmot, and Clare. Motion carried.
- Motion Moved by Scheer and seconded by Pechous to approve item XI-B-8.
- XI-B-8 Approval of ground lease with Koelbel & Co. and GreenSlate for development of a parking garage at UNMC.
- Action Student Opinion: Voting Aye: Pechous, Schultis, Lotoro, and Molina. Voting Aye: Schafer, Scheer, Stark, Weitz, Wilmot, Clare, and Kenney. Motion carried.
- Motion Moved by Stark and seconded by Schultis to approve item XI-B-9.
- XI-B-9 Approval of funding allocation for project planning phase of Project Health.
- Action Student Opinion: Voting Aye: Schultis, Lotoro, Molina, and Pechous. Voting Aye: Schafer, Scheer, Stark, Weitz, Wilmot, Clare, and Kenney. Motion carried.
- Motion Moved by Scheer and seconded by Stark to approve item XI-B-10.
- XI-B-10 Approval of standard Guaranteed Maximum Price (GMP) contract for the Campus Operations and Research Excellence (CORE) Building at UNMC.
- Action Student Opinion: Voting Aye: Lotoro, Molina, Pechous, and Schultis. Voting Aye: Scheer, Stark, Weitz, Wilmot, Clare, Kenney, and Schafer. Motion carried.
- Motion Moved by Schultis and seconded by Scheer to approve item XI-B-11.
- XI-B-11 Approval of Program Statement for the Residence Hall project at UNMC.
- Action Student Opinion: Voting Aye: Molina, Pechous, Schultis, and Lotoro. Voting Aye: Stark, Weitz, Wilmot, Clare, Kenney, Schafer, and Scheer. Motion carried.
- Motion Moved by Stark and seconded by Kenney to approve item XI-B-12.
- XI-B-12 Approval to name the Ice Rank at Baxter Arena the “Michael Kemp Ice Rink” at UNO and waiver of the restriction on naming in honor of a current University employee as set forth in Regents Policy 6.2.7(4)(b).
- Action Student Opinion: Voting Aye: Pechous, Schultis, Lotoro, and Molina. Voting Aye: Weitz, Wilmot, Clare, Kenney, Schafer, Scheer, and Stark. Motion carried.

C. REPORTS

- XI-C-1 Report on renaming the UNO Center for Afghanistan Studies to the UNO Center for Afghanistan and Regional Studies in the International Programs Department.

- XI-C-2 Report on renaming the Master of Science (MS) in Genetics, Cell Biology, and Anatomy to the MS in Molecular Genetics and Cell Biology at UNMC.
- XI-C-3 Report on renaming the Master of Science (MS) in Pathology and Microbiology to the MS in Immunology, Pathology, and Infectious Diseases at UNMC.
- XI-C-4 Report on dissolution of the joint Juris Doctorate (JD)-Master of Public Health (MPH) offering at UNL and UNMC.
- XI-C-5 Quarterly Personnel Report for October, November, and December 2023.
- XI-C-6 Report on naming the outdoor space west of the Arts and Sciences Building the “Bowen Family Student Patio” at UNO.
- XI-C-7 Report on Bids and Contracts.
- XI-C-8 Report on Gifts, Grants, Contracts, and Bequests.
- XI-C-9 Quarterly Report on Capital Construction.
- XI-C-10 Semi-Annual Report on Licenses.
- XI-C-11 Report on Lease Guarantee for National Strategic Research Institute (NSRI) Maryland Facility.

Chair Schafer accepted the reports on behalf of the Board.

The Board recessed at 12:12 p.m. and reconvened the open meeting at 12:28 p.m.

XII. CLOSED SESSION

Motion Moved by Wilmot and seconded by Weitz that the Board go into closed session as authorized by Neb. Rev. Stat. § 84-1410 of the Revised Statutes of Nebraska for the protection of the public interest, and to prevent needless injury to the reputation of persons who have not requested a public hearing, for the purpose of holding a discussion limited to the following subjects:

- Confidential personnel matters involving the search and selection of the President of the University of Nebraska; and
- Personnel matters involving members of the university staff.

Action Student Opinion: Voting Aye: Schultis, Lotoro, Molina, and Pechous. Voting Aye: Wilmot, Clare, Kenney, Schafer, Scheer, Stark, and Weitz. Motion carried.

Chair Schafer declared that the closed session would be strictly limited to a discussion of:

- Confidential personnel matters involving the search and selection of the President of the University of Nebraska; and
- Personnel matters involving members of the university staff.

The Board went into closed session at 12:30 p.m. and reconvened the open meeting at 12:58 p.m.

XIII. ADJOURNMENT

There being no further business, the meeting was adjourned by Chair Schafer at 12:58 p.m.

Respectfully submitted,

Philip J. Bakken
Corporation Secretary

Robert M. Schafer
Chair of the Board



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 19, 2024 at 9:00 a.m. in the Boardroom at 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 at Varner Hall, 3835 Holdrege Street, Lincoln, Nebraska and at <https://nebraska.edu/regents/agendas-minutes>.

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

Dated: April 12, 2024

Philip J. Bakken, Corporation Secretary
Board of Regents of the University of Nebraska

NOTE: The April 19 Board agenda will not include consideration of the appointment of Jeffrey P. Gold, M.D., as president of the University of Nebraska. Dr. Gold is currently undergoing the statutorily required 30-day public vetting period. The Board cannot consider Dr. Gold's appointment until after the 30-day vetting period concludes. Thus, the Board may convene a meeting to consider Dr. Gold's appointment on or after April 20.

Lincoln, Nebraska
April 26, 2024

The Board of Regents of the University of Nebraska met on April 26, 2024, at 1:00 p.m. in the Boardroom at Varner Hall, 3835 Holdrege Street, Lincoln, Nebraska, in a publicly convened session, the same being open to the public and having been preceded by advanced publicized notice, a copy of which is attached to the minutes of this meeting as Attachment 1 (page 300).

In compliance with the provisions of Neb. Rev. Stat. § 84-1411, printed notice of this meeting was sent to each member of the Board and was posted in the first-floor lobby of Varner Hall. In addition, copies of such notice were sent to the Lincoln Journal Star, Omaha World-Herald, The Daily Nebraskan, the Gateway, the Antelope, the Kearney Hub, and the Lincoln office of the Associated Press on April 21, 2024.

Regents present:

Timothy Clare
Paul Kenney, Vice Chair
Elizabeth O'Connor
Robert Schafer, Chair
Jim Scheer
Jack Stark
Barbara Weitz
Kathy Wilmot
Temo Molina, University of Nebraska at Kearney
Paul Pechous, University of Nebraska-Lincoln
Katie Schultis, University of Nebraska Medical Center
Hakim Lotoro, University of Nebraska at Omaha (joined at 1:02 p.m.)

University officials present:

Philip J. Bakken, Corporation Secretary

I. CALL TO ORDER

II. ROLL CALL

The Board convened at 1:00 p.m. Attendance is indicated above.

Chair Schafer announced the location of the Open Meetings Act in the Boardroom.

III. PUBLIC COMMENT

None.

IV. ADMINISTRATIVE AGENDA

A. ACADEMIC AFFAIRS

Motion Moved by Schafer and seconded by Scheer to approve item IV-A-1.

IV-A-1 Appointment of Jeffrey P. Gold, M.D. as President of the University of Nebraska and approval of key contractual terms.

Action Student Opinion: Voting Aye: Molina, Pechous, Schultis, and Lotoro. Voting Aye: Kenney, O'Connor, Schafer, Scheer, Stark, Weitz, and Clare. Voting Nay: Wilmot. Motion carried.

V. ADJOURNMENT

There being no further business, the meeting was adjourned by Chair Schafer at 1:23 p.m.

Respectfully submitted,

Philip J. Bakken
Corporation Secretary

Robert M. Schafer
Chair of the Board



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 26, 2024 at 1:00 p.m. in the Boardroom at 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 at Varner Hall, 3835 Holdrege Street, Lincoln, Nebraska and at <https://nebraska.edu/regents/agendas-minutes>.

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

Dated: April 21, 2024

Philip J. Bakken, Corporation Secretary
Board of Regents of the University of Nebraska



Office of the Corporation Secretary
Varner Hall | 3835 Holdrege Street | Lincoln, NE 68583-0745 | 402.472.3906
nebraska.edu