

**AGENDA**  
**THE BOARD OF REGENTS**  
**OF THE UNIVERSITY OF NEBRASKA**  
**Varner Hall, 3835 Holdrege Street**  
**Lincoln, Nebraska 68583-0745**  
**Thursday, June 22, 2023**  
**9:00 a.m.**

- I. CALL TO ORDER
- II. ROLL CALL
- III. APPROVAL OF MINUTES AND RATIFICATION OF ACTIONS TAKEN ON MAY 31, 2023
- IV. PRESENTATIONS
  - InternNE Update
    - *Sandra Reding, President, Aksarben Foundation*
    - *Dan Curran, Executive Director, InternNE*
- V. KUDOS
  - Patty Seevers, University of Nebraska at Kearney*
  - Brent Johnson, University of Nebraska-Lincoln*
  - Peggy Moore, University of Nebraska Medical Center*
  - Aaron Krueger, University of Nebraska at Omaha*
- VI. RESOLUTIONS
- VII. HEARINGS
  - Amendments to Section 2.2 and Section 2.8 of the *Bylaws of the Board of Regents* relating to authority and responsibilities of the President of the University
- 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, X-A-1
    - 2. Approve the academic program reviews report required by the Nebraska Coordinating Commission for Postsecondary Education (CCPE) and approve forwarding of the program review reports to the CCPE, Addendum X-A-2
    - 3. Approve the monitoring reports as required by Neb. Rev. Stat. § 85-1414(5) and the Coordinating Commission for Postsecondary Education (CCPE) and approve forwarding of the monitoring reports to the CCPE, Addendum X-A-3

- B. BUSINESS AND FINANCE
  - 1. Approve Guaranteed Maximum Price (GMP) Contract for Rural Health Education Building at UNK, Addendum X-B-1
  - 2. Ratification of Standard Form Construction Agreement for audio/visual components for the North Stadium Expansion Project at UNL, Addendum X-B-2

XI. UNIVERSITY ADMINISTRATIVE AGENDA

A. ACADEMIC AFFAIRS

University of Nebraska at Kearney

- 1. Approve the transition of the Bachelor of Arts (BA) in Education, Psychology 7-12 Teaching Subject Endorsement administered by the College of Arts and Sciences at UNK, Addendum XI-A-1
- 2. Approve the transition of the Bachelor of Arts (BA) in Art History administered by the Department of Art and Design in the College of Arts and Sciences at UNK, Addendum XI-A-2

University of Nebraska-Lincoln

- 3. Approve the transition of the Bachelor of Science (BS) in Food Technology for Companion Animals within the College of Agricultural Sciences and Natural Resources at UNL, Addendum XI-A-3
- 4. Approve the transition of the Bachelor of Science (BS) in Horticulture and the BS in Turfgrass and Landscape Management administered by the College of Agricultural Sciences and Natural Resources at UNL into the existing BS in Plant and Landscape Systems, Addendum XI-A-4
- 5. Academic Freedom and Tenure Committee Report Recommending the Termination of a Faculty Member's Continuous Appointment, Addendum XI-A-5

University of Nebraska Medical Center

- 6. Approve establishment of the Center for Drug Design and Innovation in the College of Pharmacy at UNMC, Addendum XI-A-6
- 7. Approve creation of the Doctor of Medical Science (DMSc) within the College of Allied Health Professions at UNMC, Addendum XI-A-7

B. BUSINESS AND FINANCE

Operating Budget

- 1. Approve the Fund B, University Program and Facilities Fee (UPFF) 2023-24 Allocation for UNK, Addendum XI-B-1
- 2. Approve the Fund B, University Program and Facilities Fee (UPFF) 2023-24 Allocation for UNL, Addendum XI-B-2
- 3. Approve the Fund B, University Program and Facilities Fee (UPFF) 2023-24 Allocation for UNMC, Addendum XI-B-3
- 4. Approve the Fund B, University Program and Facilities Fee (UPFF) 2023-24 Allocation for UNO, Addendum XI-B-4
- 5. Approve the FY2023-24 Operating Budget and 2023-24 tuition rates for the University of Nebraska System, Addendum XI-B-5
- 6. Approve the FY2023-24 Operating Budget and 2023-24 tuition rates for the Nebraska College of Technical Agriculture, Addendum XI-B-6

University of Nebraska System

- 7. Approve the selection of third-party administrators for the University's medical and pharmacy insured benefit plans, Addendum XI-B-7
- 8. Approve the renewal of FM Global Property Insurance policy for the period July 1, 2023 to July 1, 2024, Addendum XI-B-8

University of Nebraska-Lincoln

9. Approve request to permit alcohol sales at Memorial Stadium for Volleyball Day in Nebraska event on August 30, 2023 at UNL, Addendum XI-B-9

University of Nebraska Medical Center

10. Approve Memorandum of Understanding (MOU) between the Nebraska State Patrol Crime Laboratory and the UNMC Human DNA Identification Laboratory relating to forensic DNA casework data, Addendum XI-B-10

C. EXECUTIVE

1. Approve amendments to Section 2.2 and Section 2.8 of the *Bylaws of the Board of Regents* relating to authority and responsibilities of the President of the University, Addendum XI-C-1

D. REPORTS

1. Report on expedited approval of Graduate Certificate in Entomology in the Department of Entomology in the College of Agricultural Sciences and Natural Resources at UNL, Addendum XI-D-1
2. Report on renaming the Ph.D. in Geography to the Ph.D. in Global Integrative Studies in the College of Arts and Sciences at UNL, Addendum XI-D-2
3. Report on expedited approval of Graduate Certificate in Urban Leadership in the School of Public Administration in the College of Public Affairs and Community Services at UNO, Addendum XI-D-3
4. Report on renaming the Center for Biosecurity, Biopreparedness, and Emerging Infectious Diseases (CBBEID) to the Center for Preparedness and Emergency Response Solutions (CPERS) in the College of Public Health at UNMC, Addendum XI-D-4
5. Annual Program Monitoring Reports, Addendum XI-D-5
6. Report on Current List of Professional Post-Baccalaureate Programs, Addendum XI-D-6
7. Report on Student, Laboratory, and Miscellaneous Fees for Academic Year 2023-2024, Addendum XI-D-7
8. Quarterly Personnel Reports for Q1: January, February, and March 2023, Addendum XI-D-8
9. Report on Spring 2023 Enrollment, XI-D-9
10. Report on Five-Year Strategy Accountability Measures, Addendum XI-D-10
11. Report on naming of the football locker room in the new Go BIG facility the "Frank Solich Locker Room" at UNL, Addendum XI-D-11
12. Intermediate Design Report for Neihardt Center LB384 Renovation at UNL, Addendum XI-D-12
13. Report on emergency extension of Memorandum of Understanding (MOU) between the Nebraska State Patrol Crime Laboratory and the UNMC Human DNA Identification Laboratory relating to forensic DNA casework data, Addendum XI-D-13
14. Intermediate Design Report for Health and Kinesiology LB384 Renovation for REACH project at UNO, 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 Queue, Addendum XI-D-18
19. Report on Student Health Insurance Policy, Addendum XI-D-19

XII. ADDITIONAL BUSINESS

**X. UNIVERSITY CONSENT AGENDA**

**A. ACADEMIC AFFAIRS**

1. President's Personnel Recommendations, X-A-1
2. Approve the academic program reviews report required by the Nebraska Coordinating Commission for Postsecondary Education (CCPE) and approve forwarding of the program review reports to the CCPE, Addendum X-A-2
3. Approve the monitoring reports as required by Neb. Rev. Stat. § 85-1414(5) and the Coordinating Commission for Postsecondary Education (CCPE) and approve forwarding of the monitoring reports to the CCPE, Addendum X-A-3

**B. BUSINESS AND FINANCE**

1. Approve Guaranteed Maximum Price (GMP) Contract for Rural Health Education Building at UNK, Addendum X-B-1
2. Ratification of Standard Form Construction Agreement for audio/visual components for the North Stadium Expansion Project at UNL, Addendum X-B-2



## **The President's Personnel Recommendations**

Meeting Date: June 22, 2023

**REVISED**  
Addendum X-A-1

### **New Appointments**

#### University of Nebraska-Lincoln

Rodney D. Bennett, Chancellor (Special), University of Nebraska-Lincoln and Vice President (Special), University of Nebraska; effective 07/01/2023; \$720,000, FY, 1.00 FTE.

#### University of Nebraska Medical Center

Gerard Kugel, Dean (Special) and Professor (Continuous), College of Dentistry; effective 08/14/2023; \$375,000, FY, 1.00 FTE.

### **Adjustments**

#### University of Nebraska at Kearney

Paul Twigg, Dean (Special), College of Arts and Sciences and Professor (Continuous), Department of Biology; effective 07/01/2023; \$175,000, FY, 1.00 FTE. Add title of Dean, College of Arts and Sciences effective 07/01/2023 and remove title of Interim Dean, College of Arts and Sciences effective 06/30/2023.

#### University of Nebraska Medical Center

Emily Glenn, Dean (Special) and Professor (Special), McGoogan Health Sciences Library; effective 06/01/2023; \$185,000 (includes \$60,000 annual administrative stipend), FY, 1.00 FTE. Add title of Dean effective 06/01/2023 and remove title of Interim Dean effective 05/31/2023.

#### University of Nebraska at Omaha

Juan Casas, Dean (Special), Graduate Studies; effective 07/01/2023; \$190,000, FY, 1.00 FTE. Add title of Dean effective 07/01/2023 and remove title of Interim Dean effective 06/30/2023.

Neal Grandgenett, Interim Dean (Special), College of Education, Health, and Human Sciences; effective 07/01/2023; \$201,471 (includes \$3,000 monthly administrative stipend), FY, 1.00 FTE. Add title of Interim Dean effective 07/01/2023 and remove title of Associate Dean effective 06/30/2023.

TO: The Board of Regents Addendum X-A-2

Academic Affairs Committee

MEETING DATE: June 22, 2023

SUBJECT: Existing Academic Program Reviews Required by the Nebraska Coordinating Commission for Postsecondary Education (CCPE)

RECOMMENDED ACTION: Approve the Existing Academic Program Reviews Report Required by the CCPE and Approve Forwarding of the Program Review Reports to the CCPE

PREVIOUS ACTION: June 24, 2022 – The Board approved the Academic Program Reviews Report required by the CCPE and the forwarding of the report to the CCPE.

EXPLANATION: The Commission’s review process focuses on degree and credit hour production. Every University program/major is evaluated, on a rotating basis, once every seven years.

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 slated for review has been analyzed using the productivity thresholds established by the CCPE.

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 2024.

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

SPONSORS: Kristen Majocha  
Senior Vice Chancellor for Academic Affairs  
University of Nebraska at Kearney

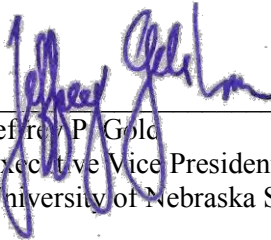
Katherine Ankersen  
Executive Vice Chancellor  
University of Nebraska-Lincoln

Michael Boehm  
Vice Chancellor, Institute of Agriculture and Natural Resources  
University of Nebraska-Lincoln

H. Dele Davies  
Senior Vice Chancellor for Academic Affairs  
University of Nebraska Medical Center

Phil He  
Senior Vice Chancellor for Academic Affairs  
University of Nebraska at Omaha

RECOMMENDED:



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Jeffrey P. Gold  
Executive Vice President and Provost  
University of Nebraska System

DATE:

May 16, 2023

**Summary of 2022-2023 Program Review Results at the University of Nebraska at Kearney (UNK)  
Academic Year 2017/18-2021/22**

<b>UNK Programs</b>	<b>Degree</b>	<b>5-Year Mean of Degrees Granted</b>	<b>Undergraduate Degrees ONLY 5-Year Mean of SCH/ Instructional Faculty FTE</b>	<b>Recommended Action</b>	<b>Appears not to meet numeric CCPE criteria</b>
Business Administration					
Business Administration Comprehensive	BS	83.6		Continuation	
Business Administration	BS	42.6			
	<b>Total</b>		<b>606.0</b>		
Business Administration	MBA	16.8		Continuation	
Criminal Justice					
Criminal Justice	BS	19.0		Continuation	
Criminal Justice Comprehensive	BS	8.4			
	<b>Total</b>		<b>490.5</b>		
Industrial Technology					
Construction Management Comp.	BS	16.8		Continuation	
Industrial Distribution Comp.	BS	23.4			
Industrial Technology	BS	2.4			X
Information Tech & Networking Comp.	BS	6.0			X
Industrial Technology Applied Science	BS	0.0			X
	<b>Total</b>		<b>440.6</b>		
Mathematics					
Math. 6-12 Teaching Field Endorsement	BSE	3.6		Continuation	X
Mathematics Comprehensive	BS	1.6			X
Mathematics	BS/BA	3.6			X
	<b>Total</b>		<b>553.6</b>		

<b>UNK Programs</b>	<b>Degree</b>	<b>5-Year Mean of Degrees Granted</b>	<b>Undergraduate Degrees ONLY 5-Year Mean of SCH/ Instructional Faculty FTE</b>	<b>Recommended Action</b>	<b>Appears not to meet numeric CCPE criteria</b>
Professional Sales and Supply Chain					
Professional Sales	Undergrad. Cert.	1.8		Continuation	
Supply Chain Management	Undergrad. Cert.	0.2			
Software Quality Assurance Certificate	Undergrad. Cert.	0.0		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 at Kearney      **Program:** Business Administration

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 22, 2023
- the governing board's action was: Continuation of the BS in Business Administration

Signed:  \_\_\_\_\_  
(Chief Academic Officer or designated representative)

3-30-23  
(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

Academic Year:	17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Student Credit Hours (SCH)</b>	4271	4826	4957	5656	5531	5048
<b>Faculty Full-time Equivalency (FTE)<sup>1</sup></b>	10	10	10	9	12	10.2
<b>Instructional Full-time Equivalency (FTE)<sup>2</sup></b>	7.34	8.92	9.01	8.41	8.08	8.35
<b>SCH/Faculty FTE<sup>1</sup></b>	427.1	482.6	495.7	628.4	460.9	499
<b>SCH/Instructional Faculty FTE<sup>2</sup></b>	581.9	541.0	550.2	672.5	684.5	606

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Number of Degrees and Awards</b>	BS - Business Administration Comp	96	84	79	69	90	83.6
	BS - Business Administration	36	46	38	51	42	42.6
<i>(list degrees/awards separately)</i>							

\* SCH/Instructional FTE are from the Department of Management undergraduate level, of with Business Administration is a component

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

The Business Administration programs continue to train future business leaders and business professionals within the state and region. Many emphases are available and allow undergraduate students to concentrate their studies in specific areas of interest if desired.

**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 Kearney      **Program:** Business Administration

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 22, 2023
- the governing board's action was: Continuation of the MBA in Business Administration

Signed:       3-30-23  
 (Chief Academic Officer or designated representative)      (Date)

**Evidence of Demand and Efficiency**

**Undergraduate Programs/Coursework (ONLY):**

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

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Number of Degrees and Awards</b>  <i>(list degrees/awards separately)</i>	MBA - Business Administration	15	11	18	23	17	16.8

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

The Business Administration programs continue to train future business leaders and business professionals within the state and region. Support tracks allow graduate students to concentrate their studies in specific areas of interest.



**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 Kearney      **Program:** Criminal Justice

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 22, 2023
- the governing board's action was: Continuation of the BS in Criminal Justice

Signed:  \_\_\_\_\_  
(Chief Academic Officer or designated representative)

3-30-23  
(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

Academic Year:	17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Student Credit Hours (SCH)</b>	2074	2248	2256	2228	2256	2212
<b>Faculty Full-time Equivalency (FTE)<sup>1</sup></b>	6	5	4	4	4	4.6
<b>Instructional Full-time Equivalency (FTE)<sup>2</sup></b>	4.38	4.63	4.33	4.37	4.87	4.52
<b>SCH/Faculty FTE<sup>1</sup></b>	345.7	449.6	564	557	564	496
<b>SCH/Instructional Faculty FTE<sup>2</sup></b>	473.5	485.5	521.0	509.5	463.0	490.5

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Number of Degrees and Awards</b>  <i>(list degrees/awards separately)</i>	BS – Criminal Justice	17	18	16	20	24	19
	BS – Criminal Justice Comprehensive	12	7	10	5	8	8.4

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

The Criminal Justice program continues to be one of the largest programs at UNK. Training students for careers in federal, state, county, and municipal justice systems. While opportunities exist nationwide, most graduates fill law enforcement, judicial, correctional, and private security positions in Nebraska.

\_\_\_\_\_  
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 Kearney      **Program:** Economics

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 22, 2023
- the governing board's action was: BS/BA in Economics has been Discontinued

Signed:       3-30-23  
(Chief Academic Officer or designated representative)      (Date)

### Evidence of Demand and Efficiency

**Undergraduate Programs/Coursework (ONLY):**

Academic Year:	17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Student Credit Hours (SCH)</b>	3840	5483	5176	5220	6297	5203.2
<b>Faculty Full-time Equivalency (FTE)<sup>1</sup></b>	7	14	15	10	12	11.6
<b>Instructional Full-time Equivalency (FTE)<sup>2</sup></b>	6.43	11.19	11.15	9.44	10.96	9.83
<b>SCH/Faculty FTE<sup>1</sup></b>	548.6	391.6	345.1	522.0	524.8	466.4
<b>SCH/Instructional Faculty FTE<sup>2</sup></b>	597.2	490.0	464.2	553.0	574.8	535.8

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Number of Degrees and Awards</b>  <i>(list degrees/awards separately)</i>	BS/BA - Economics	3	2	1	0	2	1.6

\* SCH/Instructional FTE are from the Department of Economics 2017-18 and Department of Accounting, Finance & Economics 2018 forward.

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

The BS/BA of Economics was discontinued with the reorganization of the Economics department, moving to Accounting and Finance in 2018

\_\_\_\_\_  
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 Kearney      **Program:** Industrial Technology

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 22, 2023
- the governing board's action was: Continuation of the BS in Industrial Technology

Signed:   
(Chief Academic Officer or designated representative)

3-30-23  
(Date)

### Evidence of Demand and Efficiency

**Undergraduate Programs/Coursework (ONLY):**

Academic Year:	17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Student Credit Hours (SCH)</b>	4863	4532	4594	4400	4701	4618
<b>Faculty Full-time Equivalency (FTE) <sup>1</sup></b>	10	10	10	12	13	11
<b>Instructional Full-time Equivalency (FTE) <sup>2</sup></b>	12.02	10.82	9.54	9.62	10.20	10.44
<b>SCH/Faculty FTE <sup>1</sup></b>	486.3	453.2	459.4	366.7	361.6	425.4
<b>SCH/Instructional Faculty FTE <sup>2</sup></b>	404.6	418.9	461.5	457.3	460.7	440.6

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Number of Degrees and Awards</b> <i>(list degrees/awards separately)</i>	BS – Construction Management Comp	15	21	8	21	19	16.8
	BS – Industrial Distribution Comp	44	19	11	18	25	23.4
	BS – Industrial Technology	4	3	2	1	2	2.4
	BS – Telecommunications Management Name Change Info Networking Comp	8	9	7	3	3	6
	BS – Industrial Technology Applied Science	0	0	0	0	0	0

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

The programs prepare students for management careers in construction, industrial distribution, and information technology and networking. The industrial distribution program has a national reputation of excellence.

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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).

The BS Industrial Technology is offered as an alternative for students who may prefer a generalized degree option, rather than one with focus in a specific area. The degree does not require any additional resources beyond those needed for the more specialized programs.

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:** Mathematics

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 22, 2023
- the governing board's action was: Continuation of the BA, BS and BSE in Mathematics

Signed:   
(Chief Academic Officer or designated representative)

3-30-23  
(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

Academic Year:	17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Student Credit Hours (SCH)</b>	7088	6258	6039	5711	5358	6090.8
<b>Faculty Full-time Equivalency (FTE)<sup>1</sup></b>	15	14	14	14	12	13.8
<b>Instructional Full-time Equivalency (FTE)<sup>2</sup></b>	11.75	11.58	10.83	10.95	9.83	10.99
<b>SCH/Faculty FTE<sup>1</sup></b>	472.5	447.0	431.4	407.9	446.5	441.1
<b>SCH/Instructional Faculty FTE<sup>2</sup></b>	603.2	540.4	557.7	521.6	545.1	553.6

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Number of Degrees and Awards</b> <i>(list degrees/awards separately)</i>	BSE – Mathematics 6-12 Teaching Field Endorsement	4	3	2	7	2	3.6
	BS – Mathematics Comprehensive	2	1	3	1	1	1.6
	BS/BA – Mathematics	4	2	5	3	4	3.6

**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 course offerings.

\_\_\_\_\_  
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 requires each student seeking a bachelors degree to complete a General Studies component. Math is an important part of the General Studies program.

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

The General Studies program at UNK includes a Foundation Core. Math is part of that core. The courses in this category are designed to develop and demonstrate an understanding of mathematical logic and problem solving using mathematical and statistical methods. Although the number of degrees fall below the threshold, the credit hours per faculty FTE ratio is close to double the threshold required.

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 Kearney      **Program:** Professional Sales & Supply Chain Management Certificate 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 22, 2023
- the governing board's action was: Continuation of the Certificates in Supply Chain Management and Professional Sales

Signed:       4-27-2023  
(Chief Academic Officer or designated representative)      (Date)

### Evidence of Demand and Efficiency

**Undergraduate Programs/Coursework (ONLY):**

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

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Number of Degrees and Awards</b>	CERT Professional Sales	0	0	1	4	4	1.8
	CERT Supply Chain Management	0	0	0	1	0	.2
<i>(list degrees/awards separately)</i>							

**Evidence of Need** (provide a detailed explanation below or attach documentation) The Certificate programs continue to train future business leaders and business professionals within the state and region. More short-term training options are needed for the workforce to adapt to and respond to changes in skills needed.

**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).  
Effective 2018, newly created department of Marketing, Agribusiness and Supply Chain Management, in the College of Business & Technology. Supply Chain Management and Professional Sales Certificates moved to this department.
- Other (detailed explanation). Certificate Programs must be built on current faculty and facility resources. These programs of study are intended to be housed and supported within existing academic units. Courses in certificate programs are typically current courses offered in support of degree programs so the cost is minimal to offer the program for those who desire it.

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

**Institution:** University of Nebraska at Kearney      **Program:** Software Quality Assurance Certificate

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 22, 2023
- the governing board's action was: Continuation of the Certificates in Software Quality Assurance

Signed:       4-27-2023  
(Chief Academic Officer or designated representative)      (Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

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

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Number of Degrees and Awards</b>  <i>(list degrees/awards separately)</i>	CERT Software Quality Assurance	0	0	0	0	0	

**Evidence of Need** (provide a detailed explanation below or attach documentation) The Certificate programs continue to train future business leaders and business professionals within the state and region. More short-term training options are needed for the workforce to adapt to and respond to changes in skills needed.

**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). Certificate Programs must be built on current faculty and facility resources. These programs of study are intended to be housed and supported within existing academic units. Courses in certificate programs are typically current courses offered in support of degree programs so the cost is minimal to offer the program for those who desire it.

**Summary of 2022-2023 Program Review Results at the University of Nebraska-Lincoln (UNL)  
Academic Year 2017/18-2021/22**

<b>UNL Programs</b>	<b>Degree</b>	<b>5-Year Mean of Degrees Granted</b>	<b>Undergraduate Degrees ONLY 5-Year Mean of SCH/ Instructional Faculty FTE</b>	<b>Recommended Action</b>	<b>Appears not to meet numeric CCPE criteria</b>
Accounting	BSBA	135.2	1352.24	Continuation	
	MPA	40.2		Continuation	
Business	MA	13.2		Continuation	
	MBA	133.8			
	PhD	5.4			
Business Administration (Interdepartmental)	BSBA	93.2		Continuation	
Business and Law	BSBA	New		Continuation	
International Business (Interdepartmental/Multi-disciplinary)	BSBA	23.0		Continuation	
Economics	BSBA	56.2		Continuation	
	BA/BS	40.2			
	<b>Total</b>		<b>3093.46</b>		
	MA	1.6		Continuation	X
	PhD	1.4			X

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
Finance - Including Actuarial Science  Finance Actuarial Science Actuarial Science  Finance Actuarial Science Financial Analytics	BSBA	221.6		Continuation	
	BSBA	45.0			
	BA/BS	25.6			
	<b>Total</b>		<b>1495.75</b>		
	MS	New		Continuation	
	MS	5.2			
	Graduate Certificate	New		Continuation	
Management	BSBA	163.8	2033.31	Continuation	
Strategic Innovation & Entrepreneurship	Graduate Certificate	New		Continuation	
Human Resource Management	Graduate Certificate	6.0			
Marketing	BSBA	168.2	2210.05	Continuation	
Sales Excellence	Graduate Certificate	New		Continuation	
Marketing Analytics	Graduate Certificate	New			
Strategic Marketing	Graduate Certificate	New			
Supply Chain Management	BSBA	33.4	1317.56	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
Supply Chain Management and Business Analytics					
Supply Chain Management	MS	New		Continuation	
Business Analytics	MS	16.2			
Business Analytics	Graduate Certificate	18.0			
Supply Chain Analytics	Graduate Certificate	New		Continuation	
Supply Chain Management	Graduate Certificate	8.8			
Mathematics					
	BS	11.4		Continuation	
	BA	68.6			
	<b>Total</b>		<b>2143.13</b>		
	MA	2.6			X
	MS	11.0			
	MAT	14.6		Continuation*	
	MSCT	0.0			X
	PhD	10.8			
Mathematics Education					
Mathematics Education	Graduate Certificate	0.0		Continuation	
Grassland Systems (Interdepartmental)	BS	7.2		Continuation	

\*UNL is planning the elimination of the MSCT in Mathematics.



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
Natural Resource Sciences Fisheries and Wildlife Water Science	BSFW	58.0		Continuation	
	BSWS	6.0			X
	<b>Total</b>		325.4		
	MS	16.2		Continuation	
	PhD	7.4			
Agricultural and Biological Systems Engineering Agricultural Engineering Biological Systems Engineering Agricultural Systems Technology Agricultural and Biological Systems Mechanized Systems Management Biological Engineering	BSAE	16.6		Continuation	
	BSBS	46.2			
	BS	26.0			
	<b>Total</b>		541.02		
	MS	9.2		Continuation	
	MS	1.8			X
	PhD	6.8			
Architectural Engineering and Construction Architectural Engineering Construction Engineering Construction Management	BS	28.8		Continuation	
	BS	8.6			
	BSCM	76.6			
	<b>Total</b>		431.25		

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
Architectural Engineering	MS	3.4		Continuation	X
Architectural Engineering	MAE	27.2			
Construction Engr and Management	MS	3.8			X
Architectural Engineering	PhD	2.6			X
Construction Engr and Management	Graduate Certificate	0.8			
Chemical Engineering	BSCH	38.0	314.6	Continuation	
Chemical and Biomolecular Engineering					
Chemical Engineering	MS	1.6		Continuation	X
Chemical and Biomolecular Engineering	PhD	3.6			
Civil and Environmental Engineering					
Civil Engineering	BSCE	102.0		Continuation	
Environmental Engineering	BS	New			
	<b>Total</b>		<b>546.98</b>		
Civil Engineering	MS	19.4		Continuation	
Environmental Engineering	MS	4.0			X
Civil Engineering	PhD	9.4			
Electrical Engineering					
	BSEE	62.2	398.99	Continuation	
Telecommunications Engineering	MS	7.6		Continuation	
	MS	1.8			X
	PhD	8.8			
Mechanical Engineering	BSME	128.4	638.61	Continuation	

<b>UNL Programs</b>	<b>Degree</b>	<b>5-Year Mean of Degrees Granted</b>	<b>Undergraduate Degrees ONLY 5-Year Mean of SCH/ Instructional Faculty FTE</b>	<b>Recommended Action</b>	<b>Appears not to meet numeric CCPE criteria</b>
Mechanical Engineering and Applied Mechanics	MS	17.4		Continuation	
	PhD	5.8			
Additive Manufacturing	Graduate Certificate	New		Continuation	
Engineering: Interdisciplinary Studies	BS	0.0		Continuation	X
Engineering: Multidisciplinary				Continuation	
Engineering Management	MEM	26.8			
Engineering	PhD	14.8			
Biomedical Engineering	PhD	New			
Engineering Management	Graduate Certificate	1.0		Continuation	
Civic Engagement	Undergrad. Certificate	4.6		Continuation	
Fine and Performing Arts: Interdisciplinary Studies	BA	0.4		Continuation	X

<b>Performance Standards:</b>	<b>Degrees per Year</b>
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:** Accounting

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 22, 2023
- the governing board's action was: continuation of the BSBA in Accounting

Signed: Katherine S. Anderson

4/3/23

(Chief Academic Officer or designated representative)

(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

Academic Year:	17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Student Credit Hours (SCH)</b>	12629	12135	12442	12549	11812	12313.4
<b>Faculty Full-time Equivalency (FTE)<sup>1</sup></b>	17.85	18	21	21	22.6	20.09
<b>Instructional Full-time Equivalency (FTE)<sup>2</sup></b>	8.36	8.4	9.3	9	11.01	9.21
<b>SCH/Faculty FTE<sup>1</sup></b>	707.51	674.17	592.48	597.57	522.65	618.88
<b>SCH/Instructional Faculty FTE<sup>2</sup></b>	1511.55	1444.64	1337.85	1394.33	1072.84	1352.24

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Number of Degrees and Awards</b>	BSBA	139	146	134	120	137	135.2

#### Evidence of Need

The accounting program trains students to record and summarize business and financial transactions, and to analyze, verify and report financial results in accordance with generally accepted accounting principles. Graduates of the accounting program are well prepared to accept positions in industry, commerce, government service or public accounting. The accounting program received separate accreditation from the Associate to Advance Collegiate Schools of Business (AACSB) in February 2021. The program is one of only 194 accounting programs worldwide, and one of seven in the Big Ten who are accredited by AACSB. The accreditation team strongly recommended reaccreditation of the College of Business for the maximum 5-year reaccreditation period. Ratification of the accreditation team's recommendation by the AACSB Board of Directors occurred in April 2021. Several additional external measures attest to the quality of the accounting program. The accounting program is responsive to industry, with two accounting advisory boards. The accounting faculty recently revised program requirements and modified courses in the undergraduate programs to reflect changes in the accounting profession, and spring accounting classes were moved to a block schedule to facilitate internships in public accounting. The accelerated BSBA to MPA program remains a popular choice for students who intend to sit for the CPA Exam, as it allows students complete both degrees in five years total, while accumulating the required 150 credit hours required to sit for the CPA Exam. The accounting program has high placement rates, with approximately 73% of graduates remaining in Nebraska. The program is efficient based on SCH/FTE.

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For CCPE use: reviewer/date

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:** Accountancy

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 22, 2023
- the governing board's action was: continuation of the MPA in Accountancy

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

4/3/23  
(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

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

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Number of Degrees and Awards</b>	MPA	41	47	42	33	38	40.2

#### Evidence of Need –

The accounting program received separate accreditation from the Associate to Advance Collegiate Schools of Business (AACSB) in February 2021. The program is one of only 194 accounting programs worldwide, and one of seven in the Big Ten who are accredited by AACSB. The accreditation team strongly recommended reaccreditation of the College of Business for the maximum 5-year reaccreditation period. Ratification of the accreditation team's recommendation by the AACSB Board of Directors occurred in late April of 2021. The Masters of Professional Accountancy qualifies students to sit for the CPA exam in all testing jurisdictions in the United States. Our students are in high demand with 96% securing employment by graduation and 90% staying in the state of NE. Enrollments have held steady over the last five. Faculty in the School teach graduate and undergraduate courses, allowing the school to efficiently schedule course offerings, as evidenced by a high SCH/FTE ratio.

\_\_\_\_\_  
For CCPE use: reviewer/date

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:** Business

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 22, 2023
- the governing board's action was: continuation of the MA, MBA and PhD in Business

Signed: Katherine S. Anderson

04/03/2023

(Chief Academic Officer or designated representative)

(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

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

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Number of Degrees and Awards</b>	MA	19	13	12	10	12	13.2
	MBA	130	120	144	130	145	133.8
	PhD	6	3	6	7	5	5.4

#### Evidence of Need

The Business graduate programs were evaluated as part of a comprehensive review of the College of Business conducted by the Association to Advance Collegiate Schools of Business (AACSB) in February of 2021. The accreditation team strongly recommended reaccreditation of the College of Business for the maximum 5-year reaccreditation period. Ratification of the accreditation team's recommendation by the AACSB Board of Directors occurred in April 2021. All programs in the College of Business are reviewed by the AACSB on a five-year schedule.

The MA in Business offers two specializations, a) business administration, and b) intercollegiate athletic administration. However, the College has not admitted new students into the MA program since 2019-20. The College is discussing the future of the MA program and is considering a new specialization in marketing. A program analysis and market research is in progress, and modifications to the MA program are expected to be developed and proposed for review during the 2023-24 academic year.

The MBA program is a fully online program. In 2019, the College made the decision to offer online courses only and phased out the face-to-face portion of its program. The MBA continues to be highly ranked nationwide and draws students from across the nation and world with 70% of our students coming from outside the state of Nebraska. Enrollments increased during the pandemic which required the College to increase class sizes, but is returning to pre-



pandemic levels. Interest and applications remain strong.

The College of Business offers a PhD in Business with specializations in accountancy, finance, marketing, and management. There is limited competition in the state for doctoral business degree programs. Our Ph.D. program has adopted a small enrollment/high impact philosophy. The College of Business is a major provider of PhD faculty in the business disciplines to colleges and universities in Nebraska. Our strategic plan calls for maintaining doctoral student numbers to match the number of tenured, research-active faculty in order to foster development of better research skills in our doctoral students and improve placements. As a result, enrollment in the PhD program will remain small. Where possible, PhD seminars are shared across disciplines to improve instructional efficiency. For example, accounting and finance PhD students share advanced econometrics courses, a research methods class, and an advanced finance seminar class.

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For CCPE use: reviewer/date

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:** Business Administration  
(interdepartmental)

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 22, 2023
- the governing board's action was: continuation of the BSBA in Business Administration

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

4/3/23  
(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

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

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

<sup>2</sup> 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:	17-18	18-19	19-20	20-21	21-22	5 yr avg	
<b>Number of Degrees and Awards</b>	BSBA	95	99	83	88	101	93.2

#### Evidence of Need

The undergraduate business administration program is the largest major in the College of Business, with 939 majors as of fall 2022. The business administration major is designed for students who wish to obtain a broad education in business administration rather than specializing in a specific area within the College. For the student who has an educational goal that bridges several areas of business, the general business administration major permits the design of a tailor-made program to fit that goal. The business administration program was evaluated as part of a comprehensive review of the College of Business Administration conducted by the Association to Advance Collegiate Schools of Business (AACSB) in February of 2021. The accreditation team strongly recommended reaccreditation of the College of Business for the maximum 5-year reaccreditation period. Ratification of the accreditation team's recommendation by the AACSB Board of Directors occurred in April of 2021. The business administration program utilizes coursework provided by the other College of Business programs (management, supply chain management, accounting, finance, marketing and economics). Approximately 89% of business administration majors have jobs upon graduation, or are going to graduate school, or serving in military or volunteer service with 57% staying in Nebraska.

\_\_\_\_\_  
For CCPE use: reviewer/date

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:** Business and Law

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 22, 2023
- the governing board's action was: continuation of the BSBA in Business and Law

Signed: Katherine S. Ankerson

(Chief Academic Officer or designated representative)

4/3/23

(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

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

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Number of Degrees and Awards</b>	BSBA	-	-	-	-	-	n/a

#### Evidence of Need

The Business and Law major provides students with the legal knowledge and critical thinking skills necessary to become future business leaders. By understanding how the law works and how lawyers think, business executives can work more effectively with both inside and outside legal counsel to develop business strategies, maximize emerging business opportunities, and minimize potential legal risks. Combining business knowledge with an in-depth understanding of law, the judicial system, the legislative process, and the regulatory environment provides a unique educational opportunity and will make graduates with the Business and Law major marketable and attractive to a wide range of employers.

The BSBA in Business and Law began accepting students in Fall 2022. There were 40 declared Business and Law majors in Fall 2022. There are already 28 deposited students for Fall 2023 who have declared a Business and Law major.

\_\_\_\_\_  
For CCPE use: reviewer/date

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).

Began accepting students in Fall 2022.

Other (detailed explanation).

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

**Institution:** University of Nebraska-Lincoln

**Program:** International Business  
(interdepartmental/multi-disciplinary)

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 22, 2023
- the governing board's action was: continuation of the BSBA in International Business

Signed: Katherine S. Anterson

(Chief Academic Officer or designated representative)

4/3/23

(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

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

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Number of Degrees and Awards</b>	BSBA	12	19	28	27	29	23

#### Evidence of Need

International Business students study differences in international business practices, including best practices for managing culturally-diverse workplaces. International Business students gain a greater awareness and knowledge of global issues, international trade laws and alternative economic systems. In fall 2022, there were 90 undergraduate international business majors.

The International Business program utilizes existing international courses already offered to support the Business Administration major, resulting in efficient delivery. (All College of Business students are required to complete one international course for graduation, and most departments offer at least one discipline-specific elective international course.) Curriculum revisions allow International Business students to choose a functional area of expertise (finance, marketing, management, supply chain management, or economics), and require the study of a foreign language. These changes reflect best practices at schools with strong international business programs and are designed to improve the competitiveness of International Business graduates in the marketplace post-graduation.

Additionally, the international business program was evaluated as part of a comprehensive review of the College of Business conducted by the Association to Advance Collegiate Schools of Business (AACSB) in February of 2021. The accreditation team strongly recommended reaccreditation of the College of Business Administration for the maximum 5-year reaccreditation period. Ratification of the accreditation team's recommendation by the AACSB Board of Directors occurred in April 2021.

For CCPE use: reviewer/date

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:** Economics

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 22, 2023
- the governing board's action was: continuation of the BSBA, BA and BS in Economics

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

4/3/23  
(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

Academic Year:	17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Student Credit Hours (SCH)</b>	19786	18597	18048	16782	15381	17718.8
<b>Faculty Full-time Equivalency (FTE)<sup>1</sup></b>	11	11	15	15	18	14
<b>Instructional Full-time Equivalency (FTE)<sup>2</sup></b>	4.89	4.89	6.2	6.1	7.86	5.99
<b>SCH/Faculty FTE<sup>1</sup></b>	1798.73	1690.64	1203.2	1118.8	854.5	1333.17
<b>SCH/Instructional Faculty FTE<sup>2</sup></b>	4046.22	3803.07	2911.91	2750.25	1955.87	3093.46

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Number of Degrees and Awards</b>	BSBA	70	66	51	50	44	56.2
	BA/BS	56	48	44	28	25	40.2

#### Evidence of Need

Economics offers students the opportunity to study problems such as monetary and fiscal policy, monopoly and competition, environmental improvement, labor relations, regional development, urban reconstruction, economic development and international business and finance. The economics program trains undergraduate students for jobs in teaching, government, consulting, and private industry. In addition, the economics department contributes significantly to the research and teaching missions of the University of Nebraska-Lincoln.

The economics program was evaluated as part of a comprehensive review of the College of Business conducted by the Association to Advance Collegiate Schools of Business (AACSB) in February of 2021. The accreditation team strongly recommended reaccreditation of the College of Business for the maximum 5-year reaccreditation period. Ratification of the accreditation team's recommendation by the AACSB Board of Directors occurred in April 2021.

The undergraduate economics major can be obtained through the College of Business (BSBA) or through the College of Arts and Sciences (BS and BA). The major coursework for the three degrees is the same, but supporting coursework differs between the College of Arts and Sciences and the College of Business.

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For CCPE use: reviewer/date

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:** Economics

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 22, 2023
- the governing board's action was: continuation of the MA and PhD in Economics

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

4/3/23  
(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

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

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Number of Degrees and Awards</b>	MA	2	1	3	1	1	1.6
	PhD	2	1	2	1	1	1.4

#### Evidence of Need

The economics program is the only program in Nebraska offering a PhD in Economics. The Ph.D. program is notable for its blend of advanced economic theory and applied policy analysis, provided in the context of a small graduate program with emphasis on quality teaching that assures close association with fellow students and professors. Graduates are employed in college and university teaching positions as well as in research and consulting for business and government.

The economics program was evaluated as part of a comprehensive review of the College of Business, conducted by the Association to Advance Collegiate Schools of Business (AACSB) in February of 2021. The accreditation team strongly recommended reaccreditation of the College of Business for the maximum 5-year reaccreditation period. Ratification of the accreditation team's recommendation by the AACSB Board of Directors occurred in April 2021. All programs in the College of Business are reviewed by the AACSB on a five-year schedule.

The MA in economics is not actively marketed to students but is awarded to economics PhD students who do not pass their comprehensive exams. The College manages the program as part of its PhD in Business programs even though it is a distinct degree. Economics provides service PhD courses to many departments that rely on this training for their students, including Ag Econ, Accountancy, Finance, and Supply Chain Management and Analytics.

Faculty in economics teach undergraduate and graduate courses which allows for the efficient offering of courses.

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For CCPE use: reviewer/date

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

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

Economics provides service PhD courses to many departments that rely on this training for their students, including Ag Econ, Accountancy, Finance, and Supply Chain Management and Analytics. These programs meet the CCPE requirements and each depend on Economics as part of their programs of study

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).

All graduates are employed and economics is key to workforce support and development.

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 economics program is the only program in Nebraska offering a PhD in Economics.

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:** Finance – including Actuarial 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 22, 2023
- the governing board's action was: continuation of the BSBA in Finance and the BSBA, BA and BS in Actuarial Science

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

4/3/23  
(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

Academic Year:	17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Student Credit Hours (SCH)</b>	12596	13042	13235	12549	12309	12746.2
<b>Faculty Full-time Equivalency (FTE)<sup>1</sup></b>	20	21	22	22	22	21.4
<b>Instructional Full-time Equivalency (FTE)<sup>2</sup></b>	7.82	8.12	8.63	9	9.24	8.56
<b>SCH/Faculty FTE<sup>1</sup></b>	629.8	621.05	601.59	570.41	559.5	596.47
<b>SCH/Instructional Faculty FTE<sup>2</sup></b>	1610.74	1606.16	1535.38	1394.33	1332.14	1495.75

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Number of Degrees and Awards</b>	BSBA - Finance	203	216	239	224	226	221.6
	BSBA – Actuarial Science	48	60	38	39	40	45
	BA/BS – Actuarial Science	36	24	29	26	13	25.6

#### Evidence of Need

The study of finance focuses on the organization and development of capital markets and financial institutions. Students learn techniques for evaluating and valuing financial instruments and alternative projects to ensure optimal capital allocation. Actuarial science majors quantify and price risk, and design creative ways to reduce the likelihood of undesirable events and reduce the impact of events that do occur. The finance and actuarial science programs were evaluated as part of a comprehensive review of the College of Business conducted by the Association to Advance Collegiate Schools of Business (AACSB) in February of 2021. The accreditation team strongly recommended reaccreditation of the College of Business for the maximum 5-year reaccreditation period. Ratification of the accreditation team's recommendation by the AACSB Board of Directors occurred in April 2021.

Both the finance and actuarial science programs have been recognized nationally. The actuarial science program has been designated by the Society of Actuaries as one of 15 Centers of Actuarial Excellence (CAE) in the United States, a designation that was reaffirmed in 2022 following a Society of Actuaries recertification visit. During the same visit, the program was also designated as a University Earned Credit (UEC) School which means Nebraska's actuarial science majors can earn credit for select Society of Actuaries (SOA) exams by attaining required scores in their coursework.

Nebraska is one of 9 schools to earn the highest distinction of both CAE and UEC. The finance program has been designated as one of 37 Chartered Financial Analyst (CFA) partner schools in the United States by the CFA Institute. The actuarial science program is the only undergraduate program in actuarial science in the state of Nebraska and supplies actuaries to insurance companies and private corporations in Nebraska and nationwide. Because of its national reputation as an elite program, the actuarial science program attracts a large number of out-of-state and high ability students. As of fall 2022, there are 212 actuarial science undergraduate majors. The undergraduate actuarial science major can be obtained through the College of Business (BSBA) or through the College of Arts and Sciences (BS and BA). The major coursework for the three degrees is the same, but supporting coursework differs between the College of Arts and Sciences and the College of Business.

In fall 2022, there were 772 finance majors, making this major the second-largest major in the College of Business (behind the Business Administration major). Demand for finance graduates is strong, with the majority of graduates taking jobs in the Midwest in corporate finance, investment management or government (e.g. FDIC, Federal Reserve Bank). The program is efficiently delivered based on SCH/FTE.

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For CCPE use: reviewer/date

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:** Finance including Actuarial 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 22, 2023
- the governing board's action was: continuation of the MS in Finance, MS in Actuarial Science and Financial Analytics Graduate Certificate

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

4/3/23  
(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

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

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Number of Degrees and Awards</b>	MS-Finance	-	2	4	9	5	n/a
	MS-Actuarial Science	9	4	5	3	5	5.2
	Financial Analytics Graduate Certificate	-	-	-	-	-	-

#### Evidence of Need

The study of finance focuses on the organization and development of capital markets and financial institutions. Students learn techniques for evaluating and valuing financial instruments and alternative projects to ensure optimal capital allocation. Actuarial science majors quantify and price risk, and design creative ways to reduce the likelihood of undesirable events and reduce the impact of events that do occur. The finance and actuarial science programs were evaluated as part of a comprehensive review of the College of Business conducted by the Association to Advance Collegiate Schools of Business (AACSB) in February of 2021. The accreditation team strongly recommended reaccreditation of the College of Business for the maximum 5-year reaccreditation period. Ratification of the accreditation team's recommendation by the AACSB Board of Directors occurred in April 2021. All programs in the College of Business are reviewed by the AACSB on a five-year schedule.

Both the finance and actuarial science programs have been recognized nationally. The actuarial science program has been designated by the Society of Actuaries as one of 15 Centers of Actuarial Excellence in the United States, a designation that was reaffirmed in 2022 following a Society of Actuaries recertification visit. Starting in Fall 2022,



Nebraska's actuarial science majors can earn credit for select Society of Actuaries (SOA) exams by attaining required scores in their coursework. The opportunity stems from the university being selected as one of 13 universities in the world to participate in the new SOA University-Earned Credit (UEC) program. The actuarial science program is the only master's program in actuarial science in the state of Nebraska and supplies actuaries to insurance companies and private corporations in Nebraska and nationwide. The finance program has been designated as one of 37 Chartered Financial Analyst (CFA) partner schools in the United States by the CFA Institute.

The MS in Finance and Certificate in Financial Analytics program are entirely online while the MS in Actuarial Science is a face-to-face program. Finance and Actuarial Science faculty teach both undergraduate and graduate courses allowing for efficient course offerings evidenced by SCH/FTE of almost 600 over the past five years. All of the graduate Finance course offerings are electives in the MBA program that help increase enrollments while the programs are being marketed.

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For CCPE use: reviewer/date

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).

Finance MS was established Spring 2018; Financial Analytics Graduate Certificate was established in 2022

Other (detailed explanation).

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

**Institution:** University of Nebraska-Lincoln

**Program:** Management

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 22, 2023
- the governing board's action was: continuation of the BSBA in Management

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

4/3/23  
(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

Academic Year:	17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Student Credit Hours (SCH)</b>	15727	15884	15411	13245	13014	14656.2
<b>Faculty Full-time Equivalency (FTE)<sup>1</sup></b>	14.85	14	22	22	23.5	19.27
<b>Instructional Full-time Equivalency (FTE)<sup>2</sup></b>	5.92	5.86	7.96	8.5	9.93	7.63
<b>SCH/Faculty FTE<sup>1</sup></b>	1059.06	1134.57	700.5	602.05	553.79	809.99
<b>SCH/Instructional Faculty FTE<sup>2</sup></b>	2654.04	2708.73	1935.08	1558.24	1310.48	2033.31

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Number of Degrees and Awards</b>	BSBA	122	155	168	179	195	163.8

#### Evidence of Need

The management program equips students with the essential skills to effectively manage people and resources, and prepares students for careers in leadership and supervision of employees in the workplace, project management, starting up and managing a business, and utilizing the critical role of information in strategy and operations of the business world. The management program was evaluated as part of a comprehensive review of the College of Business conducted by the Association to Advance Collegiate Schools of Business (AACSB) in February 2021. The accreditation team strongly recommended reaccreditation of the College of Business for the maximum 5-year reaccreditation period. Ratification of the accreditation team's recommendation by the AACSB Board of Directors occurred in April of 2021.

The management faculty recently completed a comprehensive revision of the management curriculum, creating specializations in Human Resource Management, Leadership in Organizations, Entrepreneurship and Innovation and General Management. The number of management majors has increased steadily from 437 in fall 2018 to 529 in fall 2022. In addition to coursework provided to management majors, the management program also provides a substantial number of credit hours to support other College of Business degrees, undergraduate and graduate. All undergraduate students in the College of Business are required to take principles of management and a business strategy capstone

course, both taught by the management program. | Placements of graduates for the management program is strong; 91% of majors have jobs upon graduation, or are going to graduate school, or serving in military or volunteer service, and 57% indicate plans to stay in Nebraska. The program is efficient based upon SCH/FTE.

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For CCPE use: reviewer/date

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:** Management – Grad Certs

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 22, 2023
- the governing board's action was: continuation of the Strategic Innovation and Entrepreneurship Graduate Certificate and the Human Resource Management Graduate Certificate in Management

Signed: Katherine S. Anderson

4/3/23

(Chief Academic Officer or designated representative)

(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

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

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Number of Degrees and Awards</b>	Strategic Innovation and Entrepreneurship Graduate Certificate	-	-	-	-	-	n/a
	Human Resource Management Graduate Certificate	0	0	9	9	12	6

#### Evidence of Need

The Department of Management programs were evaluated as part of a comprehensive review of the College of Business conducted by the Association to Advance Collegiate Schools of Business (AACSB) in February 2021. The accreditation team strongly recommended reaccreditation of the College of Business for the maximum 5-year reaccreditation period. Ratification of the accreditation team's recommendation by the AACSB Board of Directors occurred in April 2021. All programs in the College of Business are reviewed by the AACSB on a five-year schedule.

Interest and demand for the Human Resources certificate has been growing over the last few years and the Strategic Innovation and Entrepreneurship certificate was approved at the end of 2021-22. Courses for the certificates are offered online and are electives for our MBA students. This allows professionals to improve their skills or specialize these areas.

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For CCPE use: reviewer/date

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:** Marketing

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 22, 2023
- the governing board's action was: continuation of the BSBA in Marketing

Signed: Katherine S. Ankerson

(Chief Academic Officer or designated representative)

4/3/23

(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

Academic Year:	17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Student Credit Hours (SCH)</b>	10880	10217	10845	10491	11594	10805.4
<b>Faculty Full-time Equivalency (FTE)<sup>1</sup></b>	11	11	12.2	12	14	12.04
<b>Instructional Full-time Equivalency (FTE)<sup>2</sup></b>	4.5	4.5	4.96	4.75	5.9	4.92
<b>SCH/Faculty FTE<sup>1</sup></b>	989.09	928.82	888.93	874.25	828.14	901.85
<b>SCH/Instructional Faculty FTE<sup>2</sup></b>	2418.32	2270.95	2186.93	2208.63	1965.42	2210.05

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Number of Degrees and Awards</b>	BSBA	168	170	187	162	154	168.2

#### Evidence of Need

Marketing is about understanding customer behavior, selecting an appropriate distribution channel to reach customers, and developing and implementing a promotional strategy. Marketing students work in marketing research, distribution, advertising, customer relationship management, merchandising, marketing communication, retailing, product management, professional selling, and sales management. The marketing program was evaluated as part of a comprehensive review of the College of Business conducted by the Association to Advance Collegiate Schools of Business (AACSB) in February of 2021. The accreditation team strongly recommended reaccreditation of the College of Business for the maximum 5-year reaccreditation period. Ratification of the accreditation team's recommendation by the AACSB Board of Directors occurred in April 2021.

Marketing is a core business function. All College of Business undergraduate students are required to take a marketing principles course, and all MBA students are required to take a managerial marketing course. Demand for the marketing program is strong – in fall 2022, there were 657 marketing majors, the third largest major in the college behind business administration and finance. The marketing program is closely tied to industry and incorporates two classes that are co-taught with industry leaders – one with Union Pacific and one with Ameritas. The program is efficient based on SCH/FTE.

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For CCPE use: reviewer/date



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:** Marketing – Grad Certs

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 22, 2023
- the governing board's action was: continuation of the graduate certificates in Marketing

Signed: Katherine S. Anterson

4/3/23

(Chief Academic Officer or designated representative)

(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

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

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Number of Degrees and Awards</b>	Sales Excellence Graduate Certificate	-	-	-	-	-	n/a
	Marketing Analytics Graduate Certificate	-	-	-	-	1	n/a
	Strategic Marketing Graduate Certificate	-	-	-	-	1	n/a

#### Evidence of Need

The Marketing programs were evaluated as part of a comprehensive review of the College of Business conducted by the Association to Advance Collegiate Schools of Business (AACSB) in February 2021. The accreditation team strongly recommended reaccreditation of the College of Business for the maximum 5-year reaccreditation period. Ratification of the accreditation team's recommendation by the AACSB Board of Directors occurred in April 2021. All programs in the College of Business are reviewed by the AACSB on a five-year schedule.

New Marketing certificates were launched in 2021 and 2022 and are intended for professionals who want to improve their skills or those who want to focus on a specialized area in their MBA. Courses in these certificates are offered in an online format. UNL is the only institution that offers these certificates in the state. Marketing faculty teach undergraduate and graduate courses, allowing for efficient course offerings.

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For CCPE use: reviewer/date

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:** Supply Chain Management

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 22, 2023
- the governing board's action was: continuation of the BS in Supply Chain Management

Signed: Katherine S. Anderson

(Chief Academic Officer or designated representative)

4/3/23

(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

Academic Year:	17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Student Credit Hours (SCH)</b>	7395	7310	7536	8413	8549	7840.6
<b>Faculty Full-time Equivalency (FTE)<sup>1</sup></b>	12.7	13	15	14.7	14.8	14.04
<b>Instructional Full-time Equivalency (FTE)<sup>2</sup></b>	5.21	5.3	6.5	6.4	6.5	5.98
<b>SCH/Faculty FTE<sup>1</sup></b>	582.28	562.31	502.4	572.31	577.64	559.39
<b>SCH/Instructional Faculty FTE<sup>2</sup></b>	1419.39	1379.25	1159.38	1314.53	1315.23	1317.56

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

<sup>2</sup> 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:	17-18	18-19	19-20	20-21	21-22	5 yr avg	
<b>Number of Degrees and Awards</b>	BSBA	47	27	33	23	37	33.4

#### Evidence of Need

Supply chain management includes all the activities that must take place to get the right products and services into the right customer's hands in the right quantity at the right time—from raw material extraction to consumer purchase. The topics that supply chain management covers are diverse and include: procurement, order fulfillment, inventory management, supplier relationship management, product development and commercialization, returns management, physical distribution and shipping, warehousing, and outsourcing.

The supply chain management program was evaluated as part of a comprehensive review of the College of Business conducted by the Association to Advance Collegiate Schools of Business (AACSB) in February of 2021. The accreditation team strongly recommended reaccreditation of the College of Business for the maximum 5-year reaccreditation period. Ratification of the accreditation team's recommendation by the AACSB Board of Directors occurred in April of 2021.

The new supply chain management major has continued to grow from 110 majors in fall 2015 to 120 majors in fall 2022. The supply chain management program also provides coursework to support other College of Business programs. All College of Business undergraduate and MBA students must take an operations and supply chain management course and a business analytics course, offered by supply chain management faculty.

Placements of graduates for the supply chain management program is strong, with 83% of majors having jobs upon graduation, or are going to graduate school, or serving in military or volunteer service 57% with plans to stay in Nebraska.

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For CCPE use: reviewer/date

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:** Supply Chain Management and Business Analytics

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 22, 2023
- the governing board's action was: continuation of the MS in Supply Chain Management, MS in Business Analytics, and graduate certificates in Business Analytics, Supply Chain Analytics, and Supply Chain Management.

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

4/3/23  
(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

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

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Number of Degrees and Awards</b>	MS Supply Chain Management	-	-	-	0	0	n/a
	MS Business Analytics	0	2	16	27	36	16.2
	Business Analytics Graduate Certificate	0	2	21	37	30	18
	Supply Chain Analytics Graduate Certificate	-	-	-	1	3	n/a
	Supply Chain Management Graduate Certificate	4	13	12	9	6	8.8

#### Evidence of Need

The Supply Chain Management and Analytics programs were evaluated as part of a comprehensive review of the College of Business conducted by the Association to Advance Collegiate Schools of Business (AACSB) in February 2021. The accreditation team strongly recommended reaccreditation of the College of Business for the maximum 5-year reaccreditation period. Ratification of the accreditation team's recommendation by the AACSB Board of Directors occurred in April 2021. All programs in the College of Business are reviewed by the AACSB on a five-year schedule.

The master's programs and graduate certificates are offered as fully online programs. The courses can also be taken as electives in the MBA program which allows for greater efficiency in scheduling and with the general management and operations of the graduate programs in the college.

The MS in Business Analytics is one of two in the state and our MS in Supply Chain Management is the only graduate program in the state. The graduate certificates allow students to specialize within their programs or increase their knowledge without the commitment of a degree.

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For CCPE use: reviewer/date



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:** Mathematics

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 22, 2023
- the governing board's action was: continuation of the BS and BA in Mathematics

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

4/3/23  
(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

Academic Year:	17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Student Credit Hours (SCH)</b>	37595	34888	34015	31602	30145	33649
<b>Faculty Full-time Equivalency (FTE)<sup>1</sup></b>	29.67	29.35	33.6	31.8	37.05	32.29
<b>Instructional Full-time Equivalency (FTE)<sup>2</sup></b>	14.92	14.73	16.48	14.68	18.73	15.91
<b>SCH/Faculty FTE<sup>1</sup></b>	1267.1	1188.69	1012.35	993.77	813.63	1055.11
<b>SCH/Instructional Faculty FTE<sup>2</sup></b>	2519.43	2368.98	2064.39	2153.16	1609.71	2143.13

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Number of Degrees and Awards</b>	BS	6	15	13	13	10	11.4
	BA	56	66	69	81	71	68.6

#### Evidence of Need

A major in Mathematics develops problem solving ability and teaches versatility and adaptability. The Department of Mathematics has experienced steady enrollment in its programs and meets the needs of the state of Nebraska and the University of Nebraska-Lincoln. A team of external evaluators conducted an Academic Program Review of the department and its curricula in October 2022. The evaluation team stated, "The department has an excellent undergraduate program, supported by a backbone of scholarship on mathematics education that may be unique among its peers. The department has a consistent, well-designed, on-going record of innovation in undergraduate education, from early undergraduate service courses to advanced courses and research opportunities for undergraduate majors. The department's commitment to its undergraduate program has earned them a national reputation, admiration from their UNL colleagues, and praise from their students." The program is incredibly efficient, as is evidenced by impressive SCH/Faculty FTE and SCH/Instructional Faculty FTE ratios.

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For CCPE use: reviewer/date

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:** Mathematics

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 22, 2023
- the governing board's action was: continuation of the MA, MS, MAT, MSCT, and PhD in Mathematics

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

4/3/23  
(Date)

### Evidence of Demand and Efficiency

**Undergraduate Programs/Coursework (ONLY):**

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

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Number of Degrees and Awards</b>	MA	3	2	3	3	2	2.6
	MS	9	12	10	12	12	11
	MAT	8	11	13	10	31	14.6
	MSCT	0	0	0	0	0	0
	PhD	19	9	7	12	7	10.8

**Evidence of Need**

Graduate programs in Mathematics develops problem solving ability and teaches versatility and adaptability. The Department of Mathematics has experienced steady enrollment in its programs and meets the needs of the state of Nebraska and the University of Nebraska-Lincoln. A team of external evaluators conducted an Academic Program Review of the department and its curricula in Fall 2022. The team stated, "The department has a long-standing national reputation for operating a strong PhD program, with a particular record of success in recruiting and supporting women students. Their attention to improving student outcomes and their national reputation have led to substantial growth in their PhD enrollment and graduation numbers over the last 20 years, and also to a steady increase in their retention rate." This is reflective of the full graduate program offerings in the unit. Graduate students are admitted into either the MAT program (Master of Arts for Teachers) or the Ph.D. program. The MAT program has had a long history of strong enrollment and interest in the program and supports a critical need in the educational system in the state of Nebraska. Students pursuing the PhD program can earn the MS along the way or, if they choose to end their studies before earning the PhD, they can earn an MA or MS.

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

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

MA: The MA is held for PhD students who do not advance; Math graduate students are admitted into the PhD and retention in that program has increased.

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).

MSCT: The Department froze admission to the program and is in the process of deleting it.

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

**Institution:** University of Nebraska-Lincoln

**Program:** Mathematics 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 22, 2023
- the governing board's action was: continuation of the graduate certificate in Mathematics Education

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

4/3/23  
(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

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

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Number of Degrees and Awards</b>	Mathematics Education	-	-	-	-	0	n/a
	Graduate Certificate						

#### Evidence of Need

Annually, the certificate's Advisory Committee will meet to review the coursework and procedures of the certificate program. With a simple majority of the Committee (and within the guidelines of certificate programs according to Graduate Studies), the Advisory Committee may revise the coursework, procedures, or requirements of the Mathematics Education certificate. They are reviewing the program currently because the Department of Teaching, Learning, & Teacher Education has made a new hire in elementary mathematics education for Fall 2023.

There is a growing need in the state of Nebraska and nationally to produce mathematics teachers that have strong pedagogical content knowledge, as well as mathematical knowledge for teaching, particularly as the demographics continue to change. Mathematics teachers need, arguably now more than ever, continuing education in equitable teaching practices, curriculum, assessment, and technology to provide more robust instruction to students. In addition, there are over 410 certified mathematics teachers in the state of Nebraska that do not currently have graduate degrees as well as all mathematics teachers who are interested in further professional development. This certificate can serve to recruit these teachers into graduate programs. During spring 2022, more than 30 math teachers enrolled in the graduate certificate courses, and summer 2022 courses were full. The same enrollment is anticipated in future semesters.

Programs and courses already exist and are offered regularly by current graduate faculty and have capacity for the predicated enrollment. The addition of a newly hired mathematics educator in Teacher, Learning and Teacher Education will allow even more flexibility for class offerings. Annually, the certificate's Advisory Committee will meet to review the coursework and procedures of the certificate program. With a simple majority of the Committee (and within the guidelines of certificate programs according to Graduate Studies), the Advisory Committee may revise the coursework, procedures, or requirements of the Mathematics Education certificate. They are reviewing the program currently because the Department of Teaching, Learning, & Teacher Education has made a new hire in elementary mathematics education for Fall 2023.

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For CCPE use: reviewer/date

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).



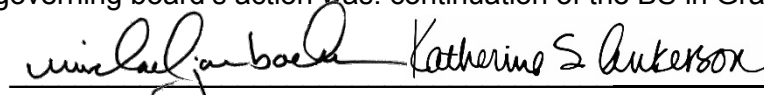
## Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

**Institution:** University of Nebraska-Lincoln

**Program:** Grassland Systems (Interdepartmental)

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 22, 2023
- the governing board's action was: continuation of the BS in Grassland Systems

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

4/3/2023  
(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

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

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Number of Degrees and Awards</b>	BS	9	6	5	5	11	7.2

**Evidence of Need** Nebraska has approximately 22.7 million acres (46% of land area) of native grassland including tallgrass, mixed and shortgrass communities. About one-half of Nebraska's grassland is the unique Sandhills, which is the largest stabilized sand-dune complex in the Western Hemisphere and one of the best cattle producing areas of the world. The forage resources found on Nebraska's grasslands are the basis for the state's \$6.5 billion cattle industry. The importance of other uses of Nebraska's grasslands (wildlife habitat, recreation, ecotourism, and aquifer recharge) is being increasingly recognized and emphasized by a broad audience across the state.

The interdisciplinary undergraduate degree in Grassland Systems provides students with an interdisciplinary, holistic approach to the study of grasslands. Grasslands support a diversity of ecotypes, plant and animal communities, livestock production enterprises, recreational activities, and many other uses. Students learn to integrate their knowledge of soil, water and vegetation attributes as well as economics and policy considerations into management of grasslands for a diversity of uses—from ranching to wildlife habitat to aquifer recharge.

All degree programs in the College are reviewed every seven years as part of the Academic Program Review (APR) process. This interdisciplinary program was reviewed in recent APRs for Agricultural Economics, Agronomy and Horticulture, Animal Science, and Natural Resources.

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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).

UNL offers the only comprehensive degree pathway in Grassland Systems in Nebraska. Graduates have been successfully placed within Nebraska and the region. This interdisciplinary program is serving a small, but important employment and expertise niche for the state and region.

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

The degree program is built upon courses that serve not only students in this interdisciplinary degree program, but also students more generally with degree programs in Agricultural Economics, Agronomy and Horticulture, Animal Science, and Natural Resources; elimination of this program would not free up resources or decrease courses offered. The relatively high number of students in the two Grassland Systems minors (16 in Spring 2023) is evidence that the program complements other well-enrolled CASNR degree programs.

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

Grassland Systems combined two previous degree programs – Grazing Livestock Systems and Grassland Ecology and Management – into a unified degree program. Combining these two programs offers students a holistic approach to studying grassland systems. Students learn about both the ecological and management aspects of grasslands and grazing livestock systems, which ensures they help develop a comprehensive understanding of how these systems work.

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 and its importance to the state is not readily assessed in terms of numbers of students graduating. 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. In addition, USDA Conservation programs in Nebraska spend over \$100 million per year on grassland-related cost-share programs on private lands. The demand for graduates qualified to coordinate these programs is significant across state and federal agencies.

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

Grassland Systems combined two previous degree programs – Grazing Livestock Systems and Grassland Ecology and Management – into a unified degree program. The first offering of this new integrated degree program was academic year 2020-21.

Other (detailed explanation).

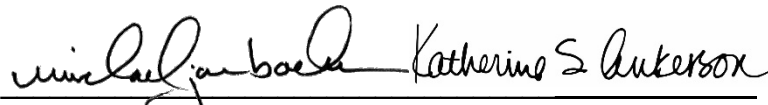
## Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

**Institution:** University of Nebraska-Lincoln

**Program:** Natural Resource 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 22, 2023
- the governing board's action was: continuation of the BSFW in Fisheries and Wildlife and BSWS in Water Science

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

4/3/2023  
(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

Academic Year:	17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Student Credit Hours (SCH)</b>	4936	5416	5666	5553	5540	5422.2
<b>Faculty Full-time Equivalency (FTE)<sup>1</sup></b>	40.49	42.49	44.8	38.3	39.8	41.18
<b>Instructional Full-time Equivalency (FTE)<sup>2</sup></b>	16.4	16.4	18.16	17	15.4	16.67
<b>SCH/Faculty FTE<sup>1</sup></b>	121.9	127.4	126.5	145	139.2	132
<b>SCH/Instructional Faculty FTE<sup>2</sup></b>	300.2	329.4	311.3	326.6	359.7	325.4

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Number of Degrees and Awards</b>	BSFW-Fisheries and Wildlife	41	50	49	77	73	58
	BSWS-Water Science	11	8	5	6	0	6

#### Evidence of Need

The Fisheries and Wildlife degree program prepares students to meet the challenges of conserving habitat, protecting threatened and endangered species, and managing ecosystems.

The Water Science degree program prepares students to address complex issues of sustaining water, improving quality, and study ecosystem impacts. Nebraska is the only Big Ten University offering an undergraduate water science major and is one of only a handful of universities across the US to offer this program.

These programs are 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 these programs. 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.

All degree programs in the College are reviewed every seven years as part of the Academic Program Review process. The last academic program review for the School of Natural Resources was Fall 2022. The faculty in the School of Natural Resources are exploring the integration of the Water Science, Applied Climate Science and Environmental Sciences into a unified degree program aligned with options in water science, applied climate science, and environmental restoration. Their recent Academic Program Review endorsed this approach.

**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).

Graduates from the Water Science program have been successfully placed within Nebraska and the region. This degree program is serving a small, but important employment and expertise niche for the state and region.

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).

The Water Science program is serving an important employment and expertise niche for Nebraska and its importance to the state is not readily assessed in terms of numbers of students graduating. 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).


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

**Institution:** University of Nebraska-Lincoln

**Program:** Natural Resource 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 22, 2023
- the governing board's action was: continuation of the MS and PhD in Natural Resource Sciences

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

4/3/2023  
(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

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

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Number of Degrees and Awards</b>	MS	12	21	16	18	14	16.2
	PhD	2	9	11	6	9	7.4

#### Evidence of Need

The natural resource sciences are an underpinning of Nebraska's economy and graduates from this program pursue career pathways aligned with adaptive management, agroecosystems, applied ecology, bio-atmospheric interactions, climate assessment and impacts, geographic information systems, human dimensions, hydrological sciences and remote sensing.

According to the United States Department of Agriculture, job opportunities for food, agriculture, natural resources and environment graduates in STEM areas are expected to grow. Between 2015 and 2020, the USDA expects 57,900 average annual openings for graduates with bachelor's or higher degrees in those areas.

All degree programs in the College are reviewed every seven years as part of the Academic Program Review process. The last academic program review for the School of Natural Resources was Fall 2022.

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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).

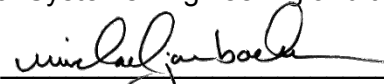
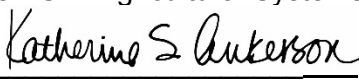
## Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

**Institution:** University of Nebraska-Lincoln

**Program:** Agricultural and Biological Systems Engineering

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 22, 2023
- the governing board's action was: continuation of the BSAE in Agricultural Engineering and BSBS in Biological Systems Engineering and the BS in Agricultural Systems Technology

Signed:    
(Chief Academic Officer or designated representative)

4/3/2023  
(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

Academic Year:	17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Student Credit Hours (SCH)</b>	5716	6049	6224	5266	4319	5514.8
<b>Faculty Full-time Equivalency (FTE)<sup>1</sup></b>	23.4	25.4	26.4	26.7	24.2	25.22
<b>Instructional Full-time Equivalency (FTE)<sup>2</sup></b>	9.78	10.43	10.63	11.3	8.83	10.19
<b>SCH/Faculty FTE<sup>1</sup></b>	244.3	238.1	235.8	197.2	178.5	218.8
<b>SCH/Instructional Faculty FTE<sup>2</sup></b>	584.5	580	585.5	466	489.1	541.02

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Number of Degrees and Awards</b>	BSAE in Agricultural Engineering	15	17	17	11	23	16.6
	BSBS in Biological Systems Engineering	56	49	31	48	47	46.2
	BS in Agricultural Systems Technology	27	35	22	24	22	26

#### Evidence of Need

The Department of Biological Systems Engineering offers undergraduate programs leading to the BSAE in Agricultural Engineering, BSBS in Biological Systems Engineering, and BS in Agricultural Systems Technology.

These programs are serving an important employment and expertise niche for Nebraska and beyond. The program is efficient based on SCH/FTE.

The Employment Outlook Report by the USDA's National Institute of Food and Agriculture (NIFA) and Purdue University also supports the need for these programs. 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.

All degree programs in the College are reviewed every seven years as part of the Academic Program Review process. The last academic program review for the Department of Biological Systems Engineering was September 2019. Additionally, the undergraduate Agricultural Engineering and Biological Systems Engineering degree programs are accredited by ABET. The last external ABET accreditation was in 2017 with the next review scheduled for Fall of 2023.

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For CCPE use: reviewer/date

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).

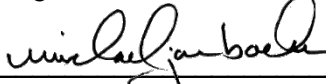
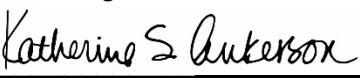


## Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

**Institution:** University of Nebraska-Lincoln      **Program:** Agricultural and Biological Systems Engineering

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 22, 2023
- the governing board's action was: continuation of the MS in Agricultural and Biological Systems Engineering, MS in Mechanized Systems Management and PhD in Biological Engineering

Signed:    
(Chief Academic Officer or designated representative)

4/3/2023  
(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

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

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Number of Degrees and Awards</b>	MS - Agricultural and Biological Systems	12	12	9	6	7	9.2
	MS - Mechanized Systems Management	1	1	2	1	4	1.8
	PhD - Biological Engineering	2	9	6	6	11	6.8

#### Evidence of Need

The Department of Biological Systems Engineering offers graduate programs leading to the MS in Mechanized Systems Management, MS in Agricultural and Biological Systems, and the PhD in Biological Engineering.

These programs are serving an important employment and expertise niche for Nebraska. According to the United States Department of Agriculture, job opportunities for food, agriculture, natural resources and environment graduates in STEM areas are expected to grow. Between 2015 and 2020, the USDA expects 57,900 average annual openings for graduates with bachelor's or higher degrees in those areas.

All degree programs in the College are reviewed every seven years as part of the Academic Program Review process. The last academic program review for the Department of Biological Systems Engineering was September 2019.

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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).

Graduates from the MS in Mechanized Systems Management program have been successfully placed within Nebraska and the region. This degree program is serving a small, but important employment and expertise niche for the state and region. The program is growing as evidenced by the number of graduates in the most recent year. We anticipate increase in enrollment.

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).

The MS in Mechanized Systems Management program is serving an important employment and expertise niche for Nebraska and its importance to the state is not readily assessed in terms of numbers of students graduating. 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. The M.S. in Mechanized Systems Management is a unique degree program; there are only eight graduate programs of its kind in the U.S. Emerging developments in agriculture that justify the need for maintaining an M.S. program in Mechanized Systems Management. The demand for M.S. level Mechanized Systems Managers will increase given the stark realization that we need to be more efficient with the use of water and related resources in production agriculture. As new technologies are deployed in agriculture, there will be a need for managers of those technologies with advanced degrees.

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

Other (detailed explanation).

The Department of Biological Systems Engineering recently renamed their undergraduate degree program in Mechanized Systems Management to Agricultural Systems Technology. They are in the process of changing the name of their MS in Mechanized Systems Management to align with the new name for the BS degree program. We anticipate the new name will increase interest and enrollment will grow particularly with international students. We are already seeing interest from students from sub-Saharan Africa where there is a huge demand for trained managers of agricultural technologies. We plan to use this degree to develop global pathway programs to meet the emerging global needs related to agricultural technologies.

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

**Institution:** University of Nebraska-Lincoln

**Program:** Architectural Engineering and Construction

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 22, 2023
- the governing board's action was: continuation of the BS in Architectural Engineering, BS in Construction Engineering and BSCM in Construction Management

Signed: Katherine S. Ankerson

(Chief Academic Officer or designated representative)

4/3/23

(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

Academic Year:	17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Student Credit Hours (SCH)<sup>1</sup></b>	6668	6773	6792	7214	7288	6947
<b>Faculty Full-time Equivalency (FTE)<sup>2</sup></b>	23.5	25.5	29.5	28.5	26.5	26.7
<b>Instructional Full-time Equivalency (FTE)<sup>3</sup></b>	15.2	16.2	17.8	15.9	15.7	16.2
<b>SCH/Faculty FTE<sup>1</sup></b>	283.74	265.61	230.24	253.12	275.02	261.55
<b>SCH/Instructional Faculty FTE<sup>2</sup></b>	438.68	418.09	381.57	453.71	464.2	431.25

<sup>1</sup> SCH reflects both Lincoln and Scott campus

<sup>2</sup> Faculty FTE defined as the headcount FTE of full-time (1.0 FTE) faculty with any percentage teaching appointment expectation.

<sup>3</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Number of Degrees and Awards</b>	BS- Architectural Engineering	35	30	23	27	29	28.8
	BS – Construction Engineering	9	11	10	4	9	8.6
	BSCM – Construction Management	78	74	71	81	79	76.6

#### Evidence of Need

The B.S. degree in Construction Engineering program as well as the B.S. in Architectural Engineering are accredited by the Engineering Accreditation Commission (EAC) of ABET. The B.S. degree in Construction Management is accredited by the Applied and Natural Science Accreditation Commission (ANSAC) of ABET. These programs are reviewed every six years. The last review occurred on August 22, 2018.

Collectively, constructors manufacture our entire built environment—buildings for housing, commerce and industry, highways, railroads, waterways, airports, power plants, energy distribution systems, military bases and space center complexes. Thus, the construction management field is broad, requiring a unique educational background for its professional practitioners. According to the Bureau of Labor Statistics, 41,500 job openings are projected each year.

Architectural engineering graduates normally enter the building design industry and become registered professional engineers. There are about 25 accredited architectural engineering programs in the country, so there is a large unfulfilled demand for engineers educated in building design. In Nebraska, the home of several large architectural and engineering design firms, this is especially true. Graduates of the Architectural Engineering program have taken positions with a large variety of local and national companies including DLR Group, HDR, Inc., Olsson Associates, Henderson Engineers, Inc., RDG Planning & Design, Black & Veatch, HGA, LEO A DALY, and Nebraska Public Power District.

The construction engineering major integrates engineering, construction and management courses. This program is designed for persons fulfilling the construction industry's need for licensed professional engineers. It resembles the construction management program but provides a greater emphasis on engineering, scientific, and technical courses to meet requirements for licensure as a professional engineer. The courses focus on the application of engineering principles to solve real-world construction problems. They include instruction in civil engineering, structural principles, material testing and evaluation, project management, computer-assisted design, 3D animation, sustainability, and graphic communication. Graduates of the Construction Engineering program have taken positions with a large variety of local and national companies including JE Dunn Construction, Olsson Associates, Sampson Construction, Mortenson Construction, the Waldinger Corporation, Darland Construction Co., and Kiewit Building Group.

Construction management is available to students on the Lincoln City Campus and on the Scott Campus in Omaha. Construction is one of the largest and most diversified industries in the country, accounting for approximately four percent of the U.S. gross domestic product (GDP). The key professional in this vast enterprise is the "constructor," a term given to leaders and managers in the construction industry who are responsible for planning, scheduling, and building the projects designed by architects and engineers. These highly-specialized efforts are indispensable in meeting the country's growing need for new structures, infrastructure and environmental controls that are of high quality and are cost effective, efficient and sustainable. Graduates of the Construction Management program have taken positions with a large variety of local and national companies including Chief Construction, Black & Veatch, Johnson Controls, Inc. Hawkins Construction, Hensel Phelps Construction Company, JE Dunn Construction Company, Union Pacific, Kiewit, and Nebraska Department of Roads.

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For CCPE use: reviewer/date

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:** Architectural Engineering and Construction

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 22, 2023
- the governing board's action was: continuation of the MS, MAE and PhD in Architectural Engineering and the MS and Graduate Certificate in Construction Engineering and Management

Signed: Katherine S. Ankerson

(Chief Academic Officer or designated representative)

4/3/23

(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

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

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Number of Degrees and Awards</b>	MS - Architectural Engineering	3	2	7	5	0	3.4
	MAE - Architectural Engineering	24	26	35	24	27	27.2
	MS – Construction Engineering and Management	4	6	1	3	5	3.8
	PhD - Architectural Engineering	3	4	1	2	3	2.6
	Construction Engineering and Management Graduate Certificate	0	0	0	2	2	0.8

#### Evidence of Need

The Integrated B.S and M.A.E. degree in Architectural Engineering are accredited by the Engineering Accreditation Commission (EAC) of ABET. These programs are reviewed every six years. The last review occurred on August 22, 2018.

The MS and PhD degrees in Architectural Engineering (AE) are managed by the Architectural Engineering Graduate Committee, while the MS in Construction Engineering and Management (CEMT) and CEMT Graduate Certificate are managed by the CEMT Graduate Committee. The associated graduate faculty in the Durham School regularly review the requirements for those degrees and the graduate certificate, with the most recent discussions being in February 2023.

There is strong demand for graduates of our MAE degree program. The large majority of these graduates have multiple job offers, many at large architectural engineering and construction firms that are headquartered in the state. Among those who regularly employ our MAE students are HDR, DLR, Leo A Daly, Olsson, Clark & Enersen, Union Pacific, Gallup, and Kiewit Group.

For the MS in AE and MS in Construction, persons who have graduated with a Bachelor's degree in a closely related field can pursue a 30-credit hour master's degree that can be helpful towards achieving professional licensure. These degree also serve students who do not have an architectural engineering or construction bachelor's degree, on their path towards a PhD in the same area.

The need in Nebraska for graduates of the MS in AE and MS in Construction degrees is also high. Several large architectural engineering and construction firms in state and nationally inform us that we do not graduate enough of these students to meet their demands.

There are few doctoral programs in AE (only 25 ABET accredited undergraduate AE programs, and not all of those offer PhD degrees), so there is a need for graduates in industry who understand the engineering of building systems and how they coordinate and affect each other. Also, these persons are needed as faculty at other ABET Accredited AE programs nationally, many of which are just starting.

In recent years, we believe that the COVID-19 pandemic has impacted the demand for many graduate programs by students, including ours. With the recent change to allowing MS degrees to be 30 credit hours minimum (rather than 36 credit hour), we expect the number of MS graduates will increase in both AE and CEMT. Demand for the PhD program remains reasonable and steady but is limited by the fact that these PhD candidates typically expect to be paid on assistantship while they are studying for their degree. A plan for increasing our research expenditures in the Durham School is underway.

Many of the graduate courses required for the MAE degree are also those that our MS in AE, PhD in AE, and MS in Construction students take, so there is efficiency in the program offerings. They also are repackaged to create the graduate certificate program that further supports workforce development needs.

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For CCPE use: reviewer/date

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).

We have 100% placement of graduates in the MS and PhD programs. Also students in these programs are needed to conduct externally funded research.

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:** Chemical Engineering

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 22, 2023
- the governing board's action was: continuation of the BSCH in Chemical Engineering

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

4/3/23  
(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

Academic Year:	17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Student Credit Hours (SCH)</b>	2710	2232	1865	1759	1787	2070.6
<b>Faculty Full-time Equivalency (FTE)<sup>1</sup></b>	17	16	17	16	15	16.2
<b>Instructional Full-time Equivalency (FTE)<sup>2</sup></b>	6.6	6.6	6.6	6.975	6.175	6.59
<b>SCH/Faculty FTE<sup>1</sup></b>	159.41	139.50	109.71	109.94	119.13	127.54
<b>SCH/Instructional Faculty FTE<sup>2,3</sup></b>	410.6	338.2	282.6	252.2	289.4	314.6

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

<sup>2</sup> 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).

<sup>3</sup> Faculty instructional FTEs are based on the apportionments in faculty annual evaluation. Please see the details in the attached excel document

#### All Programs (certificates, undergraduate and graduate degrees):

Academic Year:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Number of Degrees and Awards</b>	BSCH	57	38	39	32	24	38

#### Evidence of Need

The B.S. degree in Chemical Engineering program is accredited by the Engineering Accreditation Commission (EAC) of ABET, This program is reviewed every six years. The last review occurred on August 22, 2018. The next program review by ABET is scheduled for the last quarter of 2023.

The mission of the University of Nebraska–Lincoln is aligned with Chemical Engineering Program to provide qualified students with a foundation in engineering sciences and engineering design methods to prepare them for successful professional careers and to contribute to the needs of society.

Graduates of the Chemical Engineering program are qualified to undertake work in research, design, development, production, maintenance, and technical sales in a large variety of local and national industries including chemical and process industries, petroleum, petrochemicals, rubber, plastics, agricultural chemicals, food, biotechnology, pharmaceuticals, paper, fabrics, aircraft, automotive, electronics, energy conversion, and environmental pollution prevention and control.

Graduates have taken positions with a large variety of local and national companies. The program meets thresholds for SCH/FTE demonstrating efficiency.

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For CCPE use: reviewer/date

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:** Chemical and Biomolecular Engineering

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 22, 2023
- the governing board's action was: continuation of the MS in Chemical Engineering and PhD in Chemical and Biomolecular Engineering

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

4/3/23  
(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

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

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Number of Degrees and Awards</b>	MS-Chemical Engineering	1	3	2	1	1	1.6
	PhD-Chemical and Biomolecular Engineering	2	5	2	4	5	3.6

#### Evidence of Need

The MS and PhD programs are reviewed by the department of Chemical Engineering Graduate Committee on an ongoing bases. The course requirements for these programs are being reviewed in an ongoing bases to assure they are up to date and relevant to the current research needs of industry and research institutions.

University of Nebraska-Lincoln is the only Engineering MS and PhD degree granting institution in the state of Nebraska. The MS Program in particular attracts many in state and local students. The MS and PhD programs are in relatively high demand by the students as it provides a continuation to their BS education In specific research areas, On average, the department annually receives about 10-12 application in the MS and in excess of 40 to the PhD program. Of the students who are admitted to the MS program some continue their education in the department PhD program

Students in MS and PhD program complete a total of 4 core chemical engineering courses in Transport Phenomenon, Reaction Kinetics, Thermodynamics and Advanced Mathematics. This is in addition to other course requirements which are normally in courses that are other disciplines or are in chemical engineering and are open to students in other disciplines.

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For CCPE use: reviewer/date

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).

MS graduates with a chemical engineering degree are at a higher demand to be hired by industries than those who hold a BS degree in chemical engineering. MS graduates are in demand to be hired in positions with a large variety of local and national companies including Archer-Daniels-Midland Company (ADM), Pfizer, Merck, Becton Dickinson, Northern Natural Gas, Vishay Intertechnologies, Cargill, Novozymes, Intel Technology, ExxonMobil Chemical, Burns and McDonnell, Chevron, ConAgra, Proctor & Gamble, Koch Industries and ethanol production facilities such Green Plains Renewable Energy, Aurora Corporate Ethanol LLC, ADM and Cargill ethanol production facilities in Columbus and Blair

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

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

Since most of our MS students are domestic/local students and our department is the only chemical engineering department for graduate studies in the state, we believe our program provides a unique need in the state as well as the region. Many of our students are involved in projects that involve problems/issues of local and regional importance.

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:** Civil and Environmental Engineering

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 22, 2023
- the governing board's action was: continuation of the BSCE in Civil Engineering and BS in Environmental Engineering

Signed: Katherine S. Anderson

(Chief Academic Officer or designated representative)

4/3/23

(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

Academic Year:	17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Student Credit Hours (SCH)<sup>1</sup></b>	6976	7207	7796	8777	8367	7824.6
<b>Faculty Full-time Equivalency (FTE)<sup>2</sup></b>	23	22	26	25	29	25
<b>Instructional Full-time Equivalency (FTE)<sup>3</sup></b>	14.43	14.25	15.93	12.73	14.76	14.42
<b>SCH/Faculty FTE<sup>1</sup></b>	303.3	327.59	299.85	351.08	288.52	314.07
<b>SCH/Instructional Faculty FTE<sup>2</sup></b>	483.44	505.75	489.39	689.47	566.87	546.98

<sup>1</sup> SCH reflects both Lincoln and Scott campus

<sup>2</sup> Faculty FTE defined as the headcount FTE of full-time (1.0 FTE) faculty with any percentage teaching appointment expectation.

<sup>3</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Number of Degrees and Awards</b>	Civil Engineering BSCE	97	116	111	98	88	102
	Environmental Engineering BS	-	-	-	-	0	n/a

#### Evidence of Need

The B.S. degree in Civil Engineering program is accredited by the Engineering Accreditation Commission (EAC) of ABET and is reviewed every six years. The last review occurred on August 22, 2018. The next program review by ABET is scheduled for the last quarter of 2023.

As a professional discipline, civil engineering is closely related to the total human environment. In all professional endeavors, the civil engineer must consider ecological effects as well as the social, economic, and political needs of people. The civil engineer designs systems to control and manage our water resources to provide electric power, agricultural irrigation, flood control, recreation, water supplies, and wastewater treatment systems for our urban and industrial needs.

The civil engineer plans, designs, and constructs our transportation systems—including highways, railroads, waterways, and airports—to connect rural, urban, and industrial areas. The civil engineer also designs and constructs housing and facilities for recreational, industrial, and commercial complexes, which comprise the urban environment. It is the

responsibility of civil engineering to minimize air, water, and land pollution and protect the environment. According to the Bureau of Labor Statistics, 24,200 job openings are available for Civil Engineers each year.

Graduates have taken positions with a large variety of local and national companies including Olsson Associates, JEO Consulting, Burns & McDonnell, Union Pacific Railroad, Nebraska Department of Roads, HDR, Inc., Skanska, SRF Consulting, and U.S. Army Corps of Engineers.

The B.S. degree in Environmental Engineering is a new program which will be reviewed for ABET Accreditation once we have a graduate of the new program. There is a growing need and demand for Environmental Engineering, both nationally and in Nebraska. Anticipated workforce need as quantified by data from the US Bureau of Labor Statistics' Occupational outlook handbook shows that Environmental Engineers have the fifth most common engineering discipline within the US, with a projected 5% job growth rate in the next decade.

The professional discipline of environmental engineering is defined as the application of engineering principles to improve and maintain the environment for the protection of human health, for the protection of nature's beneficial ecosystems, and for environment-related enhancement of the quality of human life. In all professional endeavors, the environmental engineer must consider ecological effects as well as the social, economic, and political needs of people. The environmental engineer devises solutions for topics ranging from water and air pollution control and treatment, drinking water supply, wastewater management, solid waste management, public health, water resources management, sustainable design, and industrial ecology. Environmental engineers focus on minimizing the impacts of air, water, and land pollution, minimizing waste production, maximizing the use of renewable energy in environmental systems, and protecting the environment.

The programs are efficient meeting thresholds for SCH/FTE.

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For CCPE use: reviewer/date

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:** Civil and Environmental Engineering

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 22, 2023
- the governing board's action was: continuation of the MS and PhD in Civil Engineering and MS in Environmental Engineering

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

4/3/23  
(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

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

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Number of Degrees and Awards</b>	MS – Civil Engineering	16	23	15	21	22	19.4
	PhD– Civil Engineering	9	10	10	9	9	9.4
	MS – Environmental Engineering	4	3	4	5	4	4

#### Evidence of Need

The Civil and Environmental Engineering graduate committees are evaluated on an ongoing basis by the Civil and Environmental Engineering graduate committee. Benchmarking against similar programs at Big-10 institutions is done where metrics are available.

The Civil Engineering MS and PhD programs are important for the state of Nebraska and also contribute to national workforce needs. The Civil Engineering MS and PhD program graduates are employed locally and regionally by numerous engineering firms including Olsson Associates, Kiewit, HDR Inc, JEO, Lamp Rynearson and Associates, as well as by state agencies such as the Nebraska Department of Energy and Environment and the Nebraska Department of Transportation. The US Bureau of Labor Statistics indicates that the civil engineering workforce will grow by 7% from 2021 to 2031. The infrastructure and civil engineering design needs of the state require masters and doctoral programs in civil engineering. These degree programs are the only graduate degrees in civil engineering in the state of Nebraska.

The Environmental Engineering Masters Program is needed in the state of Nebraska. Environmental Engineering is a growth area within the state of Nebraska and the region. Anticipated workforce need as quantified by data from the US



Bureau of Labor Statistics' Occupational outlook handbook shows that Environmental Engineers have the fifth most common engineering discipline within the US, with a projected 5% job growth rate in the next decade. A market analysis provided to the UNL College of Engineering by Hanover Research in 2020 found strong and growing student demand for environmental engineering, and that the labor market indicators paint an optimistic employment landscape for environmental engineering graduates. The environmental engineering masters degree program is the only masters degree available in this discipline within the state of Nebraska.

In 2022, an environmental engineering bachelors degree program was created at UNL. We anticipate that graduates of the environmental engineering bachelors degree will provide additional demand for the environmental engineering masters degree.

The environmental engineering masters degree is taught entirely by faculty within the Department of Civil and Environmental Engineering who also administer the bachelors degree in environmental engineering, the bachelors degree in civil engineering and the masters and PhD degrees in civil engineering.

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For CCPE use: reviewer/date

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).

The environmental engineering MS program is the only degree program in this disciplinary area of engineering within the state of Nebraska. We anticipate increased demand for this MS program as a new BS program in environmental engineering was just created in Fall 2022.

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:** Electrical Engineering

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 22, 2023
- the governing board's action was: continuation of the BSEE in Electrical Engineering

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

4/3/23  
(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

Academic Year:	17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Student Credit Hours (SCH)<sup>1</sup></b>	7585	7003	6498	6008	6070	6633
<b>Faculty Full-time Equivalency (FTE)<sup>2</sup></b>	31.5	31.75	32.8	33.8	34.75	32.92
<b>Instructional Full-time Equivalency (FTE)<sup>3</sup></b>	16.33	16.05	16.57	16.87	17.55	16.67
<b>SCH/Faculty FTE<sup>1</sup></b>	240.79	220.57	198.11	177.75	174.68	202.38
<b>SCH/Instructional Faculty FTE<sup>2</sup></b>	464.48	436.32	392.15	356.14	345.87	398.99

<sup>1</sup> SCH reflects both Lincoln and Scott campus

<sup>2</sup> Faculty FTE defined as the headcount FTE of full-time (1.0 FTE) faculty with any percentage teaching appointment expectation.

<sup>3</sup> 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:	17-18	18-19	19-20	20-21	21-22	5 yr avg	
<b>Number of Degrees and Awards</b>	BSEE	66	63	76	51	55	62.2

#### Evidence of Need

The B.S. degree in Electrical Engineering program is accredited by the Engineering Accreditation Commission (EAC) of ABET. This program is reviewed every six years. The last review occurred on August 22, 2018. The next program review by ABET is scheduled for the last quarter of 2023.

Electrical engineering is concerned with the production, transmission, and utilization of electrical energy and the creation, transmission and processing of information. This includes power generation and transmission systems, renewable energy, electric transportation, automated vehicle systems, control systems, and power electronics, as well as radio frequency (RF) systems, telecommunications, remote sensing, bioinformatics, computer vision, biomedical engineering, signal processing, digital circuits, instrumentation, audio, video, opto-electronics, cyber physical systems, and cyber security. Employment opportunities for electrical engineers cover a wide spectrum of activities including design, development, research, sales, and management. These activities are carried on in industrial organizations, public and private utilities, the communications and computer industry, governmental and educational institutions, and consulting engineering firms. Many graduates stay in Nebraska and the region, as jobs are plentiful for electrical engineers, and play a vital role in the Nebraska state economy.

According to the Bureau of Labor Statistics, 20,100 job openings are projected each year. The demand by students for

the program continues to be strong and increasing. As an indicator of this, the average of BSEE degrees awarded has increased 36% since the last reporting period. Graduates have taken positions with a large variety of local and national companies including LI-COR Biosciences, Union Pacific, Kiewit, Omaha Public Power District, Nebraska Public Power District, Olsson Associates, Burns & McDonnell, HDR Inc., Lockheed Martin, Garmin, NASA, Microsoft, EAD engineering, Texas Instruments, and National Instruments

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For CCPE use: reviewer/date

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:** Electrical Engineering

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 22, 2023
- the governing board's action was: continuation of the MS and PhD in Electrical Engineering and the MS in Telecommunications Engineering

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

4/3/23  
(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

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

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Number of Degrees and Awards</b>	MS – Electrical Engineering	14	3	7	4	10	7.6
	MS – Telecommunications Engineering	1	4	1	1	2	1.8
	PhD-Electrical Engineering	10	7	15	6	6	8.8

#### Evidence of Need

The MS Electrical Engineering, MS Telecommunications Engineering, and PhD in Electrical Engineering are evaluated in an ongoing basis by the Electrical and Computer Engineering Graduate Committee. Benchmarking against similar programs at Big-10 institutions is done where metrics are available.

The three graduate programs operate in Lincoln and Omaha, and are efficiently delivered by using faculty in the Department of Electrical and Computer Engineering on both campuses, and delivering some courses through Distance Learning modes and blended class structures.

The MS Electrical Engineering, MS Telecommunications Engineering, and PhD Electrical Engineering programs play a significant role in meeting Nebraska's workforce needs, enhance research and innovation, and supports UNL's mission. The programs are critical to the success of the university and the state of Nebraska. The MS Telecommunications Engineering program's role in meeting the needs of Nebraska's industries for qualified professionals who can design, build, and deliver secure communication networks is indeed crucial. The MS Electrical Engineering and PhD Electrical Engineering support industry with design engineers in multiple high-tech areas including software companies, electric utility companies, construction and design firms, transportation companies, and manufacturing corporations in the state

and region. Further, the demand for these skilled electrical and telecommunications engineers is high in almost every industry, including telecommunications, information technology, software, banking and finance, insurance, agribusiness, law enforcement, and government agencies. With constant technological evolution, the demand for electrical and telecommunication engineers is at an all-time high. This is true not just in the USA but worldwide, as every organization entirely relies on electric power, electronics and communications. According to the US Bureau of Labor Statistics, this growth is going to continue well past 2028.

The demand by students for these degrees is high as evidenced by the continuing number of degrees granted for the MS Electrical Engineering and the PhD Electrical Engineering. The MS Telecommunications Engineering program has suffered enrollment issues but is rebounding and is described further below. All degree recipients are employed shortly after graduation, indicating the high demand by industry and the associated interest of students in these degrees.

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For CCPE use: reviewer/date

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

The MS Telecommunications Engineering program plays a significant role in meeting Nebraska's workforce needs, offers a unique degree, enhances research and innovation, and supports UNL's mission. The program is critical to the success of the university and the state of Nebraska. The MS Telecommunications Engineering program's role in meeting the needs of Nebraska's industries for qualified professionals who can design, build, and deliver secure communication networks is indeed crucial. Below are reasons why the program is critical to the role and mission of UNL and the state:

**Advancing technology:** Telecommunications engineering education helps to advance technology by providing students with the skills and knowledge needed to design and implement new communication systems and networks. This can lead to breakthroughs in many areas such as wireless communication, network security, the Internet of Things, 5G- and 6G-technology, etc. Communication networks play a critical role in modern society, from enabling commerce to supporting emergency services and providing modern connectivity. This program delivers telecommunications engineering education such that UNL can help to address societal needs of Nebraskans and the US.

**Global impact:** Communication networks have a global impact, enabling people around the world to connect and communicate. By offering the MS Telecommunications Engineering degree program, UNL is contributing to global development and improvements in this communications infrastructure.

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).

**Meeting industry demand:** The demand for skilled telecommunications engineers is high in almost every industry, including telecommunications, information technology, software, banking and finance, insurance, agri-business, law enforcement, and government agencies. With constant technological evolution, the demand for electronics and communication engineers is at an all-time high. This is true not just in the USA but worldwide, as every organization entirely relies on electronics and communication. According to the US Bureau of Labor Statistics, this growth is going to continue well past 2028. By offering the MS Telecommunications Engineering program, UNL can help to meet this demand and provide students with the skills and knowledge needed to succeed in these fields under one recognized degree.

**Job opportunities:** The MS Telecommunications Engineering is a rapidly growing field, and UNL provides students with the education and training required to enter this challenging field. Telecommunications engineers are in high demand in a variety of industries. The US Bureau of Labor Statistics expects a 7% continued job growth in telecommunications engineering.

**Funded research:** The MS in Telecommunications Engineering program plays a critical role in supporting the research conducted by the Advanced Telecommunications Engineering Laboratory (TEL).



Some recent examples of successful research projects conducted by the TEL with the support of students from the MS in Telecommunications Engineering program include: Research on cybersecurity solutions for the Industrial Control Systems (ICS) of the new USSTRATCOM Command and Control Facility (C2F), funded by USSTRATCOM. Development of a new networking architecture for high-speed passenger rail services that is future-proof and can scale with anticipated demand over the next decade, supported by the Federal Railroad Administration (FRA) in the Department of Transportation (DOT). Investigation of new approaches to spectrum sharing in the context of 5G wireless networks, funded by the National Science Foundation (NSF).

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 MS in Telecommunications Engineering program has a significant impact on the local industries, including Strategic Command (STRATCOM) and Union Pacific (UP), that depend on the expertise of telecommunications engineers to design, develop, and maintain their communication networks.

Telecommunications engineers play a critical role in the success of these industries, as they are responsible for designing and implementing communication networks that support their mission-critical activities. STRATCOM, for example, relies heavily on secure communication networks to carry out its mission of providing global command, control, and communications for the US military. Similarly, UP depends on robust communication networks to ensure the safe and efficient operation of its vast transportation network.

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

Other (detailed explanation).

The MS Telecommunications Engineering program is seeing a renewed increase in applications and admitted students. For 2022 and 2023, 12 students have been accepted and admitted. This is a positive indication that the program is successfully adapting to the challenges posed by the COVID-19 pandemic and is still able to attract talented students to the field of telecommunications engineering.

In addition, an extensive recruiting program is planned to build on this success and attract even more highly qualified applicants to the program. Our effort includes hosting virtual information sessions, developing relationships with industry partners, offering scholarships and financial aid, and targeted outreach to underrepresented groups. By implementing these and other strategies, we believe the program will continue to build on its success and attract top talent to the field of telecommunications engineering.

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

**Institution:** University of Nebraska-Lincoln

**Program:** Mechanical Engineering

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 22, 2023
- the governing board's action was: continuation of the BSME in Mechanical Engineering

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

4/3/23  
(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

Academic Year:	17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Student Credit Hours (SCH)</b>	9510	10015	9536	8914	9049	9404.80
<b>Faculty Full-time Equivalency (FTE)<sup>1</sup></b>	28.90	30.90	34.90	34.90	33.90	32.70
<b>Instructional Full-time Equivalency (FTE)<sup>2</sup></b>	12.93	13.93	16.33	14.68	16.53	14.88
<b>SCH/Faculty FTE<sup>1</sup></b>	329.07	324.11	273.24	255.42	266.93	289.75
<b>SCH/Instructional Faculty FTE<sup>2</sup></b>	735.50	718.95	583.96	607.22	547.43	638.61

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

<sup>2</sup> 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:	17-18	18-19	19-20	20-21	21-22	5 yr avg	
<b>Number of Degrees and Awards</b>	BSME	103	135	148	125	131	128.4

#### Evidence of Need

The B.S. degree in Mechanical Engineering program is accredited by the Engineering Accreditation Commission (EAC) of ABET. This program is reviewed every six years. The last review occurred on August 22, 2018. The next program review by ABET is scheduled for the last quarter of 2023.

Mechanical engineering is a broad field of study that significantly impacts many technologies, including those that expand our energy resources and improve medical care. Mechanical engineers are concerned with all forms of energy conversion and transmission; the flow of fluids and heat; the development, design, manufacturing, and operation of machinery and equipment; material structure and properties; solid and applied mechanics; and transportation processes. The course of study is designed to give the student fundamental preparation to enter the fields of research, design, operation, production, sales, or management. According to the Bureau of Labor Statistics, there are approximately 17,900 job openings per year.

Graduates have taken positions with a large variety of local and national companies including Kawasaki Motors, the Boring Company, NASA, Union Pacific, Omaha Public Power District, Honeywell, Kiewit, Burns & McDonnell, Tesla Motors, John Deere, Molex, National Instruments, and many others. The program has a strong, steady interest and is efficient based on SCH/FTE.

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For CCPE use: reviewer/date

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:** Mechanical Engineering and Applied Mechanics

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 22, 2023
- the governing board's action was: continuation of the MS and PhD in Mechanical Engineering and Applied Mechanics and Additive Manufacturing graduate certificate

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

5/3/23  
(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

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

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Number of Degrees and Awards</b>	MS	19	7	22	19	20	17.4
	PhD	4	6	3	8	8	5.8
	Additive Manufacturing Graduate Certificate	-	-	-	-	-	-

#### Evidence of Need

The M.S. and Ph.D. graduate programs in Mechanical Engineering and Applied Mechanics are evaluated on an ongoing basis by the Mechanical & Materials Engineering Graduate Committee and faculty. UNL is the only mechanical engineering-related degree-granting institution in the state of Nebraska. The graduate degree programs prepare students for careers in industry, government research laboratories, and academia. Many M.S. recipients find employment within Nebraska and the greater Midwest, while Ph.D. graduates have an international footprint, including Nebraska, with some Ph.D. graduates finding tenure-track faculty positions at Penn State, Purdue, and other top institutions. M.S. students can focus on any of nine areas: Fluid Mechanics; Solid Mechanics; Systems, Design and Controls; Dynamics and Vibrations; Computational Methods; Materials Engineering; Manufacturing; and Biomedical Engineering. Ph.D. students in Mechanical Engineering and Applied Mechanics can focus in any of six areas: Thermal Sciences; Fluid Mechanics; Solid Mechanics; Systems, Design and Controls; Dynamics and Vibrations; and Computational Methods. The demand for the degree programs is high, which is attested by the graduation numbers in the above table. The certificate program is new and has yet to have any students complete it. The program operates efficiently within its curriculum and in collaboration with other graduate programs in the college. The Additive Manufacturing Graduate Certificate was created in Spring 2022.

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:** Engineering: Interdisciplinary 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 22, 2023
- the governing board's action was: continuation of the BS in Engineering: Interdisciplinary Studies

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

4/3/23  
(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

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

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

<sup>2</sup> 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:	17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Number of Degrees and Awards</b>	BS	0	0	0	0	0

#### Evidence of Need

This interdisciplinary program is designed for self-directed, highly motivated students who seek a broad-based course of study in preparation for a professional career. This program is very flexible as it provides students with not only the traditional foundational engineering concepts (e.g., math, science, computer programming, design), but also a significant number of elective courses where students are exposed to courses in biological systems, civil, construction, environmental, water, chemical, communications, computer, electrical, energy, finance, mechanical, robotics, software, and transportation engineering to obtain a well-rounded education. Students in this program must work closely with their academic advisor who is experienced in helping students design the pathway to fulfill their goals.

This program is not ABET accredited and is not intended for students wishing to pursue licensure in engineering for their careers. Graduates of this program will be able to work in a diverse range of technical and non-technical disciplines where an advanced technical background would not be required. The program is interdisciplinary with no courses offered for the purpose of this program only.

The Interdisciplinary Studies program was last reviewed in 2016 and will be reviewed by the Transdisciplinary Engineering Subcommittee of the College of Engineering Curriculum and Academic Standards Committee.

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For CCPE use: reviewer/date

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).

This program is designed for self-directed, highly motivated students who seek a broad-based course of study in preparation for a professional career. This program is very flexible as it provides students with not only the traditional foundational engineering concepts (e.g., math, science, computer programming, design), but also a significant number of elective courses where students are exposed to courses in biological systems, civil, construction, environmental, water, chemical, communications, computer, electrical, energy, finance, mechanical, robotics, software, and transportation engineering to obtain a well-rounded education. Students in this program must work closely with their academic advisor who is experienced in helping students design the pathway to fulfill their goals.

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:** Engineering - multidisciplinary

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 22, 2023
- the governing board's action was: continuation of the MEM in Engineering Management; PhD in Engineering (multi-disciplinary), PhD in Biomedical Engineering and Engineering Management Graduate Certificate.

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

4/3/23  
(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

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

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Number of Degrees and Awards</b>	MEM-Engineering Management	16	23	22	36	37	26.8
	PhD-Engineering	10	17	19	14	14	14.8
	PhD-Biomedical Engineering	-	-	-	-	4	n/a
	Engineering Management Graduate Certificate	0	0	0	1	4	1

#### Evidence of Need

The Master of Engineering Management (MEM) is a professional practice-oriented fully online, advanced degree, offered asynchronously to working professionals. It is consistent with the role and mission of the University of Nebraska - Lincoln as the sole provider of graduate engineering programs in this state. The MEM program combines advanced engineering coursework and graduate level business classes to provide students with technical and management skills for the engineering workplace. It is the only such program in the state of Nebraska. Demand for the program is high, as evidenced by continually increasing awarded degrees, with many degrees given to students employed by in state companies. The program was certified by the American Society of Engineering Management in 2020, a rigorous process that requires a formal self-study and site visit. Programs apply for recertification every 4 years. The program operates efficiently within its curriculum and in collaboration with other graduate programs at UNL.

This PhD is an interdepartmental program currently having 5 specializations: Electrical and Computer Engineering;



Computer Science; Construction Engineering and Management; Engineering Education Research; and Materials Engineering. Ph.Ds. in Engineering are consistent with the role and mission of the University of Nebraska - Lincoln as the sole provider of graduate engineering programs in this state. Student demand is steady The specializations operate efficiently within their curricula and in collaboration with other graduate programs at UNL

The PhD in Biomedical Engineering is a new program, approved in 2021. The program engages faculty on 3 of the 4 NU campuses – Lincoln, Omaha, and the Medical Center. A critical mass of faculty has developed across these campuses and many students (>20) are currently enrolled in the program. Growth will continue since the program was approved and is currently being marketed. The program operates efficiently within its curriculum and in collaboration with other graduate programs at UNL and in the system.

The Engineering Management Graduate Certificate is affiliated with the MEM program and is new, having been approved in 2021. The 12 credit hour certificate is designed to position students as effective engineering managers and leverages courses taught in association with the MEM, with individuals successfully completing the Graduate Certificate being able to use credit hours earned toward completion of the MEM. Certificate demand is increasing as marketing efforts increase.

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For CCPE use: reviewer/date

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:** Civic Engagement

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 22, 2023
- the governing board's action was: continuation of the undergraduate certificate in Civic Engagement

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

4/3/23  
(Date)

### Evidence of Demand and Efficiency

**Undergraduate Programs/Coursework (ONLY):**

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

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Number of Awards</b>	Civic Engagement	0	4	10	8	1	4.6
	Undergraduate Certificate						

**Evidence of Need**

Students who participate in this certificate program keep records of their engagement activities and of the courses with which their activities are related. We review the full records of the Civic Engagement Certificate recipients at the end of each academic year to ensure that the quality of their work has been impactful, both for the student and their community, and that meaningful relationships are being drawn with their programs of study. Based on the last review, in Spring 2022, we will be restructuring the support structure for the certificate by placing oversight of students' progress into their home college, with academic advisors playing a more active role in course selection for the certificate. We have found that initial student interest is very high, but progress to the certificate often lapses late in the process, and we believe that this restructuring will greatly increase the number of students who successfully complete all the certificate requirements. The University of Nebraska-Lincoln is actively working to increase its community engagement activities on many levels, to the benefit of the institution, its students, and our surrounding community partners, and this certificate is one of the clearest examples of our university-wide efforts within the undergraduate curriculum. Moreover, it serves as an excellent model of structured co-curricular experiential learning, helping students grasp the broader impacts of their studies, as they put their knowledge to use to benefit others.

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For CCPE use: reviewer/date

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:** Fine and Performing Arts: Interdisciplinary 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 22, 2023
- the governing board's action was: continuation of the BA in Interdisciplinary Studies

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

4/3/23  
(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

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

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Number of Degrees and Awards</b>	BA	0	0	1	1	0	.4

#### Evidence of Need

Intended for students seeking advanced levels of scholarship, this specialized course of study allows a student, with the supervision and approval of an academic advisor, to design an academic program that differs from the established majors offered by the College. The degree program must be based on a clearly defined problem area, a defined body of thought, or a specific educational goal. Students must be admitted into one of the Hixson-Lied College of Fine and Performing Arts majors and successfully complete one year of the home unit's core curriculum before applying for entrance into the Interdisciplinary Studies program.

The interdisciplinary and self-directed nature of this program addresses a need for students who are motivated to define a unique educational pathway leading to an arts-related career. The low enrollment in this program over the last 5 years is an indicator, not of any lack of need for the program, but of the rigor of the program and the demand that the student create a curricular plan and complete the first year of study in a major in the College. Only the very most motivated and career-centered students will follow through with this program.

Despite the low enrollment, there is still a need for this interdisciplinary and flexible program. In the arts, it is often necessary for our graduates to use the experiences gained in their undergraduate studies in combination with other career paths for the greatest chance of success. In a job market where employers value creativity along with other

professional skills, this program can help students achieve a high degree of success. The program requires no additional resources, whereas eliminating it would restrict possibilities for those rare and unique students who come to UNL with interdisciplinary aspirations.

Since the Interdisciplinary Studies major is rooted heavily in one of the majors in the College (notably by having students complete one year of a major), its review is achieved as those other programs are reviewed. Individualized plans are reviewed by an advisor as the student is planning and completing them.

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For CCPE use: reviewer/date

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

One of the N2025 Aims is to Innovate student experiences that prepare graduates to be life-long learners and contributors to the workforce in Nebraska and the world. The Interdisciplinary Studies program, by allowing a student to develop a unique curriculum, is by definition “innovative”. It inspires creative activity and addresses the needs and aspirations of those students who are motivated to achieve the degree. Co-creation of the student experience is at the heart of this aim; the Interdisciplinary Studies BA is the mechanism for this in Fine & Performing Arts and still maintains the high standards of degree programs in that college.

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).

The program is custom designed with no specific curriculum.

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 program requires no additional resources outside of the academic units of the College. Therefore, the existence of the program only enhances the possibilities for students within the College without placing any burden on the college’s resources. This is a program that makes the College and the University better and more attractive to a unique population of students.

**Summary of 2022-2023 Program Review Results at the University of Nebraska Medical Center (UNMC)  
Academic Year 2017/18-2021/22**

<b>UNMC Program</b>	<b>Degree</b>	<b>5-Year Mean of Degrees Granted</b>	<b>Undergraduate Degrees ONLY 5-Year Mean of SCH/ Instructional Faculty FTE</b>	<b>Recommended Action</b>	<b>Appears not to meet numeric CCPE criteria</b>
Physical Assistant - Texas	BS	196.0	530.0	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

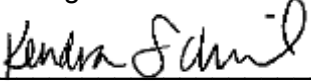


## Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

**Institution:** UNMC **Program:** Physician Assistant – Texas 51.0912

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 22, 2023
- the governing board's action was: continuation of program

Signed:  02/15/2023  
(Chief Academic Officer or designated representative) (Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

Academic Year:	17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Student Credit Hours (SCH)</b>	16359	17352	16599	15906	18506	16944
<b>Faculty Full-time Equivalency (FTE)<sup>1</sup></b>	32	32	32	32	32	32
<b>Instructional Full-time Equivalency (FTE)<sup>2</sup></b>	32	32	32	32	32	32
<b>SCH/Faculty FTE<sup>1</sup></b>	511	542	519	497	578	530
<b>SCH/Instructional Faculty FTE<sup>2</sup></b>	511	542	519	497	578	530

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Number of Degrees and Awards</b>  <i>(list degrees/awards separately)</i>	BS	184	202	193	200	199	196

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

The UNMC PA Program has had a long history of supporting the training of PAs in the military. In October of 1972, an affiliation agreement was made with the US Air Force PA Program to award degree's to military PA students who successfully completed their PA training. Currently, the PA Program awards master's degrees to all branches of the military through the Interservice Physician Assistant Program. A similar affiliation was developed in 2009 with the Canadian Forces to award degrees to qualified candidates in the PA Program at the Canadian Forces Health Services Training Centre at Base Borden in Ontario, Canada. These academic partnerships are key to advancing the competencies and academic awards earned by our US military programs.

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 2022-2023 Program Review Results at the University of Nebraska at Omaha (UNO)  
Academic Year 2017/18-2021/22**

<b>UNO Programs</b>	<b>Degree</b>	<b>5-Year Mean of Degrees Granted</b>	<b>Undergraduate Degrees ONLY 5-Year Mean of SCH/ Instructional Faculty FTE</b>	<b>Recommended Action</b>	<b>Appears not to meet numeric CCPE criteria</b>
Accounting	BSBA	71.8	398.61	Continuation	
	MACC	18.0		Continuation	
Master of Business Administration  Business Administration-Executive Business for Bioscientists Educational Leadership	MBA	113.0		Continuation	
	MBE	17.6			
	Graduate Certificate	1.4		Continuation	
	Graduate Certificate	0.0			
Criminology and Criminal Justice	BS	220.4		Continuation	
	BMS	17.4			
	<b>Total</b>		<b>469.43</b>		
Criminology and Criminal Justice	MA/MS	26.4		Continuation	
	PhD	3.0			
Managing Juvenile and Adult Populations	Graduate Certificate	2.4		Continuation	

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
Economics Health and Kinesiology	BA/BS	8.4		Continuation	
	BSBA	13.0			
	<b>Total</b>		<b>452.66</b>		
	MA/MS	12.0		Continuation	
	Graduate Certificate	New		Continuation	
Homeland Security Focused Business Analytics	Graduate Certificate	New			
Emergency Management	BS	35.8		Continuation	
	BMS	3.8			X
	<b>Total</b>		<b>431.79</b>		
	Tribal Management and Emergency Services	Undergrad Certificate	13.8		Continuation
Finance	BSBA	124.0		Continuation	
	<b>Total</b>		<b>506.95</b>		
Real Estate	Undergrad Certificate	New		Continuation	

<b>UNO Programs</b>	<b>Degree</b>	<b>5-Year Mean of Degrees Granted</b>	<b>Undergraduate Degrees ONLY 5-Year Mean of SCH/ Instructional Faculty FTE</b>	<b>Recommended Action</b>	<b>Appears not to meet numeric CCPE criteria</b>
Information System and Quantitative Analysis					
Management Information Systems	BS	49.0		Continuation	
	BMS	2.8			X
	<b>Total</b>		<b>469.84</b>		
Data Management	Undergrad Certificate	2.4		Continuation	
Information Technology Administration	Undergrad Certificate	1.4			
System Development	Undergrad Certificate	51.0			
Management Information Systems	MS	51.4		Continuation	
Data Analytics	Graduate Certificate	8.4		Continuation	
Data Management	Graduate Certificate	0.0			
Information Assurance	Graduate Certificate	2.8			
Project Management	Graduate Certificate	5.0			
Systems Analysis and Design	Graduate Certificate	37.2			
Information Technology	PhD	3.0		Continuation	
Management	BSBA	138.2	455.07	Continuation	
Mathematics					
	BA/BS	36.4		Continuation	
	BMS	1.6			X
	<b>Total</b>		<b>742.54</b>		
	MA/MS	11.0		Continuation	
	MAT	2.6			X
Secondary Math Specialist	Graduate Certificate	New		Continuation	

<b>UNO Programs</b>	<b>Degree</b>	<b>5-Year Mean of Degrees Granted</b>	<b>Undergraduate Degrees ONLY 5-Year Mean of SCH/ Instructional Faculty FTE</b>	<b>Recommended Action</b>	<b>Appears not to meet numeric CCPE criteria</b>
Marketing	BSBA	106.4	482.01	Continuation	
Supply Chain Management	Graduate Certificate	New		Continuation	

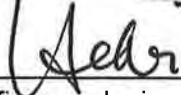
Performance Standards:	Degrees per Year
Total Less than Two Years and Associate	10 or greater
Total Bachelors	7 or greater
Total Masters	5 or greater
Total Ph.D.	3 or greater
Undergraduate SCH/Instructional Faculty FTE	300 or greater

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

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

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 22, 2023
- the governing board's action was: Continuation of the BSBA degree Accounting

Signed:   
(Chief Academic Officer or designated representative)

4/3/23  
(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

Academic Year:	17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Student Credit Hours (SCH)</b>	6,062	5,188	4,908	5,214	5,353	5,345
<b>Faculty Full-time Equivalency (FTE)<sup>1</sup></b>	15.33	15.00	15.00	14.33	15.00	14.93
<b>Instructional Full-time Equivalency (FTE)<sup>2</sup></b>	13.82	13.70	13.38	13.15	12.98	13.41
<b>SCH/Faculty FTE<sup>1</sup></b>	395.43	345.87	327.20	363.85	356.87	357.84
<b>SCH/Instructional Faculty FTE<sup>2</sup></b>	438.64	378.69	366.82	396.50	412.40	398.61

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Accounting</b>	BSBA	96	63	72	64	64	71.8

**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).

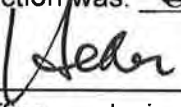


## Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

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

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 22, 2023
- the governing board's action was: Continuation of the Master of Accounting

Signed:   
(Chief Academic Officer or designated representative)

4/3/23  
(Date)

### Evidence of Demand and Efficiency

**Undergraduate Programs/Coursework (ONLY):**

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

<sup>1</sup> Faculty FTE defined as the headcount FTE of full-time (1.0 FTE) faculty with any percentage teaching appointment expectation.  
<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Accounting</b>	Masters	21	24	12	14	19	18.0

**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:** Master of Business Administration

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 22, 2023
- the governing board's action was: Continuation of MBA and MBE Business Administration

Signed: \_\_\_\_\_  
(Chief Academic Officer or designated representative)

4/3/23  
\_\_\_\_\_  
(Date)

### Evidence of Demand and Efficiency

**Undergraduate Programs/Coursework (ONLY):**

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

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Business Administration</b>	MBA	78	112	97	116	162	113.0
<b>Business Administration-Executive MBA</b>	MBE	17	20	18	20	13	17.6
<b>Business for Bioscientists</b>	Grad Cert	2	0	3	0	2	1.4
<b>Health Administration</b>	Grad Cert	n/a	n/a	0	0	0	0

Note: Health Administration graduate certificate program started in spring 2019

**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).

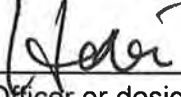
Other (detailed explanation).

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

**Institution:** University of Nebraska at Omaha      **Program:** Criminology and Criminal Justice

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 22, 2023
- the governing board's action was: Continuation of BS and BMS Criminology & Criminal Justice

Signed:   
(Chief Academic Officer or designated representative)

4/3/23  
(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

Academic Year:	17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Student Credit Hours (SCH)</b>	17,124	16,365	17,080	17,274	17,343	17,037
<b>Faculty Full-time Equivalency (FTE)<sup>1</sup></b>	39.67	42.00	43.67	41.33	48.00	42.93
<b>Instructional Full-time Equivalency (FTE)<sup>2</sup></b>	32.80	35.36	34.88	36.88	42.92	36.57
<b>SCH/Faculty FTE<sup>1</sup></b>	431.66	389.64	391.12	417.95	361.31	398.34
<b>SCH/Instructional Faculty FTE<sup>2</sup></b>	522.07	462.81	489.75	468.40	404.12	469.43

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Criminology &amp; Criminal Justice</b>	BS	239	209	192	241	221	220.4
	BMS	15	11	21	20	20	17.4

**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**

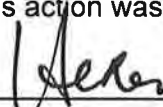
- Program is critical to the role and mission of the institution (detailed explanation).
  
- Program contains courses supporting general education or other programs (detailed explanation).
  
- Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary 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).

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

**Institution:** University of Nebraska at Omaha      **Program:** School of Criminology and Criminal Justice

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 22, 2023
- the governing board's action was: Continuation of MS, MA, and PhD Criminology & Criminal Justice

Signed:   
(Chief Academic Officer or designated representative)

4/3/23  
(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

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

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Criminology &amp; Criminal Justice</b>	MA/MS	25	15	24	36	32	26.4
	PhD	3	5	3	3	1	3.0
<b>Managing Juvenile &amp; Adult Populations</b>	Grad Cert	2	0	1	4	5	2.4

**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).




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

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

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 22, 2023
- the governing board's action was: Continuation of the BA, BS, and BSBA degrees in Economics

Signed:   
(Chief Academic Officer or designated representative)

4/3/23  
(Date)

### Evidence of Demand and Efficiency

**Undergraduate Programs/Coursework (ONLY):**

Academic Year:	17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Student Credit Hours (SCH)</b>	5,271	4,701	4,926	5,805	5,718	5,284.2
<b>Faculty Full-time Equivalency (FTE)<sup>1</sup></b>	13.67	13.00	13.00	14.33	14.33	13.67
<b>Instructional Full-time Equivalency (FTE)<sup>2</sup></b>	11.90	11.34	10.84	11.65	12.62	11.67
<b>SCH/Faculty FTE<sup>1</sup></b>	385.59	361.62	378.92	405.09	399.02	386.05
<b>SCH/Instructional Faculty FTE<sup>2</sup></b>	442.94	414.55	454.43	498.28	453.09	452.66

<sup>1</sup> Faculty FTE defined as the headcount FTE of full-time (1.0 FTE) faculty with any percentage teaching appointment expectation.  
<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Economics</b>	BA/BS	16	5	6	7	8	8.4
	BSBA	8	11	9	13	24	13.0

**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).

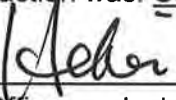
Other (detailed explanation).

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

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

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 22, 2023
- the governing board's action was: Continuation of the MS and MA degrees in Economics

Signed:   
(Chief Academic Officer or designated representative)

4/3/23  
(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

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

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Economics</b>	MA/MS	12	19	3	12	14	12
<b>Economic Education*</b>	Grad Cert	n/a	n/a	n/a	0	1	n/a
<b>Homeland Security Focused Business Analytics*</b>	Grad Cert	n/a	n/a	n/a	n/a	n/a	n/a

Note: Economics Education graduate certificate program started in spring 2020.

Note: Homeland Security Focused Business Analytics graduate certificate program started in fall 2022.

**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:** Emergency Management

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 22, 2023
- the governing board's action was: Continuation of the Continuation of the BS and BMS in Emergency Management

Signed: \_\_\_\_\_  
(Chief Academic Officer or designated representative)

4/3/23  
\_\_\_\_\_  
(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

Academic Year:	17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Student Credit Hours (SCH)</b>	3,840	3,924	3,807	3,909	3,780	3,852
<b>Faculty Full-time Equivalency (FTE) <sup>1</sup></b>	10.67	11.33	10.67	9.33	9.67	10.33
<b>Instructional Full-time Equivalency (FTE) <sup>2</sup></b>	8.87	8.78	8.35	9.06	9.65	8.94
<b>SCH/Faculty FTE <sup>1</sup></b>	359.89	346.34	356.79	418.97	390.90	374.58
<b>SCH/Instructional Faculty FTE <sup>2</sup></b>	432.92	446.92	455.93	431.46	391.71	431.79

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Emergency Management</b>	BS	20	43	37	39	40	35.8
	BMS	2	5	3	2	7	3.8
<b>Tribal Management &amp; Emergency Services</b>	UG Certificate	8	17	11	16	17	13.8

**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:** Finance

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 22, 2023
- the governing board's action was: Continuation of BSBA degree in Finance

Signed: \_\_\_\_\_  
(Chief Academic Officer or designated representative)

4/3/23  
\_\_\_\_\_  
(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

Academic Year:	17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Student Credit Hours (SCH)</b>	6,834	6,616	6,492	7,564	6,221	6,745.4
<b>Faculty Full-time Equivalency (FTE)<sup>1</sup></b>	16.00	17.67	17.00	19.00	17.67	17.47
<b>Instructional Full-time Equivalency (FTE)<sup>2</sup></b>	12.37	12.39	12.44	14.55	15.30	13.41
<b>SCH/Faculty FTE<sup>1</sup></b>	427.13	374.42	381.88	398.11	352.07	386.72
<b>SCH/Instructional Faculty FTE<sup>2</sup></b>	552.47	533.98	521.86	519.86	406.60	506.95

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Finance</b>	BSBA	109	118	132	130	131	124.0
<b>Real Estate*</b>	UG Certificate	n/a	n/a	n/a	1	1	n/a

Note: Real Estate undergraduate certificate program started in fall 2020.

**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).

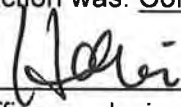


## Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

**Institution:** University of Nebraska at Omaha      **Program:** Information System and Quantitative Analysis

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 22, 2023
- the governing board's action was: Continuation of BS and BMS in MIS

Signed:   
(Chief Academic Officer or designated representative)

4/3/23  
(Date)

### Evidence of Demand and Efficiency

**Undergraduate Programs/Coursework (ONLY):**

Academic Year:	17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Student Credit Hours (SCH)</b>	6,223	6,219	6,390	6,205	5,353	6,078
<b>Faculty Full-time Equivalency (FTE)<sup>1</sup></b>	15.55	16.61	17.28	16.35	16.64	16.49
<b>Instructional Full-time Equivalency (FTE)<sup>2</sup></b>	11.66	11.90	14.01	13.56	14.12	13.05
<b>SCH/Faculty FTE<sup>1</sup></b>	400.19	374.41	369.79	379.51	321.69	369.12
<b>SCH/Instructional Faculty FTE<sup>2</sup></b>	533.79	522.61	456.10	457.60	379.11	469.84

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Management Information Systems</b>	BS	51	49	50	59	36	49.0
	BMS	2	2	0	5	5	2.8
<b>Data Management</b>	UG Cert	6	0	2	2	2	2.4
<b>Information Technology Administration</b>	UG Cert	4	0	1	1	1	1.4
<b>System Development</b>	UG Cert	55	48	51	63	38	51.0

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

**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:** Information System and Quantitative Analysis

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 22, 2023
- the governing board's action was: Continuation of MS in Management Information Systems

Signed: Hebi  
(Chief Academic Officer or designated representative)

4/3/23  
(Date)

### Evidence of Demand and Efficiency

**Undergraduate Programs/Coursework (ONLY):**

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

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Management Information Systems</b>	MS	81	64	45	28	39	51.4
<b>Data Analytics</b>	Grad Cert	11	10	9	4	8	8.4
<b>Data Management</b>	Grad Cert	n/a	n/a	n/a	n/a	0	0
<b>Information Assurance</b>	Grad Cert	6	3	2	2	1	2.8
<b>Project Management</b>	Grad Cert	9	7	6	1	2	5.0
<b>Systems Analysis and Design</b>	Grad Cert	76	67	32	9	2	37.2

Note: Data Management Graduate Certificate program started in Fall 2021

**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).

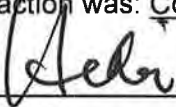
Other (detailed explanation).

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

**Institution:** University of Nebraska at Omaha      **Program:** Information Technology

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 22, 2023
- the governing board's action was: Continuation of PhD in Information Technology

Signed:   
(Chief Academic Officer or designated representative)

4/3/23  
(Date)

### Evidence of Demand and Efficiency

**Undergraduate Programs/Coursework (ONLY):**

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

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Information Technology</b>	PhD	4	2	2	4	3	3.0

**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:** Management

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 22, 2023
- the governing board's action was: Continuation of BSBA degree in Management

Signed: \_\_\_\_\_  
(Chief Academic Officer or designated representative)

\_\_\_\_\_ 4/3/23  
(Date)

### Evidence of Demand and Efficiency

#### Undergraduate Programs/Coursework (ONLY):

Academic Year:	17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Student Credit Hours (SCH)</b>	9,480	9,495	9,519	9,932	9,437	9,572.6
<b>Faculty Full-time Equivalency (FTE)<sup>1</sup></b>	24.33	23.33	27.00	28.33	29.67	26.53
<b>Instructional Full-time Equivalency (FTE)<sup>2</sup></b>	19.34	18.28	21.93	22.50	24.18	21.25
<b>SCH/Faculty FTE<sup>1</sup></b>	389.64	406.99	352.56	350.58	318.07	363.57
<b>SCH/Instructional Faculty FTE<sup>2</sup></b>	490.18	519.42	434.06	441.42	390.28	455.07

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Management</b>	BSBA	152	147	131	147	114	138.2

**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:** Marketing

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 22, 2023
- the governing board's action was: Continuation of BSBA in Marketing

Signed: \_\_\_\_\_  
(Chief Academic Officer or designated representative)

4/3/23  
\_\_\_\_\_  
(Date)

### Evidence of Demand and Efficiency

**Undergraduate Programs/Coursework (ONLY):**

Academic Year:	17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Student Credit Hours (SCH)</b>	7,529	7,414	7,601	8,042	8,191	7,755
<b>Faculty Full-time Equivalency (FTE) <sup>1</sup></b>	19.33	17.33	19.00	19.00	19.67	18.87
<b>Instructional Full-time Equivalency (FTE) <sup>2</sup></b>	16.26	15.02	15.66	16.00	17.60	16.11
<b>SCH/Faculty FTE <sup>1</sup></b>	389.50	427.81	400.05	423.26	416.42	411.41
<b>SCH/Instructional Faculty FTE <sup>2</sup></b>	463.04	493.61	485.38	502.63	465.40	482.01

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Marketing</b>	BSBA	110	111	114	103	94	106.4

**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).  
For Sales

Other (detailed explanation).

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

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

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 22, 2023
- the governing board's action was: Continuation of BA, BS, BMS Mathematics

Signed: \_\_\_\_\_  
(Chief Academic Officer or designated representative)

4/3/23  
\_\_\_\_\_  
(Date)

### Evidence of Demand and Efficiency

**Undergraduate Programs/Coursework (ONLY):**

Academic Year:	17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Student Credit Hours (SCH)</b>	23,844	23,327	22,770	23,145	22,118	23,040.8
<b>Faculty Full-time Equivalency (FTE) <sup>1</sup></b>	31.67	36.67	33.33	36.00	43.00	36.13
<b>Instructional Full-time Equivalency (FTE) <sup>2</sup></b>	28.39	28.50	29.82	31.45	39.88	31.61
<b>SCH/Faculty FTE <sup>1</sup></b>	752.89	636.13	683.17	642.92	514.37	645.90
<b>SCH/Instructional Faculty FTE <sup>2</sup></b>	839.87	818.63	763.58	735.93	554.68	742.54

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Mathematics</b>	BA/BS	32	21	44	41	44	36.4
	BMS	2	1	3	2	0	1.6

**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:** Mathematics

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 22, 2023
- the governing board's action was: Continuation of MA, MS, MAT Mathematics

Signed: \_\_\_\_\_ 4/3/23  
 (Chief Academic Officer or designated representative)      (Date)

### Evidence of Demand and Efficiency

**Undergraduate Programs/Coursework (ONLY):**

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

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Mathematics</b>	MA/MS	17	17	3	5	13	11
	MAT	3	4	0	5	1	2.6
<b>Secondary Math Specialist</b>	Grad Cert	n/a	n/a	n/a	n/a	1	n/a

Note: Secondary Math Specialist Graduate Certificate program started in spring 2021

**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).

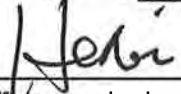
The MAT shares faculty and some of the same courses with the MA and MS degrees.

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

**Institution:** University of Nebraska at Omaha      **Program:** Graduate Certificate, Supply Chain Management

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 22, 2023
- the governing board's action was: Continuation of the graduate certificate in Logistics and Supply Chain

Signed:   
(Chief Academic Officer or designated representative)

4/3/23  
(Date)

### Evidence of Demand and Efficiency

**Undergraduate Programs/Coursework (ONLY):**

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

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

<sup>2</sup> 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:		17-18	18-19	19-20	20-21	21-22	5 yr avg
<b>Logistics and Supply Chain Management*</b>	Grad Cert	n/a	n/a	0	1	11	n/a

Note: Logistics and Supply Chain Management graduate certificate program started in fall 2019.

**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).



TO: The Board of Regents Addendum X-A-3  
Academic Affairs Committee

MEETING DATE: June 22, 2023

SUBJECT: University of Nebraska Degree Monitoring Reports as Required by Neb. Rev. Stat. § 85-1414(5) and Other Reports Required by the Nebraska Coordinating Commission for Postsecondary Education (CCPE)

RECOMMENDED ACTION: Approve the Monitoring Reports and Forward them to the Nebraska Coordinating Commission for Postsecondary Education (CCPE)

PREVIOUS ACTION: June 26, 2020 - The Board approved the Center for Intelligent Health Care at the University of Nebraska Medical Center (UNMC).

June 23, 2022 – The annual monitoring of the University of Nebraska at Omaha (UNO) Bachelor of Arts (BA) in Art History was reported to the Board.

EXPLANATION: A financial monitoring report for the UNMC Center for Intelligent Health Care was required by the CCPE at the time of the Center’s approval in 2020. Because of COVID-19’s impacts, there have been major alterations to the Center’s business plan. The Center has had significant successes, especially relative to establishing the infrastructure for AI research and building a community of scientists and educators focused on relevant disciplines. While not meeting its original financial projections, the Center has scaled its activities to avoid negative financial impacts.

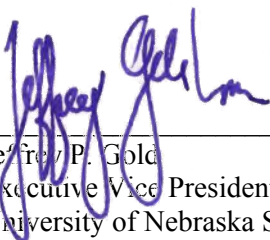
The UNO BA in Art History monitoring report notes that the curriculum has been modernized to facilitate double majoring and relevance to workforce needs. One new curricular option includes an Art Management focus area within the major that provides more coursework in non-profit leadership, fundraising, and marketing. These changes are relatively recent; the number of specific Art History majors and average degrees granted per year has not appreciably increased to a degree that would routinely meet CCPE Performance Standards.

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

SPONSORS: H. Dele Davies  
Senior Vice Chancellor for Academic Affairs  
University of Nebraska Medical Center

Phil He  
Senior Vice Chancellor for Academic Affairs  
University of Nebraska at Omaha

RECOMMENDED:



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Jeffrey P. Gold  
Executive Vice President and Provost  
University of Nebraska System

DATE:

May 16, 2023

**University of Nebraska Medical Center (UNMC)  
Financial Monitoring Report to the Board of Regents  
Center for Intelligent Health Care**

Last Action by the University of Nebraska Board of Regents (BoR):


June 26, 2020 – The BoR approved the Center for Intelligent Health Care.

Last Action by the Nebraska Coordinating Commission for Postsecondary Education (CCPE):

September 10, 2020 – The CCPE approved creation of the Center, with an interim report on funding due September 30, 2023.

Next Action Due:

A monitoring report, due only to the BoR, should be submitted to the Provost's Office by **April 6, 2023** for the **June 22, 2023** BoR agenda.

Signed: \_\_\_\_\_  \_\_\_\_\_ 05/03/2023 \_\_\_\_\_  
(Chief Academic Officer or designated representative) (Date)

**Introduction**

The vision of the UNMC Center for Intelligent Health Care is to bring technology to the healthcare team, optimizing the synergy among the clinician, patient, and computer. Worldwide, there are only 22,000 Artificial Intelligence (AI) experts with many fewer who have expertise in healthcare. Thus, there is a need for scientists to be experts in AI and a need to train clinicians that can translate AI into clinical care. It is an opportunity for UNMC and the University of Nebraska to become international leaders in AI-related science and solutions for healthcare.

**Current Financials (see attached tables)**

The initial budget plan was developed before there was had a clear idea of the impact of COVID-19 upon the healthcare system. COVID-19 had a major impact on the assumptions used to create the business plan for both research and business opportunities within the Center. The net impact, linked to strong fiscal discipline however, leaves the Center in a very strong position to realize and exceed the initial vision for the Center.

The business plan for the Center was formulated in 2019. At that time, the director was in the final year of an AHRQ R-01 "Optimizing the Electronic Health Record for Cardiovascular Care". Concerns over the adverse impact of the electronic health record (EHR) on clinicians and its recognition as a leading cause of clinician burn-out was recognized by major medical societies, the Office of the National Coordinator for Information Technology and even the Surgeon General. The Center was well positioned to proactively address the fundamental problems

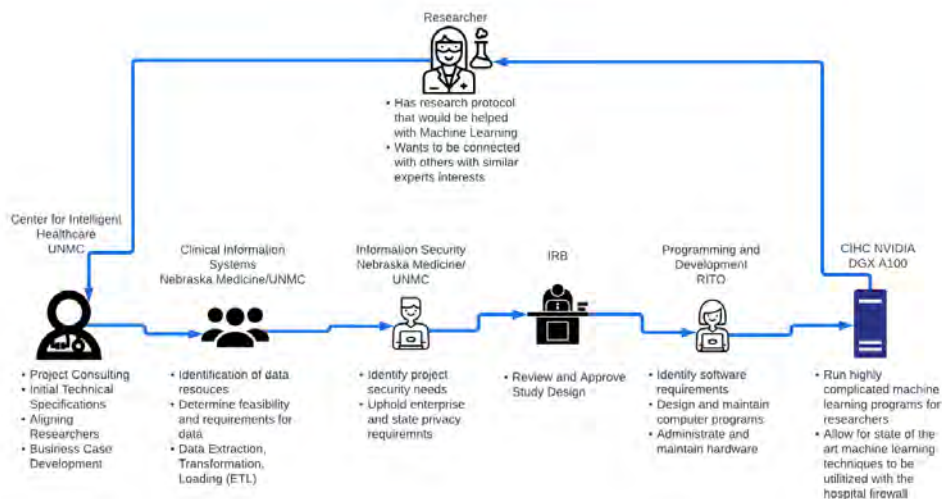
caused by EHR. However, funding from AHRQ and other funding agencies shifted away from solving clinician burn-out to first the opioid epidemic and for the last several years, COVID.

In early 2020, at the recommendation of Chancellor Jeff Gold and important community leaders the Center engaged the Nebraska Business Development Center to develop a business plan for a joint venture between CIHC and CuraPatient. The output was to create a new start-up which was named Platte Health Solutions. This proposal was enthusiastically endorsed by Chancellor Gold and senior community leaders. Unfortunately, CuraPatient pivoted their technology and personnel to address COVID rather than building the digital health solution envisioned. Thus, anticipated revenue from consultation, grants and revenue from royalties failed to materialize.

### **Accomplishments (see attached for additional details)**

Despite setbacks, the Center maintained the mission to “intelligently simplify healthcare” but pivoted focus. The Center has been extremely successful in building a community of scientists and educators across the four University of Nebraska campuses. The Center has over 80 faculty participating in Center activities (see unmc.edu/cihc). In October, 2022 the Center cohosted, with the Great Plains IDeA-CTR, a national meeting on the future of artificial intelligence headlined by FDA Commissioner Robert Califf. There is a monthly CIHC Grand Rounds featuring faculty from all four NU campuses. Collaboration between CIHC faculty has led to significant productivity including funding from the Nebraska Research Initiative (a currently list of activities is attached).

The Center also been successful developing the infrastructure to promote artificial intelligence (AI) research. Thanks to the Holland Foundation the Center was able to secure a supercomputer that resides within the UNMC/Nebraska Medicine firewall. CIHC has worked with Nebraska Medicine information technology, information security, the IRB, and the Research Information Technology Office (RITO) to create a pathway for innovation. CIHC is now working with faculty and UNeMed to support the development of novel solutions. The pathway is shown below.



## **Future Projections**

When COVID interrupted the core business plan to create a software start-up company to build a truly important product to promote the free exchange of healthcare data, the Center looked in a different direction. The 2016 21<sup>st</sup> Century Cures Act created a pathway to promote interoperability through what is termed “Fast Healthcare Interoperability Resources (FHIR). While this creates a roadmap it doesn’t actually build the road. The data standards organization HL-7 created seven FHIR accelerators to build these roads. Drs. Windle and Tcheng approached the MITRE organization about extending their oncology domain, CodeX, to create a new cardiovascular domain (CardX). This new domain was approved in September of 2022. Fundamental to FHIR accelerators are that everything developed is open source. This “business strategy” has lowered all the barriers to adoption. Not only does the Center have the CDC and FDA actively involved, there are also major vendors such as Medtronic and Epic involved as well as the major healthcare societies like the American Medical Association and the American Heart Association. However, the heart and soul of CardX resides on our campus. Over the next 5 years UNMC and the Center for Intelligent Health Care will build the roads that connect clinicians, patients, specialty medical societies, digital health vendors and federal agencies.

While there have been major alterations to the business plan, CIHC has never lost sight of its mission. The Center for Intelligent Health Care is very well positioned to promote digital health solutions that have a major impact on our patients and faculty, and also very well positioned to create substantial and meaningful changes in US healthcare. CIHC is continuing to have internal discussions among the Center Director, Vice Chancellor for Research, and PIs of the Great Plains IDeA CTR regarding the future of the center and path to success.

**TABLE 1: PROJECTED AND ACTUAL EXPENSES  
UNMC Center for Intelligent Health Care**

	(FY2020) Year 1		(FY2021) Year 2		(FY2022) Year 3		(FY2023) Year 4		(FY2024) Year 5		(FY2025) Year 6	(FY2026) Year 7
<b>Personnel</b>	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Estimated	Projected	Estimated		
Director	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Faculty (see operating line below) <sup>1</sup>	\$0	0	\$0	0	\$112,380	0	\$125,000	103015	\$128,750	\$125,000	\$125,000	\$125,000
Non-teaching staff:												
Professional	\$113,269	38960.22	\$430,000	64841.66	\$442,900	183127.4	\$456,315	214216.57	\$469,872	\$315,000	\$365,000	\$415,000
Graduate Assistants <sup>2</sup>	\$40,000	13750	\$80,000	0	\$300,000	2944	\$597,400	8128.32	\$912,374	\$96,000	\$120,000	\$160,000
Subtotal	\$153,269	52710	\$510,000	64841.66	\$742,900	186071.4	\$1,053,715	325359.89	\$1,382,246	\$536,000	\$610,000	\$700,000
Benefits (21%) FY23 (31.9%)	\$32,186	13510	\$107,100	19647.01	\$156,009	53082.12	\$221,280	46140.78	\$290,272	\$67,000	\$77,623	\$88,257
<b>Total Personnel</b>	\$185,455	66220	\$617,100	84488.67	\$898,909	239153.52	\$1,274,995	371500.67	\$1,672,518	\$603,000	\$687,623	\$788,257
<b>Operating</b>												
General Operating <sup>3</sup>	\$0	\$5,994	\$25,000	\$5,274	\$25,000	\$5,570	\$100,000	\$4,840	\$125,000	\$10,000	\$10,000	\$10,000
Equipment for Center	\$35,000	\$0	\$25,000	\$170,792	\$25,000	\$0	\$75,000	\$0	\$75,000	\$10,000	\$300,000	\$0
Consultants <sup>4</sup>	\$0	\$0	\$25,000	\$0	\$25,000	\$0	\$25,000	\$0	\$25,000	\$0	\$0	\$0
Travel <sup>5</sup>	\$30,000	\$2,124	\$25,000	\$774	\$25,000	\$563	\$50,000	\$0	\$50,000	\$10,000	\$10,000	\$10,000
Facilities <sup>6</sup>	\$0	\$0	\$25,000	\$13,663	\$25,000	\$3,155	\$100,000	\$1,356	\$100,000	\$30,000	\$30,000	\$30,000
Start-up Grants <sup>7</sup>	\$0	\$1,670	\$0	\$0	\$0	\$2,114	\$400,000	\$20,000	\$500,000	\$20,000	\$20,000	\$20,000
Subcontracts <sup>8</sup>	\$0	\$7,358	\$0	\$0	\$0	\$0	\$500,000	\$6,240	\$1,000,000	\$6,240	\$6,240	\$6,240
<b>Operating Subtotal</b>	\$65,000	\$17,147	\$125,000	\$189,624	\$125,000	\$11,403	\$1,250,000	\$12,436	\$1,875,000	\$86,240	\$376,240	\$76,240
<b>Total Expenses</b>	\$250,455	\$83,367	\$742,100	\$274,112	\$1,023,909	\$250,556	\$2,524,995	\$416,373	\$3,547,518	\$689,240	\$1,063,863	\$864,497

1 Expenses will be adusted to match contract/grant support.

2 The first two years are covered by start-up funds; Years 3- 5 are contingent on obtaining grants.

3 Funds for computer software and hardware, and website maintenance.

4 The Center will rely on consultants with limited employees until secure independent funding is obtained.

5 Funds for travel are necessary for business and national presentations.

6 There is no new space identified for the Center; funds will support facility upgrades.

7 Pilot grants are dependent on the Center's financial sustainability.

8 We anticipate to support faculty at other institutions through subcontracts.

**TABLE 2: PROJECTED AND ACTUAL REVENUE  
UNMC Center for Intelligent Health Care**

	(FY2020)		(FY2021)		(FY2022)		(FY2023)		(FY2024)		(FY2025)	(FY2026)
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	Year 7
	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Estimated	Projected	Estimated	Projected	Projected
DDIF Admin <sup>1</sup>	\$500,000	\$500,000	\$500,000	\$500,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Philanthropy <sup>2</sup>	\$0	0	\$0	281523	\$500,000	120000	\$2,000,000	408400	\$2,000,000	\$345,000	\$600,000	\$700,000
Grants <sup>3</sup>	\$0	0	\$0	0	\$200,000	0	\$500,000	26370	\$750,000	\$106,000	\$400,000	\$400,000
Contracts <sup>4</sup>	\$100,000	0	\$250,000	4280	\$500,000	3000	\$2,250,000	10000	\$3,000,000	\$60,000	\$100,000	\$120,000
Royalties <sup>5</sup>	\$0	0	\$0	0	\$0	0	\$250,000	0	\$500,000	\$0	\$0	\$50,000
<b>Total Revenue</b>	<b>\$600,000</b>	<b>\$500,000</b>	<b>\$750,000</b>	<b>\$216,512</b>	<b>\$1,200,000</b>	<b>\$199,320</b>	<b>\$5,000,000</b>	<b>\$444,770</b>	<b>\$6,250,000</b>	<b>\$511,000</b>	<b>\$1,100,000</b>	<b>\$1,270,000</b>

<sup>1</sup> The College of Medicine (COM) will provide these funds. Funding originates from the Nebraska Medicine Academic Program Funding Agreement and the COM Department of Cellular and Integrative Physiology. (DDIF = Deans Development Investment Funds.)

<sup>2</sup> The UNMC Capital Campaign Initiative will be harnessed to provide philanthropic funding to support the Center.

<sup>3</sup> The Center will take 18-24 months to gain extramural research funding.

<sup>4</sup> The Center will build products that have commercial value either through consultation or contracts.

<sup>5</sup> This anticipates royalties will be produced through product development and partnerships with industry.

**University of Nebraska at Omaha (UNO)  
Annual Program Monitoring Report to the Board of Regents  
Bachelor of Arts (BA) in Art History**

Last Action by the University of Nebraska Board of Regents (BoR):

June 23, 2022 – The BoR received a monitoring report on the UNO BA in Art History.

Last Action by the Nebraska Coordinating Commission for Postsecondary Education (CCPE):

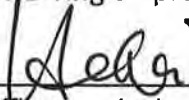
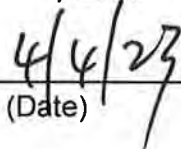
December 3, 2020 – The CCPE accepted the monitoring report submitted September 30, 2020 and the continuation of the program with an additional monitoring report to include number of majors and degrees awarded due in 2023.

Next Action Due:

This monitoring report including enrollments and number of graduates to the BoR and CCPE should be submitted to the Provost's Office by April 6, 2023 for the June 22, 2023 BoR agenda.

Note:

CCPE will likely schedule a hearing on program continuances in late 2023/early 2024

Signed: \_\_\_\_\_  \_\_\_\_\_   
(Chief Academic Officer or designated representative) (Date)

Please provide the following:

1. Degrees Awarded:

2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23 (estimated)
59	74	46	49	71	71	67
BAH only: 6	7	2	3	8	2	6

2. Majors (formal enrollments, including double majors):

2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23 (estimated)
317	323	288	319	341	325	319
BAH only: 18	18	15	19	27	27	28

3. Progress towards full implementation of strategies outlined in the in-depth report:

The Art History program has increased its number of majors by approximately 86% since 2018-19 and expects the graduation numbers to grow in the next few years because of this increase.



To maintain this growth trajectory the program has changed the curriculum to address the concerns of today's students who seek workforce development opportunities and are interested in double majoring. Professional connections within the university (Samuel Bak Museum: The Learning Center) and in the community (Gallery 1516) and other attractive features of the Art History program will make it a destination for students seeking employment or a higher degree.

4. Additional strategies employed (if any) to ensure the CCPE's degrees-awarded threshold is achieved:

**Arts Management: A new focus area for students interested in gallery and museum jobs and positions in non-profit arts organizations.**

The Arts Management focus area in Art History, recently introduced, has fewer foreign language and history requirements and more courses in non-profit leadership and fundraising and marketing. All students are required to complete an internship for this focus, increasing the experiential aspects of the curriculum and networking opportunities. No data is available on enrollment in the Arts Management focus because it only recently appeared in the catalog (Fall 2022).

**Double Majors: Curriculum changes to encourage studio art majors, art history minors, and majors in other programs to add art history as a second major.**

Art History is connected to a NASAD accredited studio art program with over 300 majors, many of whom consider double majoring in art history to increase their job prospects. Art History will also seek to recruit double majors from the thirty plus minors and the numerous programs across campus which include art history courses as part of their curriculum. To encourage double majors Art History will reduce its required courses from 72-74 credit hours to 54-56. Catering to students' different learning styles, for their Capstone requirement, students can either write a thesis, take a comprehensive exam, or present on an internship or other project.

**UNO's Art History: A destination program.**

There are many reasons why students would choose UNO as THE place to study art history.

1. Samuel Bak Museum: The Learning Center. UNO's contribution to the "Only in Nebraska" campaign, the Art History program will be instrumental in providing support to the museum via student interns, docents, staff, and research on the collection. Art History faculty will work with museum staff to create study abroad and curatorial experiences, courses, and learning opportunities centered around Samuel Bak's art.
2. Engagement with other campus programs. Art History courses are part of the curricula of the following UNO programs: OLLAS, Ancient and Mediterranean Studies, Medieval and Renaissance Studies, Women's and Gender Studies. Art History faculty teach classes for many UNO initiatives and programs, including TLC (Thompson Learning Community), Honors, TRAC (Higher Education in Prison), Medical Humanities, Passport, Trailblazers, and Service Learning.
3. UNO Art History graduates get internships and jobs. Art and Art History has formal and informal partnerships with a variety of arts institutions (Gallery 1516 and Arte LatinX). In the past 10 years UNO Art History students have interned or worked at the following institutions: Samuel Bak Museum: The

Learning Center, University of Nebraska Omaha, Joslyn Art Museum, Gallery 1516, Benson First Fridays, El Museo Latino, Roberta & Bob Rogers Gallery, The Nelson-Atkins Museum of Art (Kansas City), Bemis Center for Contemporary Arts, North Hills Pottery Tour, Kaneko, UNO Art Gallery, Peggy Guggenheim Collection (Venice), General Crook House Museum, Nebraska Jewish Historical Society, Michener Art Museum (PA), Arnot Art Museum (NY), and the World Chess Hall of Fame (MO).

4. Art History prepares students for graduate school.

In the past 10 years UNO Art History students were accepted to graduate programs at the following schools: University of Nebraska Lincoln, University of Chicago, Temple University, Arizona State University, University of Denver, Syracuse University, Clemson University, Fort Hays State University, University of Iowa, George Washington University, University of Oklahoma, Newcastle University (UK), SACI (Florence), Trinity College (Ireland), University College Dublin, University College London, and the University of Glasgow. Students also presented their research at UNO's Research and Creative Activity fair and national art history conferences.

**Growing Art History Graduates: A Recruitment and Retention Plan.**

The Art History faculty are implementing the following recruitment and retention strategies to grow the program.

1. Recruitment: Promoting Art History.

Art History has created new marketing materials to promote the Arts Management focus and curriculum changes to students in studio art and survey courses and to high school students in Nebraska and out of state. Art & Art History tours for high schools and talented art student organizations, such as the Kent Bellows Mentoring Program, will be a platform for promoting career opportunities for Art History majors.

2. Retention – an Art History cohort.

The data on student retention has emphasized the importance of fostering a sense of belonging and camaraderie. To build community while simultaneously bolstering academic performance and career opportunities, Art History will regularly host events, including informational sessions, internship panels, symposia, field trips to museums, and semester meet and greets. For the inaugural recruitment/informational panel (April 13), several professionals from non-profit arts institutions will discuss internship opportunities with Art & Art History students.

TO: The Board of Regents Addendum X-B-1  
Business and Finance Committee

MEETING DATE: June 22, 2023

SUBJECT: Guaranteed Maximum Price Contract for the UNK/UNMC Rural Health Education Building at UNK

RECOMMENDED ACTION: Approve execution of a standard form Guaranteed Maximum Price (GMP) contract for the UNK/UNMC Rural Health Education Building at UNK

PREVIOUS ACTION: August 11<sup>th</sup>, 2022- Board of Regents approved the Program Statement for the UNK/UNMC Rural Health Education Building at UNK

EXPLANATION: The Program Statement approved a Construction Manager at Risk (CMR) delivery method for external general construction services. MCL Construction was selected to be the CMR through a competitive qualification-based selection in accordance with Board of Regent policy.

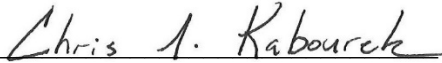
Authority to approve and execute construction contracts over \$5 million is reserved by the Board of Regents. GMP contracts will be in the standard format for the agreement and only within the scope, schedule and budget approved by the Board of Regents. Upon execution, GMP contracts will be reported through the standard contract reporting process.

This item has been reviewed by the Business and Finance Committee.

PROJECT COST: Project Budget \$85,000,000

SOURCE OF FUNDS: State Funds \$50,000,000  
Private Donation Funds \$35,000,000

SPONSORED Brooke Hay  
Assistant Vice President for Facilities, Planning and Capital Programs

RECOMMENDED:   
Chris J. Kabourek  
Senior Vice President for Business and Finance | CFO

DATE: May 18, 2023

TO: The Board of Regents Addendum X-B-2  
Business and Finance Committee

MEETING DATE: June 22, 2023

SUBJECT: Ratification of Standard Form Construction Agreement for Audio/Visual Components for the North Stadium Expansion Project at UNL.

RECOMMENDED ACTION: Ratify the Standard Form Construction Agreement between the Board of Regents of the University of Nebraska and Electronic Contracting Company for audio/visual components for the North Stadium Expansion Project at the University of Nebraska-Lincoln.

PREVIOUS ACTION: October 25, 2019 – The Board of Regents approved the Program Statement for the North Stadium Expansion Project at UNL.

December 4, 2020 – The Board of Regents approved revisions to the North Stadium Expansion Project and received the report from the Business and Finance Committee regarding the Intermediate Design Review.

April 9, 2021 – The Board of Regents approved the execution of a Standard Form GMP Contract Amendment to the Construction Manager at Risk (CMR) contract for Phase 1 of the North Stadium Expansion Project at UNL.

December 3, 2021 – The Board of Regents approved a \$10 million increase in project budget and the execution of a Standard Form GMP Contract Amendment to the Construction Manager at Risk (CMR) contract for Phase 2 of the North Stadium Expansion Project at UNL.

EXPLANATION: Upon approval by the Board of Regents of both phases of the North Stadium Expansion Project, the University entered into a Standard Form Construction Agreement with Electronic Contracting Company on June 7, 2022 for the procurement and installation of audio/visual components for the Project.

Although the base fee on the contract was \$3,797,138.00, the acceptance of several alternates within the proposal increased the contract amount by \$1,276,136. This increase resulted in a total contract amount of \$5,073,274. Although the full contract amount is within the Board-approved budget for the Project, pursuant to *RP-6.3.1.4.e*, this increase above \$5,000,000 triggered the requirement for approval of the Agreement by the Board of Regents, which unfortunately did not happen prior to execution.

As this contract has already been signed and the work is nearing completion, UNL requests that the Standard Form Construction Agreement for the audio/visual components for the North Stadium Expansion Project be ratified by the Board.

This item has been reviewed by the Business and Finance Committee.

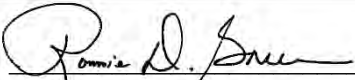
PROJECT COST: Contract Amount: \$5,073,274

SOURCE OF FUNDS: Project Budget is Funded by Private Funds, University Internal Lending Program, and Trust Funds

SPONSOR: Trev Alberts  
Vice Chancellor and Director of Athletics

Michael Zeleny  
Vice Chancellor for Business and Finance

RECOMMENDED:

  
\_\_\_\_\_  
Ronnie D. Green, Chancellor  
University of Nebraska-Lincoln

DATE: May 18, 2023

## **XI. UNIVERSITY ADMINISTRATIVE AGENDA**

### **A. ACADEMIC AFFAIRS**

#### University of Nebraska at Kearney

1. Approve the transition of the Bachelor of Arts (BA) in Education, Psychology 7-12 Teaching Subject Endorsement administered by the College of Arts and Sciences at UNK, Addendum XI-A-1
2. Approve the transition of the Bachelor of Arts (BA) in Art History administered by the Department of Art and Design in the College of Arts and Sciences at UNK, Addendum XI-A-2

#### University of Nebraska-Lincoln

3. Approve the transition of the Bachelor of Science (BS) in Food Technology for Companion Animals within the College of Agricultural Sciences and Natural Resources at UNL, Addendum XI-A-3
4. Approve the transition of the Bachelor of Science (BS) in Horticulture and the BS in Turfgrass and Landscape Management administered by the College of Agricultural Sciences and Natural Resources at UNL into the existing BS in Plant and Landscape Systems, Addendum XI-A-4
5. Academic Freedom and Tenure Committee Report Recommending the Termination of a Faculty Member's Continuous Appointment, Addendum XI-A-5

#### University of Nebraska Medical Center

6. Approve establishment of the Center for Drug Design and Innovation in the College of Pharmacy at UNMC, Addendum XI-A-6
7. Approve creation of the Doctor of Medical Science (DMSc) within the College of Allied Health Professions at UNMC, Addendum XI-A-7

### **B. BUSINESS AND FINANCE**

#### Operating Budget

1. Approve the Fund B, University Program and Facilities Fee (UPFF) 2023-24 Allocation for UNK, Addendum XI-B-1
2. Approve the Fund B, University Program and Facilities Fee (UPFF) 2023-24 Allocation for UNL, Addendum XI-B-2
3. Approve the Fund B, University Program and Facilities Fee (UPFF) 2023-24 Allocation for UNMC, Addendum XI-B-3
4. Approve the Fund B, University Program and Facilities Fee (UPFF) 2023-24 Allocation for UNO, Addendum XI-B-4
5. Approve the FY2023-24 Operating Budget and 2023-24 tuition rates for the University of Nebraska System, Addendum XI-B-5

6. Approve the FY2023-24 Operating Budget and 2023-24 tuition rates for the Nebraska College of Technical Agriculture, Addendum XI-B-6

University of Nebraska System

7. Approve the selection of third-party administrators for the University's medical and pharmacy insured benefit plans, Addendum XI-B-7
8. Approve the renewal of FM Global Property Insurance policy for the period July 1, 2023 to July 1, 2024, Addendum XI-B-8

University of Nebraska-Lincoln

9. Approve request to permit alcohol sales at Memorial Stadium for Volleyball Day in Nebraska event on August 30, 2023 at UNL, Addendum XI-B-9

University of Nebraska Medical Center

10. Approve Memorandum of Understanding (MOU) between the Nebraska State Patrol Crime Laboratory and the UNMC Human DNA Identification Laboratory relating to forensic DNA casework data, Addendum XI-B-10

C. EXECUTIVE

1. Approve amendments to Section 2.2 and Section 2.8 of the *Bylaws of the Board of Regents* relating to authority and responsibilities of the President of the University, Addendum XI-C-1

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

Academic Affairs Committee

MEETING DATE: June 22, 2023

SUBJECT: Transition the Bachelor of Arts (BA) in Education, Psychology 7-12 Teaching Subject Endorsement administered by the College of Arts and Sciences at UNK

RECOMMENDED ACTION: Approval to Transition the BA in Education, Psychology 7-12 Teaching Subject Endorsement administered by the College of Arts and Sciences at UNK

EXPLANATION: There are no students currently enrolled in the degree. Any students interested in the endorsement will be encouraged to transition to the broader and more marketable social science endorsement degree. There are no anticipated savings associated with the elimination; no existing coursework is being eliminated.

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

SPONSORS: Kristen Majocha  
Senior Vice Chancellor for Academic Affairs  
University of Nebraska at Kearney

APPROVED:



Douglas A. Kristensen, Chancellor  
University of Nebraska at Kearney



Walter E. Carter, President  
University of Nebraska System

DATE: May 16, 2023



**UNK**  
**OFFICE OF THE CHANCELLOR**

February 9, 2023

Dr. Jeffrey P. Gold  
Executive Vice President and Provost  
University of Nebraska

Dr. Gold:

Senior Vice Chancellor Kristen Majocha has recommended the discontinuation of the Bachelor of Arts in Education, Psychology 7-12 Teaching Subject Endorsement, due to low enrollment. Dr. Majocha's recommendation follows a discontinuation process initiated by faculty in the Department of Psychology, College of Arts and Sciences, and since then endorsed by appropriate campus constituencies.

Dr. Majocha notes that there are currently no students enrolled in this program; however, it remains in the course catalog during the discontinuation process and students may choose to declare the degree. Students who express interest in doing so will be encouraged to pursue a more relevant and marketable course of study.

I concur with Dr. Majocha's recommendations and request your support as well. Thank you for your consideration.

Sincerely,


  
Douglas A. Kristensen, J.D.  
Chancellor

bjm



DATE: February 2, 2023

TO: Douglas A. Kristensen, Chancellor

FROM: Kristen L. Majocho, Ph. D.   
Senior Vice Chancellor for Academic Affairs

SUBJECT: Discontinuation of the Bachelor of Arts in Education, Psychology 7 – 12  
Teaching Subject Endorsement

The faculty members in the Department of Psychology, the College of Arts & Sciences, have initiated the process for the discontinuation of the Bachelor of Arts in Education, Psychology 7 – 12 Teaching Subject Endorsement. The proposed timeline for the deletion of the degree is as follows:

- College of Arts & Sciences Ed Policy Committee: Fall 2022
- College of Arts & Sciences Department Chair and Dean: Fall 2022
- College of Education Dean: Fall 2022
- Chancellor and Senior Vice Chancellor, Fall 2022
- Board of Regents: Spring 2023
- Nebraska Coordinating Commission for Post-secondary Education: Spring/Summer 2023

Currently there are no students enrolled in this program. However, as it remains in the catalog throughout the discontinuation process, students may choose to declare the degree. Any remaining declared students will be encouraged to pursue a social science endorsement as they will be more marketable with that degree rather than a psychology endorsement.

Additionally, there will not be substantial cost savings as the endorsement is comprised of existing classes needed for the Psychology major. Conversely, when the endorsement was created it was done with no additional costs.

Please let me know if you have questions or need additional information.

Thank you.

tlp

Cc: Paul Twigg, Interim Dean  
Krista Forrest, Department Chair

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

MEETING DATE: June 22, 2023

SUBJECT: Transition the Bachelor of Arts (BA) in Art History administered by the Department of Art and Design in the College of Arts and Sciences at UNK

RECOMMENDED ACTION: Approval to Transition the BA in Art History administered by the Department of Art and Design in the College of Arts and Sciences at UNK

PREVIOUS ACTION: The UNK BA in Art History was established prior to modern records of Board approvals.

June 28, 2019 – The Board approved to continue the BA in Art History at UNK and forward the associated review report and action plan to the CCPE.

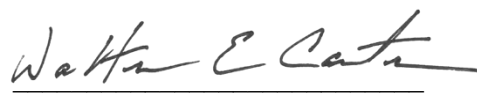
December 12, 2019 – The CCPE approved the continuation of the program with a report on monitoring to include enrollments, majors, and number of graduates due November 1, 2022.

EXPLANATION: The UNK BA in Art History has been unable to attract sufficient student interest to warrant its continuation as a stand-alone degree/major. Therefore, the program will be transitioned to a minor. The one remaining BA student will be able to complete their degree, as Art History coursework is required for all art students. As the breadth of coursework in Art History may no longer be required, some savings may accrue in that fewer adjuncts will be hired.

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

SPONSORS: Kristen Majocho  
Senior Vice Chancellor for Academic Affairs  
University of Nebraska at Kearney

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

  
Walter E. Carter, President  
University of Nebraska System

DATE: May 16, 2023

**UNK**  
**OFFICE OF THE CHANCELLOR**

May 5, 2023

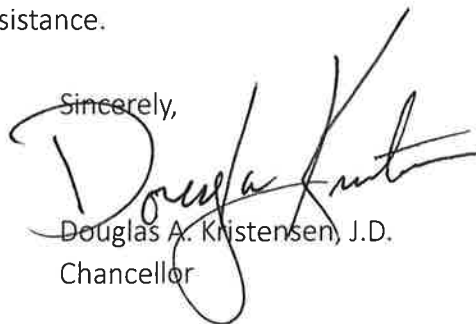
Jeffrey P. Gold, M.D.  
Executive Vice President and Provost  
University of Nebraska  
3835 Holdrege Street – Varner Hall  
Lincoln, NE 68583-0743

Dr. Gold,

Senior Vice Chancellor Kristen Majocho has recommended the discontinuation of the Bachelor of Arts in Art History, College of Arts and Sciences, University of Nebraska at Kearney. Her recommendation is supported by the Department Chair, the Dean of the College, and the Academic Affairs Committee. I am supportive, too, of this action.

Thank you for your consideration and assistance.

Sincerely,

A handwritten signature in black ink, appearing to read "Douglas A. Kristensen". The signature is fluid and cursive, with a large initial "D" and "K".


Douglas A. Kristensen, J.D.  
Chancellor

c: David Jackson, Vice Provost



DATE: April 27, 2023

TO: Douglas A. Kristensen, Chancellor

FROM: Kristen L. Majocho, Ph. D.   
Senior Vice Chancellor for Academic Affairs

SUBJECT: Elimination of the Bachelor of Arts in Art History

The faculty members in the Department of Art & Design, in the College of Arts & Sciences, have voted to eliminate the Bachelor of Arts in Art History. The minor in Art History will remain because the array of courses needed for the minor are required for the other programs in the department and campuswide. The programs include the BA in Studio Art, the BFA in Studio Art Comprehensive, the BFA in Visual Communication and Design Comprehensive, the Art K-12 Teaching Field Endorsement, the MA in Education - Art Education and Museum Emphasis, as well as the Art Minor. The Dean and Department Chair are supportive of this action, as am I. This recommendation was also reviewed and approved by the Academic Affairs Committee.

Currently there is one student enrolled in this major, they will be allowed to continue since we are retaining the Art History minor.

There will be minimal savings with the elimination, mostly via the displacement of adjuncts. All Art students are required to take Art History courses as are Art Education students and students pursuing the Art History minor. While the breadth of courses will not be necessary, the permanent faculty will still be needed. Also, the art historians teach other basic-level art courses and will continue to do so.

Please let me know if you have questions or need additional information.

Thank you.

KLM/tlp

Cc: Jeff Gold, Provost  
David Jackson, Vice Provost

TO: The Board of Regents Addendum XI-A-3  
Academic Affairs Committee

MEETING DATE: June 22, 2023

SUBJECT: Transition the Bachelor of Science (BS) in Food Technology for Companion Animals within the College of Agricultural and Natural Resources at UNL to a Minor

RECOMMENDED ACTION: Transition the BS in Food Technology for Companion Animals within the College of Agricultural and Natural Resources at UNL to a Minor

PREVIOUS ACTION: March 9, 2007 – The Board approved the creation of the BS in Food Technology for Companion Animals Degree to be jointly offered by the College of Agricultural Sciences and Natural Resources’ Departments of Food Science and Technology and Animal Science at UNL.

EXPLANATION: The current major in Food Technology for Companion Animals has not attracted students. More recently, students have been more interested in completing either the BS in Food Science and Technology or BS in Animal Science with an emphasis on Companion Animal Nutrition. The new minor will provide students in Animal Science a chance to take a few food processing courses and Food Science students to learn more about animal nutrition. This proposal will support student success and career readiness and eliminate a major that has not attracted enrollments.

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

PROGRAM SAVINGS: None

SPONSORS: Katherine Ankerson  
Executive Vice Chancellor  
University of Nebraska-Lincoln

Michael Boehm  
Vice Chancellor, Institute of Agriculture and Natural Resources  
University of Nebraska-Lincoln

Ronnie Green, Chancellor  
University of Nebraska-Lincoln

RECOMMENDED:   
\_\_\_\_\_  
Jeffrey P. Gold  
Executive Vice President and Provost  
University of Nebraska System

DATE: May 16, 2023



February 15, 2023

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

Dear EVPP Gold,

I am forwarding a proposal to eliminate the BS in Food Technology for Companion Animals within the College of Agricultural and Natural Resources due to low enrollment. A newly approved minor in Food Technology for Companion Animals will meet the current need in this specific area of study. There are no anticipated budget impacts.

The proposal has the approval of the College of Agricultural and Natural Resources Curriculum Committee, Dean Heng-Moss, Vice Chancellor Boehm, Executive Vice Chancellor Ankerson, the Academic Planning Committee, and it has my approval. I am requesting you approve it as well.

Sincerely,

Ronnie D. Green, Ph.D.  
Chancellor

c: Ann Tschetter, Chair, Academic Planning Committee  
Katherine Ankerson, Executive Vice Chancellor  
Mike Boehm, Vice Chancellor IANR  
Tiffany Heng-Moss, Dean, College of Agricultural and Natural Resources  
Curtis Weller, Food Science & Technology Department Head  
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



## MEMORANDUM

TO: Ann Tschetter, APC Chair

FROM: Katherine Ankerson, Executive Vice Chancellor *KSA*

DATE: January 26, 2023


SUBJECT: Proposal to Delete BS in Food Technology for Companion Animals

Attached please find a proposal to delete the Food Technology for Companion Animals Bachelor of Science degree, administered by the Department of Food Science and Technology in the College of Agricultural Sciences and Natural Resources. The interest from prospective students and enrollment in the degree program has been declining for a number of years. A newly approved undergraduate minor in Food Technology for Companion Animals will provide students with an opportunity in this specific area of study. There are no anticipated budgetary impacts.

This proposal was approved by faculty in the Department of Food Science and Technology, the College of Agricultural Sciences and Natural Resources Curriculum Committee, and Dean along with the Vice Chancellor of the Institute of Agriculture and Natural Resources. I fully support this proposal.



TO: Renee Batman  
Assistant Vice Chancellor and Chief Administrative Officer

FROM: Michael Boehm   
NU Vice President and IANR Harlan Vice Chancellor

SUBJECT: Proposals to Delete the BS in Food Technology for Companion  
Animals and Create a Minor in Food Technology for Companion  
Animals

DATE: November 14, 2022

I am pleased to approve, in my role as chief academic officer for the College of Agricultural Sciences and Natural Resources (CASNR), the proposals to delete the BS in Food Technology for Companion Animals and create a new Minor in Food Technology for Companion Animals. The proposals were approved by members of the CASNR Curriculum Committee on October 28, 2022, and the CASNR Faculty on November 11, 2022.

The new minor in Food Technology for Companion Animals Minor utilizes a combination of courses offered in food science and animal science to prepare students for careers in the pet food industry. This minor will replace the BS pathway in Food Technology for Companion Animals and complement existing degree pathways in Food Science and Technology and Animal Science.

Enclosed are the proposals, letters of support, and transmittal letters. If you need additional information, please do not hesitate to contact Dean Heng-Moss.

CC: Dean Tiffany Heng-Moss  
Dr. Clint Krehbiel  
Dr. Curtis Weller



TO: Michael Boehm  
NU Vice President and IANR Harlan Vice Chancellor

FROM: Tiffany Heng-Moss, Dean *Tiffany Heng-Moss*  
College of Agricultural Sciences and Natural Resources

SUBJECT: Proposals to Delete the BS in Food Technology for Companion Animals  
and Create a Minor in Food Technology for Companion Animals

DATE: November 11, 2022

I am pleased to support the proposals to delete the BS in Food Technology for Companion Animals and create a new Minor in Food Technology for Companion Animals. The proposals were approved by the CASNR Curriculum Committee on October 28, 2022, and the CASNR Faculty on November 11, 2022.

The degree pathway in Food Technology for Companion Animals has not met the minimum threshold for degrees awarded as established by the Nebraska Post-Secondary Coordinating Commission for more than 5 years. There are currently no students enrolled in the BS pathway for the 2022-23 academic year, so deletion of the pathway would not negatively impact students.

The new Food Technology for Companion Animals minor would provide a credential in the nutritional demands of companion animals and food processing to UNL students interested in pursuing careers in the pet food industry and complement degrees in Animal Science and Food Science and Technology.

If you need additional information, please let me know.

Enclosure

February 13, 2023

Chancellor Ronald Green  
201 Canfield Administration  
City Campus (0419)

Dear Chancellor Green:

The Academic Planning Committee (APC) considered a proposal to delete the BS in Food Science and Technology for Companion Animals. The program has been administered by the Department of Food Science and Technology in CASNR. The APC voted to recommend approval of the proposal through an electronic vote which concluded on Friday, February 10, 2023, and I am forwarding this proposal for your consideration.

Sincerely,

*Ann Tschetter*

Ann Tschetter, Chair, Academic Planning Committee  
and Professor of Practice, History

c: Executive Vice Chancellor Katherine Ankerson  
Vice Chancellor Michael Boehm  
Dean Tiffany Heng-Moss  
Professor Curtis Weller  
Associate to the Chancellor Josh Davis  
Assistant Vice Chancellor Renee Batman  
Project Coordinator Suzi Tamerius


September 20, 2022

Dear CASNR Curriculum Committee:

The Animal Science faculty and curriculum committee support the development of an undergraduate Food Technology for Companion Animals Minor. This minor utilizes a combination of coursework provided in Food Science and Technology and Animal Science to prepare students for work in the pet food industry. This minor will replace the major in Food Technology for Companion Animals. The addition of a minor will be more conducive to student success and allow for them to start the program later in their college career when they develop an interest in the pet food industry. The pet food industry in the US was \$50 billion in 2021 and is projected to continue growing.

The Department of Animal Science has the faculty and facilities to support any increase in students in these classes from the development of the minor. I am supportive of approval of this new minor.

Sincerely,



Dr. Clint Krehbiel  
Marvel Baker Head, Department of Animal Science

# University of Nebraska-Lincoln

## Deletion of Undergraduate Major or Degree

### I. Descriptive Information

<b>Name of Institution Proposing Deletion of Major or Degree</b>
University of Nebraska-Lincoln
<b>Name of Current Major or Degree</b>
Food Technology for Companion Animals
<b>Degree Currently Awarded to Graduates of the Program</b>
B.S.
<b>Major or Degree is Currently Offered</b> <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)
<b>CIP Code</b>
01.0401
<b>Subject Code</b>
FDST and ASCI
<b>Administrative Units for the Major or Degree</b>
Department of Food Science and Technology
<b>Proposed Date for Deletion of Major or Degree</b> <i>[The deletion date will include advertising, recruiting and admitting students in this major or degree]</i>
Fall 2023
<b>Major or Degree End Date</b> <i>[This end date will allow current students to finish the major or degree. It is suggested that for an undergraduate program this date is 5 years after students stop being accepting into the major or degree]</i>
Fall 2023

### II. Details

#### A. Justification for Deletion of the Major or Degree

The UNL B.S. Food Technology for Companion Animals program is an interdisciplinary program that was approved in 2007. More recently students have been more attracted to completing either the B.S. in Food Science and Technology or B.S. in Animal Science with an emphasis in Companion Animal Nutrition. However, food science students who plan to work in the pet food industry would benefit from taking a few courses in animal nutrition while animal science students would benefit from taking a few courses in food processing. Given the low interest in the major, we plan to eliminate the Food Technology for Companion Animals degree program and offer an undergraduate minor in Food Technology for Companion Animals instead. This change will support student success and career readiness, and eliminate a major that has not attracted enrollments.

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

1. Current Students

There are zero students currently enrolled in B.S. Food Technology for Companion Animals.

2. Current Faculty and Curriculum

There are no faculty and curriculum changes needed if this major or degree is deleted.

3. Impact on other units and programs

None

4. Impact on Course Subject Codes

None as the major currently uses subject codes for Food Science and Technology (FDST) and Animal Science (ASCI).

5. Budgetary Savings associated with the change

None

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

Table 1: Projected Expenses

[https://ccpe.nebraska.gov/sites/ccpe.nebraska.gov/files/doc/NewProgram\\_Expenses\\_0.pdf](https://ccpe.nebraska.gov/sites/ccpe.nebraska.gov/files/doc/NewProgram_Expenses_0.pdf)

Table 2: Revenue Sources for Projected Expenses

[https://ccpe.nebraska.gov/sites/ccpe.nebraska.gov/files/doc/NewProgram\\_Revenue\\_0.pdf](https://ccpe.nebraska.gov/sites/ccpe.nebraska.gov/files/doc/NewProgram_Revenue_0.pdf)



October 6, 2022

CASNR Curriculum Committee  
103 Ag Hall  
Lincoln, NE 68583-0702

**RE: Support for Food Technology for Companion Animals Minor**

Dear CASNR Curriculum Committee:

The faculty members and the curriculum committee in the Department of Food Science and Technology support the transition of the undergraduate Food Technology for Companion Animals (FTCA) degree program to a minor program within the College of Agricultural Sciences and Natural Resources. Since the number of graduates from the FTCA degree program have not been at or above expectations of the Nebraska Coordinating Commission for Postsecondary Education for some time, modification of the existing program is warranted. The conversion of the FTCA degree program to a minor program for students in Food Science and Technology, Animal Science and other STEM degree programs will be more conducive to student success and allow for students to gain a minor later in their college careers as they realize their interest in the pet food industry.

The development of an undergraduate Food Technology for Companion Animals Minor will incorporate a combination of coursework provided in Food Science and Technology and Animal Science to prepare students for careers in the pet food industry. The pet food industry in the US had revenues of \$50 billion in 2021 and is projected to continue growing. In Nebraska, over 20% of the food and beverage manufacturing sector is in animal and pet food manufacturing. It utilizes significant amounts of byproducts from the animal slaughter facilities in Nebraska.

The Department of Food Science and Technology has the faculty and facilities to support any increase in students in its courses used to satisfy proposed minor requirements. I am supportive of approval of this new minor.

Sincerely,

A handwritten signature in black ink that reads "Curtis L. Weller".

Curtis L. Weller, Ph.D., P.E.  
Professor and Head

10/11/2022

RE: Support for the Food Technology for Companion Animals Minor

On behalf of the faculty of the Biological Systems Engineering Department, I am pleased to offer this letter of support for the Food Technology for Companion Animals Minor that has been proposed.

This minor meets a growing industry that has work force needs and will provide students with the skills needed to support the industries involved in the manufacturing and supply of food for companion animals.

The faculty have also endorsed the inclusion of two courses from our department (AGEN/BSEN 344 and AGST/MSYM 364) as electives in the minor.

Sincerely,



David Jones, PhD, P.E.  
Department Head and Professor





**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	<b>Total</b>
Reallocation of Existing Funds <sup>1</sup>						\$0
Required New Public Funds <sup>2</sup>						\$0
1. State Funds						\$0
2. Local Tax Funds (community colleges)						\$0
Tuition and Fees <sup>3</sup>	\$0	\$0	\$0	\$0	\$0	\$0
Other Funding <sup>4</sup>						\$0
1						\$0
2						\$0
3						\$0
<b>Total Revenue <sup>5</sup></b>	\$0	\$0	\$0	\$0	\$0	\$0

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

Academic Affairs Committee

MEETING DATE: June 22, 2023

SUBJECT: Transition the Bachelor of Science (BS) in Horticulture and BS in Turfgrass and Landscape Management administered by the College of Agricultural Sciences and Natural Resources at UNL to the Existing BS in Plant and Landscape Systems

RECOMMENDED ACTION: Approval to Transition the BS in Horticulture and BS in Turfgrass and Landscape Management administered by the College of Agricultural Sciences and Natural Resources at UNL to the Existing BS in Plant and Landscape Systems

PREVIOUS ACTION: April 9, 2021 – The Board approved the BS in Plant and Landscape Systems at UNL.

EXPLANATION: In response to recommendations from an external academic program review in the fall of 2017, a new Plant and Landscape Systems degree was established that streamlined the majors for students pursuing those disciplines. Students interested in either Turfgrass and Landscape Management or Horticulture are now transitioning to the new Plant and Landscape Systems major (First Cohort Fall 2022). Deletion of the current Horticulture and Turfgrass and Landscape Systems majors will eliminate program duplication. Current students completing these majors will be able to complete their degrees without complication.

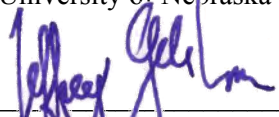
This proposal has been reviewed by the Council of Academic Officers; it also has been reviewed by the Academic Affairs Committee.

PROGRAM SAVINGS: None

SPONSORS: Michael Boehm  
Vice Chancellor, Institute of Agriculture and Natural Resources  
University of Nebraska-Lincoln

Katherine Ankerson  
Executive Vice Chancellor for Academic Affairs  
University of Nebraska-Lincoln

Ronnie Green, Chancellor  
University of Nebraska-Lincoln

RECOMMENDED:   
\_\_\_\_\_  
Jeffrey P. Gold  
Executive Vice President and Provost  
University of Nebraska System

DATE: May 16, 2023



April 10, 2023

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

Dear EVPP Gold,

This letter replaces one previously dated February 11, 2022. I am forwarding materials related to a proposal to delete two undergraduate programs administered by the College of Agricultural Sciences and Natural Resources. These include:

- Bachelor of Science in Horticulture
- Bachelor of Science in Turfgrass and Landscape Management

This proposal completes a process started in 2020 to streamline program offerings with a major in Plant and Landscape Systems, including options in horticulture, landscape systems and design, and turfgrass science and management. This action completes that process.

The proposal has the full endorsement of the Academic Planning Committee, the Executive Vice Chancellor of Academic Affairs, IANR Harland Vice Chancellor, Dean of the College of Agricultural Sciences and Natural Resources, 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,

Ronnie D. Green, Ph.D.  
Chancellor

c: Ann Tschetter, Chair, Academic Planning Committee  
Katherine Ankerson, Executive Vice Chancellor  
Mike Boehm, Vice Chancellor IANR  
Tiffany Heng-Moss, Dean, College of Agricultural and Natural Resources  
Martha Mamo, Professor/Department Head, Agronomy & Horticulture  
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

# University of Nebraska-Lincoln

## Deletion of Undergraduate Major or Degree

### I. Descriptive Information

<b>Name of Institution Proposing Deletion of Major or Degree</b>
University of Nebraska-Lincoln
<b>Name of Current Major or Degree</b>
Horticulture
<b>Degree Currently Awarded to Graduates of the Program</b>
BS in Horticulture
<b>Major or Degree is Currently Offered</b> <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)
<b>CIP Code</b>
01.1103
<b>Subject Code</b>
HORT
<b>Administrative Units for the Major or Degree</b>
Department of Agronomy and Horticulture
<b>Date Approved by the Governing Board</b>
<i>[leave blank]</i>
<b>Proposed Date for Deletion of Major or Degree</b> <i>[The deletion date will include advertising, recruiting and admitting students in this major or degree]</i>
Pending
<b>Major or Degree End Date</b> <i>[This end date will allow current students to finish the major or degree. It is suggested that for an undergraduate program this date is 5 years after students stop being accepting into the major or degree]</i>
December 2026

### II. Details

#### A. Justification for Deletion of the Major or Degree

In the fall of 2017, the Department of Agronomy and Horticulture conducted an external program review. The review recommendations included: streamlining majors and options; creating core experiences for all majors; creating a degree name and options that attract new audiences while retaining the traditional audience; and developing a flexible, student-owned curriculum. The Department undertook rigorous actions to address those recommendations, and the result was the approval and implementation of a new major called Plant and Landscape Systems. Students interested in horticulture are now admitted into the Plant and Landscape Systems major (First Cohort Fall 2022). Deletion of the current Horticulture major will eliminate program duplication.

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

1. Current Students

There are 9 students currently in the Horticulture major. Students in the Horticulture major will be allowed to complete their degree. No advising changes are necessary since a new major is replacing the Horticulture major.

2. Current Faculty and Curriculum

No faculty changes are being made.

3. Impact on other units and programs

No significant impact on other units or programs.

4. Impact on Course Subject Codes

Current HORT subject code is being replaced with PLAS (0-400 level).

5. Budgetary Savings associated with the change

None.

# University of Nebraska-Lincoln

## Deletion of Undergraduate Major or Degree

### I. Descriptive Information

<b>Name of Institution Proposing Deletion of Major or Degree</b>
University of Nebraska-Lincoln
<b>Name of Current Major or Degree</b>
Turfgrass and Landscape Management
<b>Degree Currently Awarded to Graduates of the Program</b>
BS in Turfgrass and Landscape Management
<b>Major or Degree is Currently Offered</b> <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)
<b>CIP Code</b>
01.0607
<b>Subject Code</b>
TLMT
<b>Administrative Units for the Major or Degree</b>
Department of Agronomy and Horticulture
<b>Date Approved by the Governing Board</b>
<i>[leave blank]</i>
<b>Proposed Date for Deletion of Major or Degree</b> <i>[The deletion date will include advertising, recruiting and admitting students in this major or degree]</i>
Pending
<b>Major or Degree End Date</b> <i>[This end date will allow current students to finish the major or degree. It is suggested that for an undergraduate program this date is 5 years after students stop being accepting into the major or degree]</i>
December 2026

### II. Details

#### A. Justification for Deletion of the Major or Degree

In the fall of 2017, the Department of Agronomy and Horticulture conducted an external program review. The review recommendations included: streamlining majors and options; creating core experiences for all majors; creating a degree name and options that attract new audiences while retaining the traditional audience; and developing a flexible, student-owned curriculum. The Department undertook rigorous actions to address those recommendations, and the result was the approval and implementation of a new major called Plant and Landscape Systems. Students interested in turfgrass science and management or landscape design and management are now admitted into the Plant and Landscape Systems major (First Cohort for Fall 2022). Deletion of the current Turfgrass and Landscape Management major will eliminate program duplication.

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

1. Current Students

There are 4 students currently in the Turfgrass and Landscape Management major. Students in the Turfgrass and Landscape Management major will be allowed to complete their degree. No advising changes are necessary since a new major is replacing the Turfgrass and Landscape Management major.

2. Current Faculty and Curriculum

No faculty changes are being made.

3. Impact on other units and programs

No significant impact on other units or programs.

4. Impact on Course Subject Codes

Current TLMT subject code is being replaced with PLAS (0-400 level).

5. Budgetary Savings associated with the change

None.



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

Academic Affairs Committee

MEETING DATE: June 23, 2023

SUBJECT: Academic Freedom and Tenure Committee Report Recommending the Termination of a Faculty Member's Continuous Appointment

RECOMMENDED ACTION: Review the evidence submitted to the Academic Freedom and Tenure Committee and the Committee's report (including its findings, conclusions, and recommended action) and then decide whether to adopt the Committee's recommendation to terminate the faculty member's continuous appointment.

EXPLANATION: In accordance with Section 4.15.2 of the *Bylaws of the Board of Regents*, President Carter filed a complaint with a Special Academic Freedom and Tenure-B (AFT-B) Committee on September 14, 2022, seeking the termination of the continuous appointment of Dr. Eric Dodds. A faculty member at the University of Nebraska-Lincoln.

This complaint followed a vote by other tenured faculty members with Dr. Dodds' department, finding that he lacked the professional competence expected of a tenured faculty member and a report from outside counsel stating that reasonable cause exists for terminating his appointment.

The Committee met to review the underlying facts on November 18, 2022, and conducted a formal, closed hearing on February 23, 2023. At the hearing, the burden was on the University to establish by the greater weight of the evidence that reasonable cause existed for terminating Dr. Dodds' appointment. Both parties were afforded the opportunity to submit testimonial and documentary evidence at the hearing and to engage in cross-examination.

The Committee reviewed the hearing findings on March 27, 2023. On March 28, 2023, the AFT-B Chair provided the parties with a copy of the panel's factual findings and the standards against which the charge is addressed. The parties did not provide any corrections or comments within the five-day review period.

The Committee agreed that the University had met its burden of proof and recommended that Dr. Dodds' continuous appointment be terminated.

DATE: May 16, 2023

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

Academic Affairs Committee

MEETING DATE: June 22, 2023

SUBJECT: Establishment of the Center for Drug Design and Innovation to be administered by the College of Pharmacy at UNMC

RECOMMENDED ACTION: Approval to establish the Center for Drug Design and Innovation to be Administered by the College of Pharmacy at UNMC

PREVIOUS ACTION: January 25, 2013 – The Board approved the construction of a new College of Pharmacy and Center for Drug Discovery building on the campus of UNMC.

EXPLANATION: The UNMC Center for Drug Design and Innovation will provide guidance and support to help advance early-stage drug discovery projects across UNMC and the NU System. The Center’s work will encompass any potential disease or therapeutic area (such as cancer, infectious disease, neuroscience, immunity deficiencies, diabetes, etc.) because many of the activities in pre-clinical drug discovery overlap regardless of the disease. Many researchers throughout the University of Nebraska are working on research along the drug discovery pathway. This center will highlight these activities and allow researchers to find other complementary investigators to collaborate with and develop positive synergies across the many drug discovery disciplines. The proposed center will focus on organizing efforts that range from target identification and validation, gene editing/silencing, medicinal chemistry, lead identification and optimization, and drug delivery.

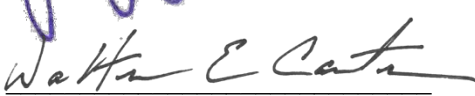
This proposal has been reviewed by the Council of Academic Officers; it also has been reviewed by the Academic Affairs Committee.

PROGRAM COST: \$1,260,000 over five years (\$22,000 in year one)

SOURCE OF FUNDS: Existing and new gifts, new grants

SPONSORS: H. Dele Davies  
Senior Vice Chancellor for Academic Affairs  
University of Nebraska Medical Center

RECOMMENDED:   
Jeffrey P. Gold, Chancellor  
University of Nebraska Medical Center

APPROVED:   
Walter E. Carter, President  
University of Nebraska System

DATE: May 16, 2023



March 27, 2023

David Jackson, Ph.D.  
Vice Provost  
University of Nebraska System  
145 Varner Hall  
Lincoln, NE 68583-0743  
[djackson@nebraska.edu](mailto:djackson@nebraska.edu)


Dear Dr. Jackson,

Please find enclosed, the recommendation from Dr. H. Dele Davies, Senior Vice Chancellor, University of Nebraska Medical Center, concerning the materials supporting the proposed Center for Drug Design and Innovation to be administered by UNMC.

I have had an opportunity to review these materials in detail and certainly support their future discussion at the level of the Chief Academic Officers and the approval process thereafter.

Please feel free to communicate directly with Dr. Davies and the proposed Center directors as necessary.

With warmest regards,

  
Jeffrey P. Gold, M.D.  
Chancellor

JPG/mg

cc: Dr. H. Dele Davies

Enclosure



March 20, 2023

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 center titled Center for Drug Design and Innovation (CDDI) to be administered by UNMC. Overall, the UNMC Center for Drug Design and Innovation will provide guidance and support to help advance early-stage drug discovery projects across UNMC and the NU system. The Center will also provide educational outreach for faculty and students related to drug discovery.

In addition to cultivating industrial partnerships, having a UNMC Center for Drug Design and Innovation will also allow UNMC to compete for additional sources of funding. The industry-academia collaboration model has expanded significantly over the past decade with multiple variations among the different partnerships. The venture capital community have a long-standing tradition of backing and supporting biotechnology ventures and this has, more recently, extended to developing exclusive partnerships with academic drug discovery units.

The mission of the UNMC Center for Drug Design and Innovation is to help organize, coordinate and oversee research activities in drug discovery research at UNMC. This mission will complement and advance the missions of UNMC and the NU System, as well as benefit the state of Nebraska and the region.

This proposal has been reviewed by us, and it has our approval. We are requesting your review and approval, that of the Chief Academic Officers, and that it be submitted to the Board of Regents at an upcoming meeting.

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



March 3, 2023

H. Dele Davies, MD, MS, MHCM  
Senior Vice Chancellor for Academic Affairs  
Dean for Graduate Studies  
University of Nebraska Medical Center  
987810 Nebraska Medical Center  
Omaha, NE 68198-7810

Dear Dr. Davies,

We are very pleased to provide this letter to express our most enthusiastic support from the College of Pharmacy for the proposed UNMC Center for Drug Design and Innovation, led by Dr. Corey Hopkins. This memo serves as approval from the UNMC College of Pharmacy, including the Department of Pharmaceutical Sciences and the Department of Pharmacy Practice and Sciences.

Our college is home to leading experts in medicinal chemistry, target discovery and biophysics, drug delivery, and clinical pharmaceutical sciences, including DMPK. The proposed UNMC CDDI, along with strategic input from our NU partner campuses, will provide expertise to all aspects of the drug design process. We believe the UNMC CDDI will be a central point for investigators that have identified new disease targets, drugs that need further optimization to move forward, support major grants, and spur economic opportunity. Most importantly, we believe this center will be a critical resource for the design of new therapeutics that provide new hope for Nebraskans facing challenging medical diagnoses.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Keith M. Olsen'.

Keith M. Olsen, PharmD, FCCP, FCCM  
Dean, College of Pharmacy

A handwritten signature in blue ink, appearing to read 'Aaron M. Mohs'.

Aaron M. Mohs, PhD  
Associate Dean for Research and Graduate Studies, College of Pharmacy

# University of Nebraska Medical Center New Academic Center

Academic Centers include bureaus and institutes

## I. Descriptive Information

<b>Name of Institution Proposing New Center</b>
University of Nebraska Medical Center
<b>Name of Proposed Center</b>
UNMC Center for Drug Design and Innovation
<b>Name of the Programs (majors) Involved</b>
The Center is comprised of the UNMC College of Pharmacy and Departments of Pharmaceutical Sciences and Pharmacy Practice and Science
<b>Other Programs Offered in this Field by Institution</b>
<ul style="list-style-type: none"> <li>• Animal Behavior Core</li> <li>• Center for Heart and Vascular Research</li> <li>• Comparative Medicine</li> <li>• Small Animal Imaging</li> <li>• Child Health Research Institute</li> <li>• Molecular Biology Core Facility</li> <li>• Nebraska Center for Molecular Target Discovery and Development</li> <li>• High-throughput Screening and Computational Chemistry Core</li> <li>• Mass Spectrometry Core</li> <li>• Target Validation Core</li> <li>• Center for Drug Delivery and Nanomedicine</li> <li>• National Strategic Research Institute</li> <li>• Nebraska Center for Mass Spectrometry</li> <li>• Nebraska Drug Discovery and Development Pipeline</li> <li>• UNL College of Arts and Sciences</li> <li>• UNL College of Engineering</li> <li>• Nebraska Center for Virology</li> <li>• COP/COM T32 in Alzheimer's Drug Discovery</li> <li>• Holland Computing Center</li> </ul>
<b>Administrative Unit(s) for the Proposed Center [e.g. college, school, division, etc.]</b>
College of Pharmacy, Departments of Pharmaceutical Sciences and Pharmacy Practice and Science
<b>Physical Location, if applicable</b>
College of Pharmacy, Pharmacy Drug Discovery Building Across campuses for other researchers/centers
<b>Date Approved by the Governing Board</b>



[leave blank]

**Proposed Date the Center will be Initiated**

*Upon final approval*

## II. Review Criteria

### A. Purpose and Context for the Center

Overall, the UNMC Center for Drug Design and Innovation will provide guidance and support to help advance early-stage drug discovery projects across UNMC and the NU system. In addition to the Center's role in supporting drug discovery related research efforts on campus, the Center will also provide educational outreach for faculty and students related to drug discovery. There are many individuals on the UNMC campus (and throughout the wider University of Nebraska system) who are working on research along the drug discovery pathway. This center will highlight these activities and allow scientists working in these areas to find other complementary investigators to collaborate with and develop positive synergies across the many disciplines of drug discovery. The new Center will focus on organizing these efforts that range from target identification and validation, gene editing/silencing, medicinal chemistry, lead identification and optimization and drug delivery and this new center aims to leverage internal resources within the University system to provide an innovative system for enhancing UNMC's drug discovery capabilities and expertise. Establishment of the Center will lay the foundation for seminal contributions from UNMC's research faculty as well as the wider Nebraska system and put the NU system on par with many of our Big Ten institutions.

Mission Goals:

- 1. Enhance, organize, and grow UNMC's drug discovery capabilities.** This will be a center that will help develop and advance all stages of drug discovery projects from basic discovery (target identification/validation, hit-to-lead optimization) to translational efforts (IND enabling which can enable clinical evaluation). The Center will also organize past, current, and future chemical research to assemble and archive a *NU Chemical Compound Collection* that is accessible to NU scientists for future drug screening projects as new druggable targets are identified.
- 2. Support and stimulate efforts to obtain grant funding for drug discovery projects.** The Center's capabilities and functions can be used to help foster multidisciplinary research and provide expertise that will enhance UNMC's competitiveness for grant funding related to drug discovery projects.
- 3. Promote a culture of innovation and entrepreneurship.** The Center will help stimulate and advance innovative research ideas, which may lead to the development of new intellectual property and research tools. This intellectual property will be the basis for commercialization efforts including both collaborations with major pharmaceutical companies and the formation of new start-up companies. Commercialization of the innovative ideas and solutions that are developed through the Center would have a significant financial impact on future research opportunities at the university.
- 4. Provide educational outreach to faculty and students.** The Center will provide educational and learning opportunities related to drug discovery for university faculty and students.

The Center will encompass any potential disease or therapeutic area because many of the activities in pre-clinical drug discovery overlap regardless of the disease. Accordingly, there are many areas of research where UNMC excels (cancer, infectious disease, neuroscience) that the

Center will be able to positively impact. The cores that are being proposed (see below) will also be able to support research irrespective of the biological target or disease focus. *The Center goal is to advance all drug discovery research being conducted at UNMC and, more broadly, the NU System in any therapeutic disease area.*

Center functions and expertise will encompass all aspects of drug discovery, but the areas of early-stage drug discovery, hit-to-lead and lead optimization through medicinal chemistry and pre-clinical PK and animal model studies will be emphasized through the existing infrastructure of the Nebraska system. These activities will lead to drug molecules that can be advanced into human clinical trials.

Why is a Center for Drug Design and Innovation needed? Over the past 10 years, the pharmaceutical industry has faced unparalleled challenges in research and development (R&D) and regulatory pressures, and this has manifested in increasing cost pressures to consolidate R&D operations into fewer therapeutic areas. These challenges have resulted in increasing costs and decreasing productivity, yet the attrition rate of projects advancing along the drug discovery pipeline remains low. In addition, pharmaceutical companies must navigate the inefficient, and sometimes delicate regulatory process while maintaining high-enough growth and profits to satisfy shareholder expectation. Thus, re-organization and refocus has emerged as one avenue to address these challenges; however, the issues with R&D productivity and process inefficiencies remain in these organizations. This has manifested in many companies investing more in the development and deemphasizing internal research which has also contributed to the decline in innovative discoveries. There are significantly fewer large pharmaceutical companies than 15 years ago, and hence fewer research personnel. The ultimate issue within the pharmaceutical sector is the rising costs of R&D against the declining productivity (i.e., producing drugs) as well as dwindling pipelines, and this has led to a new model of drug discovery. This new model of drug discovery is a mixed model where partnerships with biotechnology companies and small companies have increased dramatically. Another model that has spiked in the past 10 years is the development of industry-academia collaborations aimed at filling those gaps in drug discovery.

The biotechnology and small pharma partnership model does offer some advantages as the biotech/small pharma and the parent larger pharma company share similar links in research and development. However, the lack of innovation is not isolated to the large pharma sector and thus, these partnerships can also lead to loss of productivity. This is especially true as many of the smaller companies and biotechnology companies face even more pressure from shareholders of private-financing entities to provide return-on-investment which can lead to overhype of their assets.

The industry-academia collaboration model has expanded significantly over the past 10-12 years with multiple variations among the different partnerships. These started out simply as a licensing agreement where the pharmaceutical company licenses the university's IP and provides some performance-based milestone payments and then royalty payments. Many of these previous partnerships were one-way with the industrial partner taking the university asset and moving forward. Although there have been multiple deals of this sort, two of the more highly publicized deals are: 1. UCLA (Xtandi – treatment for prostate cancer) sold their royalty interest to Royalty Pharma which included a cash payment of \$1.14 billion and potential additional payments based on future sales. This amounted to \$500 million to UCLA (2016). 2. Emory University entered into an agreement with Gilead and Royalty Pharma (2005) for the purchase of the royalty interest owed to Emory for emtricitabine (Emtriva) for a one-time payment of \$525 million in exchange for elimination of the royalties due to Emory.



However, as the R&D personnel have shrunk within the pharma industry, they have been less willing to take on additional FTE (full-time equivalents), causing a shift from licensing technologies to entering partnerships with their academic colleagues. These partnerships tend to be longer-term and utilize the expertise available within the academic institutions to perform many of the earlier stage drug discovery tasks. Some examples of these partnerships are: 1. UCSF/Pfizer entered a new partnership to accelerate the translation of biomedical research. Up to \$85M in research support and milestone payments, 2. Vanderbilt has entered multiple different collaborations with pharma partners: Bristol-Myers Squibb (2012), AstraZeneca (2020), J&J (2009), La Jolla Pharmaceuticals (2015), ACADIA (2020). 3. Purdue University Institute of Drug Discovery has advanced 25 drugs into clinical trials, raised more than \$500M in total funding, and founded 38 startup companies that have raised more than \$200M in venture capital. These deals all involve significant sponsored research for the academic institutions and are necessary for academics as the pay lines for traditional NIH funding have become increasingly more competitive each year. Thus, the benefits to the academic partner are: 1. Access to reliable research funds, 2. Access for professors and students to work closely with industry partners who bring additional testing and knowledge capabilities. This allows the students, many of whom move into industrial positions, opportunities to forge relationships before graduation. 3. Ability to have industrial scientists speak at seminars and even within classes as guest lecturers. 4. Elevates the institutions research and teaching standing within the wider community. These benefits also extend to the industrial partners by giving them access to innovative technologies that they will have right of first refusal to license, access to potential new hires by working closely with graduate students, and access to equipment that they may not have access to otherwise.

In addition to cultivating industrial partnerships, having a UNMC Center for Drug Design and Innovation will also allow UNMC to compete for additional sources of funding. The venture capital community have a long-standing tradition of backing and supporting biotechnology ventures and this has, more recently, extended to developing exclusive partnerships with academic drug discovery units. Deerfield Management has entered into three such exclusive agreements with the University of Illinois-Chicago, University of North Carolina and Vanderbilt University. In each of these collaborations, Deerfield and the respective University has launched a company that will provide up to \$65M in translational research funding and commercialization expertise to advance discoveries. This type of relationship will also enhance the ability of the university inventors to launch their own start-ups, which is key to outsourcing technologies.

Lastly, establishing these drug discovery centers has also attracted the attention of philanthropic entities that have provided transformational endowments for these institutions. Some of the key endowments are: 1. William K. Warren Foundation donated \$20M to Vanderbilt to establish the Warren Center for Neuroscience Drug Discovery (2020). 2. William K. Warren Foundation provided \$10M investment to establish the Warren Center for Drug Discovery to Notre Dame University (2015). 3. The Leiber and Maltz families established the Lieber Institute for Brain Development at Johns Hopkins University (2010). The endowments are not exclusive to angel investors as many of our Big10 peers have established Drug Discovery centers with state-funded endowments (U. of Michigan, Purdue University, Ohio State University). The University of Wisconsin has established the Wisconsin Alumni Research Foundation (WARF) which was started, in part, due to the monies established by the discovery of the drug, warfarin. This organization provides accelerator space, funding for professors (named professorships) and students as well as start-up guidance.

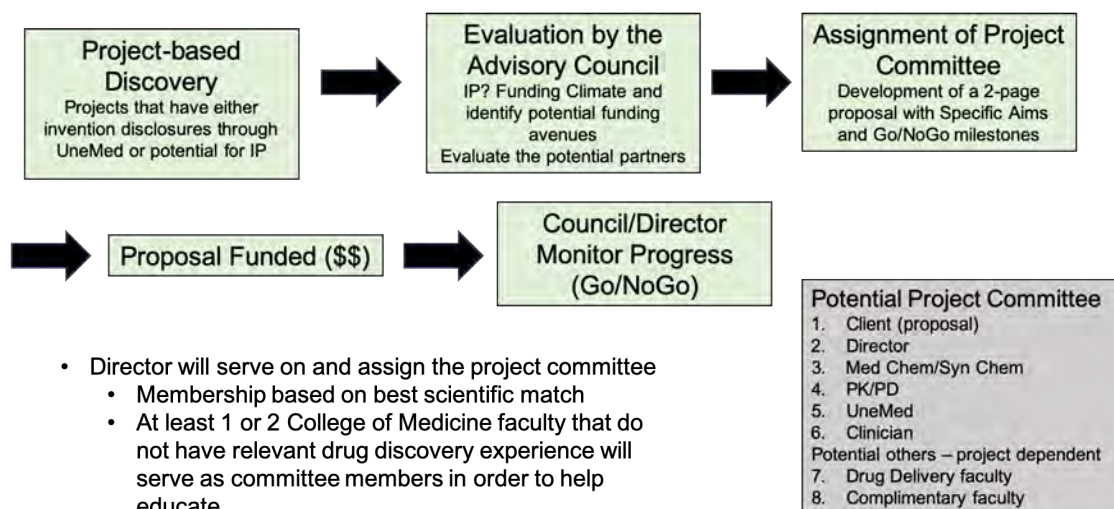
The mission of the UNMC Center for Drug Design and Innovation is to help organize, coordinate and oversee research activities in drug discovery research at UNMC. As such, we anticipate strong partnerships within the NU system. For example, the Nebraska Drug Discovery

and Development Pipeline (ND3P) was established and has been focused on initial research projects funded by DoD through the National Strategic Research Institute (NSRI), which include a project focused on medical countermeasures (MCMs) for acute radiation syndrome (ARS) through the Defense Health Agency (DHA) and another one focused on counteracting chemical agents through the Defense Threat Reduction Agency (DTRA). The ND3P sponsors and organizes an annual ND3P Symposium that brings together outside speakers from frontier areas related to drug discovery and development nationally and internationally as well as leaders from Nebraska industries and start-ups in this space. The UNMC Center for Drug Design and Innovation will focus on projects originating with UNMC/Nebraska system researchers to reach a broader therapeutic window for disease treatment and cures. The Center will have the opportunity to synergize and collaborate with multiple entities within the NU system (including the ND3P) to build an overarching structure to facilitate partnerships across the NU system, particularly between the two flagship campuses at UNL and UNMC and exploit the remarkable alumni presence in the pharmaceutical industry.

### **UNMC Center for Drug Design and Innovation:**

The UNMC Center for Drug Design and Innovation would invite the submission of new proposals for pilot projects that are associated with drug discovery. In particular, the proposals should be focused on projects associated with small molecule synthesis (libraries or molecular probes), hit validation, lead optimization, mid-sized scale up, assay development, protein purification, and ADMET screening. Any disease areas will be considered.

- Evaluate projects within the university for potential funding/collaboration matching (**Figure 1**)
  - Projects will be submitted to the Center for evaluation and possible funding.
  - The project will be evaluated by an internal Advisory Council and if accepted then a 2-page proposal will be requested.
  - The proposal will have a Project Committee assigned and will have a Specific Aims page and then a Go/No-Go milestone driven proposal.
  - The progress of each project will be monitored by the Director and Advisory Council.



**Figure 1.**

Overall, the UNMC Center for Drug Design and Innovation will serve to coordinate efforts associated with drug discovery (broadly defined) at the University of Nebraska Medical Center, and the wider Nebraska community, under a single entity. In addition, the Center will promote efficiency by leveraging the proven expertise in drug discovery at UNMC and will help engage researchers in moving their projects forward to commercialization.

### **B. Centrality to UNMC Role and Mission**

UNMC and Nebraska Medicine share the same mission, “Our mission is to lead the world in transforming lives to create a healthy future for all individuals and communities through premier educational programs, innovative research and extraordinary patient care.” The proposed Center will be central to the mission as it will directly lead to transforming lives to create a healthy future by the discovery of novel treatments for unmet medical needs. In addition, the educational opportunities for the students participating with members of the Center will help to bring more researchers into the drug discovery area. Patient care will be impacted with the potential of UNMC hosting innovative clinical trials for these new discoveries. The establishment of the Center for Drug Design and Innovation will come at an opportune time as UNMC is set to embark on an extensive expansion of its campus. The Board of Regents recently approved UNMC’s plan to build an innovation hub on the western edge of campus. This project seeks to bring together UNeMed and UNeTech to enable the growth of research, innovation and entrepreneurship in a single site. This will allow cross-cultivation for investors, entrepreneurs, and innovators to collaborate. The Center for Drug Design and Innovation can work together with this new innovation hub to connect researchers looking to translate their discoveries to investors. This hub will bring needed expansion to the campus to better suit the surge in research activities that UNMC has seen over the past 10 years.

### **C. Relationship of the proposal to the NU Strategy.**

The proposed Center will impact all five core efforts of the NU Strategy plan with direct impacts on Strategies 2 and 4. Having a UNMC Center for Drug Design and Innovation will allow for the

training and talent development (Strategy 2), providing a more skilled workforce. The Center will also develop start-up companies that will benefit from this new skilled workforce and allow for this “homegrown” talent to stay in Nebraska with high-tech jobs. The educational development will not just be at the graduate student level, but also include undergraduate (and even high school) students. UNMC and UNO have recently developed a B.S. in Pharmaceutical Sciences degree and these students will have the opportunity to learn and do internships in laboratories directly engaged in drug discovery. Also, students within the High School Alliance program will be able to do research projects in drug discovery. Relating to Strategy 4 – Partnerships – the Center will be actively engaged in partnerships with industrial collaborators which will provide unique educational and research opportunities to students at UNMC (and the Nebraska system as a whole). The partnerships will result in more research opportunities as well as educational opportunities not available using the traditional graduate program paradigm. In addition to these two direct impact areas, the Center will also impact Strategies 1, 3, and 5 by engaging in research that will bring in additional revenue streams to the university which will allow the system to be more affordable and efficient (Strategies 1 and 5). Lastly, the Center will always strive for cultural sensitivity, diversity and inclusion to make all opportunities open to everyone that wants to participate. The Center will also actively recruit those students and faculty members from diverse backgrounds, especially those underrepresented in the sciences.

#### **D. Consistency with the Comprehensive Statewide Plan for Post-Secondary Education**

The proposed Center will host education and training at all levels from high school (High School Alliance), undergraduate and graduate students interested in drug discovery. These opportunities will be both in the classroom (High School Alliance and BPS) as well as unique research opportunities for all students. The faculty already provide educational and research opportunities in drug discovery and the Center will help to organize these efforts into focused seminars and additional didactic classes. This workforce development, through education and training, will directly benefit the students and the Nebraska economy. These efforts will directly address Chapters 1-3 of the plan. Additional partnerships that develop through the Center will impact Chapters 4 and 5.

Key points where the UNMC Center for Drug Design and Innovation can directly impact the Comprehensive Statewide Plan:

##### Chapter 2

- Nebraska colleges and universities will foster critical thinking skills and provide their graduates with the knowledge and workplace skills needed to be successful employees, innovative entrepreneurs, and responsible citizens on a global stage.
  - Students participating in drug discovery will develop the critical thinking skills needed to be effective in the private sector (or academic setting). Biomedical research and drug discovery research requires critical thinking skills, the ability to process big data and will provide the students with the skills to be successful in the workplace. . Additionally, the Dept. of Pharmaceutical Sciences and the College of Pharmacy have established a B.S. in Pharmaceutical Sciences and the Center will work with this program to offer undergraduate and graduate classes in drug discovery.

##### Chapter 3

- Postsecondary education institutions will assess evolving needs and priorities of the students and people of Nebraska in a timely manner and will adopt new methods and technologies to address them.

- Students will have access to the experience of drug discovery leaders within the UNMC and NU system as well as those external to the system. These leaders will cultivate the education of the students. Drug discovery and biomedical research is ever evolving, and this will allow the students to access education that will enhance their ability to be successful. In addition, drugs that are invented at UNMC/NU will have a major, positive impact on the people of Nebraska.

#### Chapter 4

- Postsecondary 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, sustaining, and demonstrating exemplary teaching, learning, research, and public service.
  - The Center will take advantage of philanthropic efforts and donations to fund the activities and thus will not spend the state's resources. However, the Center will be primary to the mission of developing exemplary teaching and learning. Having external advisors will allow for those individuals to bring unique experiences to the students.

#### Chapter 5

- 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.
  - One goal of the Center will be to partner projects initiated at UNMC/NU system with those private institutions that have the resources and expertise to bring them to market success (drugs). The private partners bring unique and specific resources that would be otherwise unattainable for university researchers and students.

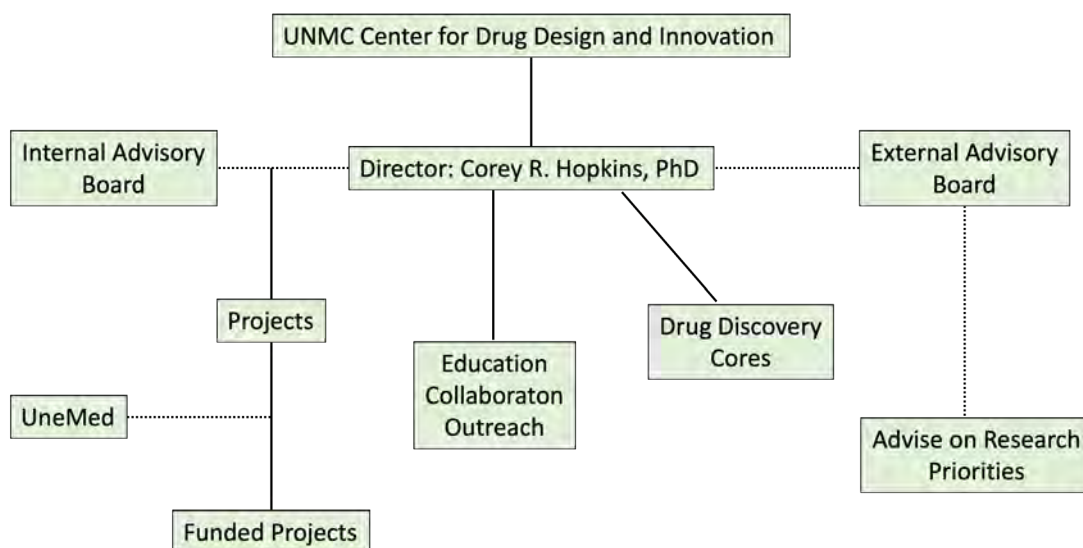
### **E. Evidence of Need and Demand**

There is a significant need to improve drug discovery efforts at UNMC. Over the last 5.5 years UNeMed (the technology transfer office for UNMC) has received 57 new inventions (35 small molecule-based inventions and 22 drug delivery for small molecule-based inventions). Of these inventions, 12 have been closed due to patentability issues and/or lack of efficacy. Many of the remaining inventions are still in an early stage of development and could benefit from expertise to help them generate industry interest. In addition, over the past 5 years, UNeMed has completed 4 license agreements and 2 option agreements to small molecules or drug delivery systems for small molecules. The four license agreements were all to startup companies and the two option agreements were both to established companies. The University of Nebraska has ranked in the top 100 in US Patents granted (study done by the National Academy of Inventors and Intellectual Property Owners Association). Establishing the UNMC Center for Drug Design and Innovation would significantly help improve drug discovery efforts at UNMC and across the University of Nebraska system. The Center would help organize drug discovery activities on this campus, help increase the number of new small molecule-based inventions, enhance the quality of these small molecule-based inventions being developed at UNMC, and help shepherd those inventions appropriately through the drug development pathway to help generate industry interest and advance new drugs into the clinic.

## F. Organizational Structure and Administration

The Center will be directed by Corey R. Hopkins, PhD, a Professor of Pharmaceutical Sciences in the College of Pharmacy at UNMC. In addition, there will be an Internal Advisory Board comprised of 7-8 leaders within the Nebraska system. The Internal Advisory Board will interact with an External Advisory Board, which will be comprised of thought leaders in both academic drug discovery as well as the biotech and the pharmaceutical industry. The external board will be used to better understand what trends are present in the industry so that our researchers and their projects can be better matched. The director will also oversee the drug discovery cores (see below) as well as the education, collaboration and outreach. In addition, the director will solicit project proposals and will form the internal advisory board to evaluate and review the projects. The internal advisory board will change from time to time; however, it will retain proper representation from the major areas of drug discovery: medicinal chemistry, DMPK, biology, commercialization (IP), and clinicians.

**Figure 2.** UNMC Center for Drug Design and Innovation organizational chart.



- **Director, Corey R. Hopkins, PhD.** Professor of Pharmaceutical Sciences in the College of Pharmacy. Dr. Hopkins has over 20 years of experience in both the pharmaceutical industry as well as academic drug discovery. He was a project team leader at Sanofi Pharmaceuticals where he led projects that resulted in two clinical candidate designations. After Sanofi, he moved to Vanderbilt University where he was the Associate Director of Medicinal Chemistry in the Vanderbilt Center for Neuroscience Drug Discovery. Dr. Hopkins was responsible for multiple projects that were licensed to industrial partners and directly led to a compound being advanced into Phase 2 clinical trials. He was the project team lead of a project licensed to Bristol-Myers Squibb as well as La Jolla Pharmaceuticals. During his time at UNMC (2016), he has had one project licensed and has had two patents granted.
- Internal Advisory Board
  - **Don Ronning, PhD.** Dr. Ronning has focused on mycobacterial drug discovery since 1997 with emphasis on targets involved in mycobacterial cell wall and capsule biosynthesis. As a part of these studies, he has played a major role in defining the mechanism-of-action of two different anti-Tuberculosis drugs. Continuing work in TB drug

discovery is highly collaborative and includes efforts with multiple external collaborators. In addition, Dr. Ronning's lab investigates local MRSA, anti-viral, and anti-cancer drug discovery efforts since joining UNMC in 2020. In addition to the academic drug discovery efforts, Ronning is the founder of Sevivo, which has focused on the development of in-vitro drug screening platforms targeting mRNA stability and epigenetic targets. More recently, Sevivo is expanding its drug discovery platforms by employing peptide-based probes.

- **Dong Wang, PhD.** Dr. Wang is a tenured professor in the Department of Pharmaceutical Sciences, College of Pharmacy, UNMC. His research primarily focuses on prodrug and nanomedicine development for inflammatory, autoimmune, musculoskeletal and craniofacial diseases. Dr. Wang obtained his PhD in polymer chemistry and physics under Professor Xin-De Feng from Peking University, China. He then received 3-year postdoctoral training in pharmaceutical chemistry under Prof. Jindřich Kopeček at University of Utah. He joined UNMC in early 2005 as a tenure-track assistant professor and was promoted to associate professor with tenure in 2008. In 2014, he was promoted to the rank of full professor. Dr. Wang has published over 100 peer-reviewed papers and numerous conference proceedings. Dr. Wang's research is multidisciplinary and translational in nature. At UNMC, he has established long-term collaborations with scientists and clinicians from orthopaedics, rheumatology, physiology, microbiology, immunology, dentistry and oncology. Nationally and internationally, he collaborates with researchers from Creighton University, Hospital for Special Surgery, University of Utah, RWTH Aachen University, *etc.* Dr. Wang's research has been continuously funded by federal agencies (NIH, DoD) and the pharmaceutical industry (Johnson & Johnson, Amgen, GSK, *etc.*). Dr. Wang is also a prolific inventor. He has over 110 patents and patent applications, some of which have been licensed to the industry for pre-clinical development and commercialization. He has co-founded three start-up companies (*i.e.* Bohe Biotechnology, Shannon Pharmaceuticals, Ensign Pharmaceutical) focusing on clinical translation and commercialization of drug candidates originated from his laboratory.
- **DJ Murry, PharmD.** Dr. Murry is a Professor of Pharmacy Practice and Science in the College of Pharmacy. His research focuses on the application of clinical pharmacology principles to speed drug development and optimize drug therapy in children and adults. He has over 30 years of experience in the design, conduct and reporting of pre-clinical and clinical studies evaluating drug properties and strategies for personalized therapeutics. His group conducts studies evaluating *in vitro* and *in vivo* properties, metabolism, disposition and pharmacodynamics of new compounds to help prioritize and expedite the drug development process. A major focus of the Murry lab is on the translation of novel therapies to the clinic and individualization of drug therapy by incorporating pharmacokinetic/pharmacodynamic endpoints and biomarker validation into the drug discovery and development process. Dr. Murry has active collaborations locally, nationally and internationally with the pharmaceutical industry and multiple academic research groups focused on bringing new compounds to the clinic and identifying improved drug therapy regimens.
- **Aaron Mohs, PhD.** Dr. Mohs is the Associate Dean for Research and Graduate Studies in the College of Pharmacy and an Associate Professor in the Department of Pharmaceutical Sciences at UNMC. Dr. Mohs is also a member of the Fred & Pamela Buffett Cancer Center and holds courtesy appointments in the Department of Biochemistry and Molecular Biology and the Department of Chemistry (UNO). He received his B.A. in Chemistry from St. John's University/College of St. Benedict (Collegeville, MN) and received his Ph.D. in Pharmaceutics and Pharmaceutical Chemistry at the University of Utah under Dr. Zheng-Rong Lu. Dr. Mohs then completed his postdoctoral fellowship in

the joint Emory-Georgia Tech Department of Biomedical Engineering, as an Emory-Georgia Tech Center for Cancer Nanotechnology Excellence Distinguished Fellow with Dr. Shuming Nie. Dr. Mohs leads an active research program focused on the development of fluorescent probes to guide the surgical resection of tumors, fluorescent sensor array technology that can rapidly detect and identify bacterial pathogens and drug delivery systems to target multiple myeloma. Dr. Mohs is the immediate past-President of the UNMC Faculty Senate. Dr. Mohs is a recipient of the 2017 UNMC New Investigator award, 2019 UNMC Distinguished Scientist award, and, most recently, selected as a Fellow of the National Strategic Research Institute at the University of Nebraska.

- **Paul Trippier, PhD.** Associate Professor of Pharmaceutical Sciences in the College of Pharmacy. Dr. Trippier earned an undergraduate degree in chemistry and toxicology from the University of Hull (United Kingdom) and his PhD in organic chemistry from the University of Oxford with Prof. Mark Moloney. He then completed postdoctoral research with Prof. Chris McGuigan at Cardiff University and Prof. Rick Silverman at Northwestern University. He began his independent career at Texas Tech University Health Sciences Center where he was tenured. He then moved to UNMC and the College of Pharmacy in 2019. Dr. Trippier's research involves small molecule drug discovery for various disease indications but with a focus on neurodegenerative disease and cancer. He serves as Associate Editor of the Wiley journal, Drug Development Research, as an Early Career Editorial Board Member of the Journal of Medicinal Chemistry, and is a member of the Scientific Advisory Board of Chemical Probes.org. Dr. Trippier is the Chief Scientific Officer of Mitron Therapeutics, a startup company focusing on mitochondrial targeted therapeutics developed from the Trippier lab. He serves as a consultant to Circumvent Pharmaceuticals and Carey Pharmaceuticals.
- **Michael Dixon, PhD.** Dr. Michael Dixon is president and CEO of the UNeMed Corporation, a company that works with faculty, students and staff of UNMC and the University of Nebraska at Omaha (UNO) to help commercialize innovative, new ideas that have the potential to improve public health for Nebraska residents and beyond. Dr. Dixon and the UNeMed staff work to match industry, entrepreneurs and investors with university researchers to foster partnerships for the commercial development of new technology. As president and CEO of UNeMed, Dr. Dixon is responsible for setting UNeMed's strategic path and directing UNeMed's activities; including efforts to protect, market, and license new technology. Under his leadership, UNeMed has significantly grown its technology portfolio, processing more than 100 new inventions each year. In addition, the University has established a strong culture of entrepreneurship, helping to establish 19 new startup companies in the past 5 years. Dr. Dixon has served on the search committees for various University leadership positions including the Vice Chancellor for Research and the Vice Chancellor for Business, Finance and Business Development. In addition, Dr. Dixon is part of the leadership team that is working to develop the Saddle Creek Innovation District and UNeMed will be one of the anchor tenants in the UNMC Innovation Hub at Catalyst.
- **Amarnath Natarajan, PhD.** Dr. Natarajan is the Ruth Branham Professor in the Eppley Institute for Cancer Research, is the co-Leader of the Targets, Modulators and Delivery (TMD) program of the Fred & Pamela Buffett Cancer Center, and has courtesy appointments in the Departments of Genetics, Cell Biology and Anatomy and Pharmaceutical Sciences at UNMC. Dr. Natarajan graduated with a master's in Chemistry from the Indian Institute of Technology, Chennai, India and received his Ph.D. in Chemistry at the University of Vermont, Burlington VT. Dr. Natarajan completed his postdoctoral fellowship at Harvard Medical School, Boston, MA and started his independent career as an Assistant Professor at the University of Texas Medical Branch, Galveston, TX. Dr. Natarajan moved UNMC as an Associate Professor in 2009. Dr. Natarajan has > 20 years of experience in all aspects of drug discovery and his lab is



focused on developing target and mechanism specific modulators as potential therapeutics for various diseases.

- **Caroline L. Ng, Ph.D.**, Dr. Ng's lab aims to identify novel antimalarial therapeutics, and to understand current drug resistance mechanisms to further antimalarial therapeutics. Her lab uses *in vitro* selection and CRISPR/Cas9 based gene editing methods to characterize resistance profiles and identify targets and modes of resistance of candidate antimalarials. They have recently developed a novel algorithm that utilizes machine learning-based functionalities to automatically identify and enumerate parasite stages as well as subcellular structures within. In addition to characterizing potency of novel antimalarial candidates, this algorithm can also identify the stage at which the compound is most active, giving us clues to its mode of action. This algorithm has been used to characterize antimalarial and antiviral candidates in active collaborations with multiple groups within UNMC (Jonathan Vennerstrom, Martin Conda-Sheridan at Dept Pharmaceutical Sciences, Saint Patrick Reid at Dept Pathology and Microbiology) and between institutions (Daniel Flaherty, Purdue University; Purnima Bhanot, Rutgers New Jersey Medical School; David Fidock, Columbia University Irving Medical School). They have evolved resistance *in vitro* to antimalarial compounds and performed whole genome sequencing to identify targets or resistance mechanisms for multiple collaborative projects (Drs. Conda-Sheridan and Flaherty). In addition, the Ng lab is also characterizing existing drug resistance mechanisms. The World Health Organization recommends artemisinin-based combination therapies as first-line treatment for uncomplicated *falciparum* malaria. Artemisinin resistance has emerged, but for now parasites remain responsive to treatment in Africa, where the burden of malaria morbidity and mortality lie. We have shown that chemical inhibition of the parasite proteasome or genetic mutants of the parasite proteasome decrease *P. falciparum* survival to artemisinin. Thus, targeting the proteasome and related pathways may be a way to overcome artemisinin resistance.
- **St Patrick Reid, PhD**. Associate professor of Pathology and Microbiology in the College of Medicine. Dr. Reid has over 15 years' experience in the field of emerging viral pathogens. Notably, during his PhD studies he identified a novel function for the VP24 protein encoded by Ebola virus. VP24 was demonstrated to abrogate the Interferon alpha/beta signaling response by disrupting nucleo-cytoplasmic. Dr. Reid was also responsible for several other contributions in the field of Ebola virus biology, including delineating the anti-interferon domains encoded by the VP35 protein as well as identification of host factors recruited by the viral nucleoprotein. In addition to Ebola virus Dr. Reid has worked on other emerging pathogens, including, Marburg virus, Nipah virus, Zika virus, Chikungunya virus and the recently emergent SARS-CoV-2.
- **Kimberly Scarsi, PharmD, MS, FCCP** is a Professor Vice Chair of Pharmacy Practice and Science at the University of Nebraska Medical Center (UNMC), with appointments in both the College of Pharmacy and College of Medicine. In addition, she is an Associate Director of the UNMC Antiviral Pharmacology Laboratory (APL). Dr. Scarsi's research program focuses on optimizing pharmacologic therapies for persons living with HIV, with an emphasis on global health and sex/gender related issues. Her research program is supported by the AIDS Clinical Trials Group (ACTG), where she is a scientific member of the Women's Health Collaborative Science Group. In addition, the UNMC APL is one of three ACTG network supported pharmacology laboratories. She also leads an NIH-supported research program investigating the impact of antiretroviral therapy on the pharmacology of contraceptive hormones. Locally, Dr. Scarsi is a clinical consultant in the UNMC HIV clinic. Nationally she serves as a consultant for the National Institutes of Health COVID treatment guidelines and recently completed a term on the U.S. Department of Health and Human Services (DHHS) Panel on Antiretroviral Guidelines for Adults and Adolescents and the NIH Office of AIDS Research Advisory Council.

- **David Berkowitz, PhD.** is Willa Cather Professor of Chemistry at the University of Nebraska-Lincoln where he leads an active research group engaged in science at the chemistry/biology interface with a particular interest in studying the mechanism of and developing inhibitors for PLP enzymes. Berkowitz also currently serves as Director of the Division of Chemistry at the National Science Foundation in Alexandria, Virginia. Berkowitz co-leads the Nebraska Drug Discovery & Development Pipeline (ND3P) along with Ken Bayles from UNMC. He is a AAAS Fellow (2015), a Japan Society for the Promotion of Science (JSPS) Fellow (2008) and an Alfred P. Sloan Fellow (1997). In 2018, Berkowitz chaired the international Gordon Research Conference on Biocatalysis and he is a member of the Chemical Sciences Roundtable at the National Academy of Sciences. Berkowitz studied at the University of Chicago (S.B.), Harvard/ETH-Zürich (Ph.D.) and Yale (PD). His honoraria include Visiting Professorships at the Université de Rouen (Normandy, France, 2005), the Max Planck Institute (Dortmund, Germany, 2006) and the Université de Paris- Descartes (2016).
- **Jody Redepenning, PhD.** currently serves as Chair for the Department of Chemistry at the University of Nebraska, Lincoln. Redepenning is an alumnus of Concordia College in Moorhead, MN. Upon completion of his undergraduate degree, Redepenning worked for one year as an analytical chemistry for GNC. He then moved to Colorado State University where he completed his doctoral research under the mentorship of C. Michael Elliott. His postdoctoral research was performed at Caltech under the mentorship of Fred C. Anson. Redepenning's doctoral and postdoctoral work was focused within the field of electrochemistry. His sustained interest in electrochemistry and materials chemistry has manifested itself over a range of IP. These contributions include work in early electrochromics, the IP for which was ultimately assigned to Binney and Smith. Additionally, foundational IP focused on the electrochemical deposition of calcium phosphate coatings was ultimately assigned to Biomet, Inc., where the technology was used to develop the "BoneMaster" hydroxyapatite coatings now found on a variety of Biomet's orthopedic appliances.
- **Massimiliano Pierobon, PhD.,** is an Associate Professor in the School of Computing, University of Nebraska-Lincoln (UNL), NE, USA, where he also holds a courtesy appointment at the Department of Biochemistry. He received his Ph.D. degree in Electrical and Computer Engineering from the Georgia Institute of Technology, Atlanta, GA, USA, in 2013. He is the co-Editor in Chief of Nano Communication Networks (Elsevier), and an Associate Editor of the IEEE Transactions on Mobile Computing. Selected honors: 2011 Georgia Tech BWN Lab Researcher of the Year Award, 2013 IEEE Communications Letters Exemplary Reviewer Award, UNL CSE Upper Ugrad and Graduate Level Teaching Award in 2016 and 2017, 2017 IEEE INFOCOM Best Paper Runner-up Award and ACM NanoCom Best Paper Award, 2019-2020 UNL College of Engineering Excellence in Research Awards, and ACM NanoCom 2020 Outstanding Milestone Award. Dr. Pierobon is the PI of multiple NSF and DoD projects and the co-organizer/chair of the NSF Workshop on Biology through Information, Communication & Coding Theory. His research interests are in molecular communication theory, nanonetworks, intra-body networks, information and communication theory applied to synthetic biology, information-based drug design and delivery systems, and the Internet of Bio-Nano Things.
- **Thomas Helikar, PhD.** is the Susan J Rosowski Associate Professor in the Department of Biochemistry at the University of Nebraska-Lincoln. Dr. Helikar holds courtesy appointments as an Associate Professor in the Department of Computer Science and Engineering (UNL) and the Department of Pharmacology and Experimental Neuroscience (UNMC). Dr. Helikar's long-term goal is to identify how to rewire parts of the immune system en masse to elicit higher-order decision-making that still enables the system to

remain otherwise “healthy.” His team develops computational multi-scale, multi-cellular systems models, high-throughput data analysis tools, systems biology modeling software tools, and combines computationally developed insights with molecular and cellular immunology experimental studies. Dr. Helikar’s research program has been funded by various U.S. federal agencies, including the National Science Foundation (NSF), National Institutes of Health (NIH), and the Department of Defense (DoD), as well as private sponsors, including Google, LLC. Dr. Helikar has co-authored 75+ manuscripts.

**External Advisory board.** The external advisory board will be comprised of leaders within the biotech and pharmaceutical industry as well as other academic drug discovery centers. These leaders will aid the center in identifying the projects that will have the most impact, i.e., modalities and therapeutic areas of the most interest. In addition, the board will provide valuable interactions with UNMC/NU faculty members to further advance the mission of education and translation for the Center.

### **G. Partnerships with Business**

As stated above, UNeMed has completed 4 license agreements and 2 option agreements to small molecules or drug delivery systems for small molecules. The four license agreements were all to startup companies and the two option agreements were both to established companies. Many members of the proposed leadership, as well as faculty members of other UNMC institutions have already collaborated with several businesses and more partnerships are anticipated with the approval of the Center. In fact, the Sponsored Programs Administration has identified over 30 industrial partners funding research at UNMC. The Center would work closely with UneMed to establish partnerships and collaborations that would further extend the scope and aim of the Center activities. The innovations that come out of the Center would be partnered with external pharmaceutical companies such that the products could be advanced into development. UneMed sponsors a yearly meeting, the Midwest Drug Development Conference, which brings together academic researchers and pharmaceutical companies along with venture capital firms and this would be an ideal setting to highlight the successes of the new Center. In fact, many of the leadership personnel have presented their work at this conference and licensing deals have been initiated. In addition, we believe having this Center will spur even more start-up company activity from the University of Nebraska system, which in turn, will provide more opportunities for business collaborations and workforce development. Many of the internal advisory board have already moved projects from their laboratories into either partnerships with industrial partners, or have spun these discoveries out into start-up companies. Having a Center to help to coordinate activities will boost these endeavors.

Examples of these partnerships:

- Corey Hopkins, Ph.D. has partnered with Fannin Innovations, and they have started Goldenrod Therapeutics to advance novel PDE4 antagonists for substance use disorders.
- Jered Garrison, Ph.D. has started AdductNE to advance radiotherapeutic innovations from his lab.
- Don Ronning, Ph.D. is the founder of Sevivo, which has focused on the development of in-vitro drug screening platforms targeting mRNA stability and epigenetic targets. More recently, Sevivo is expanding its drug discovery platforms by employing peptide-based probes.

- Dong Wang, Ph.D. has co-founded three start-up companies (*i.e.* Bohe Biotechnology, Shannon Pharmaceuticals, Ensign Pharmaceutical) and has received funding from the pharmaceutical industry (J&J, Amgen, GSK).

## **H. Collaborations with Higher Education Institutions External to the University**

### **External partnerships with academics**

The UNMC Center for Drug Design and Innovation will promote collaborations between UNMC/Nebraska researchers with those outside the university system. Drug discovery is inherently a collaborative endeavor, and the Center will aid in finding external experts to partner and collaborate with institutional researchers. Many of the listed personnel already engage in collaborative research with higher education institutions external to the university. Examples of these collaborations include: Vanderbilt University, Lund University, University of Pennsylvania, Massachusetts General Hospital, Texas Tech, University of Rochester, University of Toledo, University of Minnesota, St. Andrews University and University Hospital Tübingen, among others. These collaborations extend the expertise that is available as well as access to equipment or technologies that are not presently available on our campuses. The nature of government funding has expanded to include multi-PI, multi-institution single grants, as well as the larger program project/center grants which, with the formation of this Center, will allow UNMC to be the lead institution for these grants. The Center will also enhance those collaborations that currently exist.

### **I. Constituencies to be Served**

The UNMC Center for Drug Design and Innovation will serve the faculty, students and, ultimately, the citizens of Nebraska by bringing innovative technologies to the market. The Center will provide advice and support for those faculty members engaged in drug discovery at UNMC and the greater UN system. Through these projects training opportunities to undergraduate, graduate and high school students will become more prevalent. As projects that originated through the Center move forward, the university system will benefit from the licensing agreements that will provide additional funding. And ultimately, the citizens of Nebraska will benefit in a couple of different ways. First, having access to novel, life-saving therapies that were developed at UNMC. Second, having a more educated workforce to help combat the “brain drain” in Nebraska that will help to populate the newly created start-up companies.

### **J. Anticipated Outcomes, Significance, and Specific Measures of Success**

Anticipated outcomes include the coordination and growth of UNMC’s drug discovery capabilities, support and stimulate efforts to obtain grant funding for drug discovery projects, promote a culture of innovation and entrepreneurship, and provide educational outreach to faculty and students. The result of these efforts will be the establishment of a nationally and internationally recognized leader in drug discovery for UNMC. This will also provide enhanced opportunities for the large center-style research grants as well as industry sponsored research grants/contracts.

Measures of success for an academic Center are much different than those for the private sector and range from tasks such as developing an understanding of the biology of a disease, discovery of a novel tool compound, publication in a high-impact journal, and licensing of a compound/project where risk can be shared with external partners. Specific measures of success will include: 1. Growing sponsored projects by national and international agencies to support and

expand the work of the Center. These include projects that will include private institutions (companies), government (NIH) and foundation organizations. 2. Expanding the role of UNMC (and University of Nebraska) in drug discovery. 3. Expanding the IP portfolio (UneMed) of UNMC and the University of Nebraska system. 4. Provide opportunities for the UNMC research community to advance their drug discovery efforts into translational projects by partnerships and/or start-up efforts. These success measures will be evaluated at the 5-year review done by the Board of Regents.

## **K. Potential for the Center to contribute to Society and Economic Development**

As outlined earlier, there is tremendous potential for the proposed Center to impact society and economic development for Nebraskans and the wider population. There have been numerous drugs that have been discovered in an academic institution and then brought to the market. For example, UCLA sold their rights for the prostate cancer drug, Xtandi, to Royalty Pharma for \$1.14 Billion; New York University got \$650 Million for the rights to Remicade; Northwestern endowment received \$1.4 Billion for the rights to Lyrica; and Emory University received \$525 Million from Gilead for licensed HIV drugs. These examples contribute directly to society by bringing life-changing (and lifesaving) therapies that will impact patients and their families. There is little that can impact individuals more than being able to live a healthy life. These discoveries can also impact economic development by bringing in royalty payments to the university so that it can improve infrastructure, education and research activities. The impact of UNMC on Omaha and Nebraska is already well-established, having a new Center that can add to this will only exemplify this impact. The Center will also be a unique entity that can help attract additional grants, contracts, partnerships, and start-ups that will help stimulate economic development in Nebraska. UNMC is already a recognized leader in the treatment of infectious diseases through both the Ebola outbreak (2015) and COVID-19 (2020-present); establishing a world-class engine for the discovery of novel breakthrough medications would synergize with the world-class patient care.

## **L. Adequacy of Resources:**

### **1. Faculty/Staff**

Faculty: There are already a number of faculty members working in the area of drug discovery, spanning the entire preclinical pipeline. This includes target identification, target validation, lead generation, lead optimization, preclinical safety studies and IND (investigational new drug) safety studies. The participating faculty would come from the College of Pharmacy, College of Medicine, Departments of Pharmaceutical Sciences, Pharmacy Practice and Science, Biochemistry and Molecular Biology, Cellular and Integrative Physiology, Genetics, Cell Biology and Anatomy, Neurological Sciences, Pharmacology and Experimental Neuroscience, Buffett Cancer Center, Eppley Institute for Research in Cancer and Allied Diseases, among others. Many of the individuals who would participate in the Center activities are already in place; however, there would be some targeted recruitment in some areas.

Research Facilities: The basic science research to be performed and coordinated by the Center are already in place and include Durham Research Center, Pharmacy Drug Discovery, Eppley Institute, Williams Hall and Buffett Cancer Center.

Training Facilities: Much like the basic science, the training facilities are predominantly in place and there would not be a need to add any additional space. There is space for undergraduate and graduate research training and the classroom facilities. In addition, UNMC and the Nebraska campuses have invested in much of the infrastructure that will be needed.

## 2. Physical Facilities and Equipment

UNMC has a number of core facilities that would be key components and collaborators with the Center activities. These include, but are not limited to the Animal Behavior Core, Comparative Medicine, and the Center for Drug Delivery and Nanomedicine. In addition, the Center proposes to form two additional core facilities that would be directly under the UNMC Center for Drug Design and Innovation and be available for the wider UNMC and NU community for collaboration. In addition, UNL has invested heavily in the areas of biomedical engineering and will soon receive a new cryogenic electron microscopy (cryo-EM) instrument which has become an essential tool for drug discovery.

### **Core Facilities Planned:**

The two key components of drug discovery are medicinal chemistry and drug metabolism/pharmacokinetics. These capabilities drive the discovery of new chemical entities and are crucial to all aspects of the mission of the Center from applying for and obtaining grant support, patent submission, partnering with industry. As such, we are proposing the formation of two new Core facilities at UNMC that can serve the purpose and mission of the new Center.

**Synthetic/Medicinal Chemistry Core:** The synthetic/medicinal chemistry core facility would be a shared resource providing lead optimization and key scale-up services for the wider drug discovery efforts at UNMC. These could be longer term, structure-activity relationship (SAR) studies, lead identification/lead optimization studies as well as scale-up synthesis of single compounds for PK or animal studies.

Key faculty: **Corey Hopkins (Core Director)**, Paul Trippier, Martin Conda-Sheridan, Jonathan Vennerstrom, Amar Natarajan.

**DMPK Core Facility:** In conjunction with the Fred & Pamela Buffett Cancer Center and the office of the Vice Chancellor of Research, the Drug Metabolism and Pharmacokinetic Core facility would be a shared resource aimed at providing preclinical drug metabolism/pharmacokinetic studies for the UNMC and wider University of Nebraska community. This core facility would support lead optimization (small molecule) and dose translation to animal studies and beyond. The mission would be to facilitate interdisciplinary research, discover new medicines, obtain grant funding, support for patent filing, etc.

Some of the key services planned:

- Microsomal Stability
- Protein binding
- Metabolite identification
- LC/MS/MS assay development
- Preclinical PK

Key faculty: **DJ Murry (Core Director)**, Yazen Alnouti, Anthony Podany, Courtney Fletcher, Kim Scarsi, Sean Avidissian

## 3. Budget Projections *[see Table 1 and Table 2]*

The projected budgets (expenses and revenues) are included as Tables 1 and 2. We anticipate the budget revenues to be established through an endowment from a donor to fund the UNMC Center for Drug Design and Innovation – as has been the case for multiple other Centers at other academic institutions. In fact, there has already been a donor that has pledged \$250,000 to the Center. As part of the endowment, the College of Pharmacy recently received a \$20M unrestricted gift from the Williams family and has earmarked \$5M of that in an account for the purpose of matching funds. This has been used to match the original \$250K gift giving the Center \$500K in initial funds – which is reflected in the revenue table (Other Funding). We foresee the Center as cost neutral to the State of Nebraska and are not asking for any start-up funding; the funding proposed in the Expenses table is contingent upon the creation of an endowment. The Center would increase its projected expenses linearly with any increased revenue. For example, if the Center were to receive a \$5M donation, the College could match up to \$5M, which would allow for an approximate operating budget of \$400,000. As to this, the NU Foundation has been in communication with Dean Olsen and Prof. Hopkins and have initiated a fundraising campaign to identify potential donors. In addition, the Center will be able to tap into potential indirect costs generated through grants that it contributes to, as well as potential license shares that are negotiated through private industry partnerships that are established. The Center is anticipated to contribute to the generation of small businesses, jobs, grants, and ultimately drugs that will benefit the faculty of UNMC/UNL, the students of the NU system, and the State of Nebraska.



November 8, 2022

Aaron M. Mohs, Ph.D.  
Associate Dean for Research and Graduate Studies, College of Pharmacy  
Associate Professor, Pharmaceutical Sciences  
University of Nebraska Medical Center  
5-12315 Scott Research Tower  
Fred & Pamela Buffett Cancer Center  
Omaha, NE 68198-6120

and

Corey Hopkins, Ph.D.  
Professor, Department of Pharmaceutical Sciences, College of Pharmacy  
University of Nebraska Medical Center  
986125 Nebraska Medical Center  
Omaha, NE 68198-6125

Dear Drs. Mohs and Hopkins:

As Director of the Fred & Pamela Buffett Cancer Center and the Eppley Institute for Research in Cancer at the University of Nebraska Medical Center (UNMC); and as a physician specializing in breast cancer, I am pleased to offer my full support for your and Dr. Hopkins' "UNMC Center for Drug Design and Innovation" application.

I am writing to enthusiastically support the College of Pharmacy's application for a UNMC Center for Drug Design and Innovation, which will bring a much-needed focus for advancing therapeutic discovery to UNMC and the greater Nebraska educational system. I understand a significant need to improve the drug discovery efforts at UNMC, as witnessed by the number of new inventions submitted to UneMed. This Center will help to bring these to the point where they can be partnered with industrial collaborators. The Center will organize drug discovery activities on this campus, help increase the number of new small molecule-based inventions, enhance the quality of these small molecule-based inventions being developed at UNMC, and help shepherd those inventions appropriately through the drug development pathway to help generate industry interest and advance new drugs into the clinic.

The Center's mission includes items critical to bringing necessary therapies to the clinic. These include: 1. Enhance, organize, and grow UNMC's drug discovery capabilities, 2. Support and stimulate efforts to obtain grant and industrial funding for drug discovery projects, 3. Promote a culture of innovation and entrepreneurship, and 4. Provide educational outreach to faculty and students. The Center will work closely with the existing Centers and cores on the UNMC campus to synergize the activities and enhance the efforts of faculty members' research. The Center will bring much-needed pharmacokinetic and medicinal chemistry expertise and experience bringing drugs into the clinic with the directorship of Prof. Hopkins; I look forward to working closely with the newly formed Center.



The Center will affect all aspects of drug discovery, starting from target identification, target validation, hit generation, lead generation, lead optimization, and in vivo efficacy studies. All these efforts already occur at UNMC; however, having a Center that can help to organize and promote the activities will have a positive impact. The Center and the leadership will also provide guidance and education on the drug discovery process, which will aid in bringing further focus to individual researchers' efforts to attract external support for funding.

Sincerely,

A handwritten signature in blue ink that reads "Ken Cowan". The signature is written in a cursive, slightly slanted style.

Kenneth H. Cowan, M.D., Ph.D.  
Director and Physician-in-Chief  
Fred & Pamela Buffett Presidential Chair  
Robert F. and Myrna L. Krohn Chair in Cancer Research  
Fred & Pamela Buffett Cancer Center  
Eppley Institute for Research in Cancer

November 27, 2022

Aaron M. Mohs, PhD  
Associate Dean for Research and Graduate Studies, College of Pharmacy  
Associate Professor, Pharmaceutical Sciences  
University of Nebraska Medical Center  
Omaha, NE 68198-6120

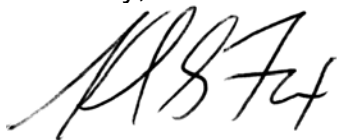
Corey Hopkins, PhD  
Professor, Department of Pharmaceutical Sciences, College of Pharmacy  
University of Nebraska Medical Center  
Omaha, NE 68198-6125

Dear Drs. Mohs and Hopkins,

On behalf of the UNMC College of Medicine, I am thrilled to hear that you are organizing the UNMC Center for Drug Design and Innovation. I want to let you know The College of Medicine enthusiastically supports this Center application. We have many ties between the colleges, and in fact our researchers are interdigitated in several of the buildings and labs on our campus. We have numerous joint projects between investigators in our colleges. In fact, I have been collaborating with College of Pharmacy investigators on NIH funded grants for years, as have many of our College of Medicine investigators. As you know I co-lead a training grant (T32) with Dr. Paul Trippier in the College of Pharmacy on drug discovery for Alzheimer's disease. These collaborations between our colleges have led to significant progress in research, all aimed at improving the health of people.

One distinct need, which you are addressing, is drug discovery. This often involves public-private partnerships, and your interactions with UNeMed will certainly accelerate this. This not only will move the discoveries forward, but importantly lead to economic development. Furthermore, the integration of education in the Center's plans is a large plus. In addition to attracting talent to Nebraska for drug design and discovery we will also grow our own, increasing the ability to accomplish the goals of the center. The Center will truly be a nidus for drug discovery activities, increasing inventions and inventors, and furthering the attraction of the work at UNMC to industry partners to move these discoveries to the clinic. Again, on behalf of the College of Medicine, thank you for organizing this Center, which we whole-heartedly support and look forward to continuing working with you and your colleagues.

Sincerely,



Howard S Fox, M.D., Ph.D.  
Senior Associate Dean of Research and Development, College of Medicine  
Professor, Department of Neurological Sciences

University of Nebraska Medical Center  
985800 Nebraska Medical Center  
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e-mail: hfox@unmc.edu



Aaron M. Mohs, PhD  
Associate Dean for Research and Graduate Studies, College of Pharmacy  
Associate Professor, Pharmaceutical Sciences  
University of Nebraska Medical Center  
5-12315 Scott Research Tower  
Fred & Pamela Buffett Cancer Center  
Omaha, NE 68198-6120

and

Corey Hopkins, PhD  
Professor, Department of Pharmaceutical Sciences, College of Pharmacy  
University of Nebraska Medical Center  
986125 Nebraska Medical Center  
Omaha, NE 68198-6125

Dear Drs. Mohs and Hopkins,

As you know I serve as Director of the Graduate Program in Pharmaceutical Sciences and Co-Director of the T32 funded UNMC Training Program in Alzheimer's Disease Drug Discovery as well as being an Associate Professor in the Department of Pharmaceutical Sciences at UNMC with research interests in small molecule drug discovery.

I am writing to enthusiastically support the College of Pharmacy's application for a UNMC Center for Drug Design and Innovation, which will bring a much-needed focus for bringing therapeutic discovery to UNMC and the greater Nebraska educational system. I understand there is a significant need to improve the drug discovery efforts at UNMC as witnessed by the number of new inventions submitted to UneMed, and this Center will help to bring these to the point where they can be partnered with industrial collaborators. The Center will organize drug discovery activities on this campus, help increase the number of new small molecule-based inventions, enhance the quality of these small molecule-based inventions being developed at UNMC, and help shepherd those inventions appropriately through the drug development pathway to help generate industry interest and advance new drugs into the clinic.

The Center's mission includes those items that are critical to bringing necessary therapies to the clinic. These include: 1. Enhance, organize, and grow UNMC's drug discovery capabilities, 2. Support and stimulate efforts to obtain grant and industrial funding for drug discovery projects, 3. Promote a culture of innovation and entrepreneurship, and 4. Provide educational outreach to faculty and students. The Center will work closely with the existing Centers and cores on the UNMC campus to synergize the activities and enhance the efforts of faculty members' research. The Center will bring much needed pharmacokinetic and medicinal chemistry expertise as well as experience bringing drugs into the clinic with the directorship of Prof. Hopkins, and I look forward to working closely with the newly formed Center.

The Center will affect all aspects of drug discovery starting from target identification, target validation, hit generation, lead generation, lead optimization and in vivo efficacy studies. All these efforts already occur at UNMC; however, having a Center that can help to organize and promote the activities will have a positive impact. The Center and the leadership will also provide guidance and education on the drug

discovery process which will aid in bringing further focus to individual researchers' efforts to attract external support for funding.

With best regards,

A handwritten signature in black ink, appearing to read "P. Trippier", with a long horizontal flourish extending to the right.

Dr. Paul C. Trippier, MRSC

*Associate Professor*

*Director, Pharmaceutical Sciences Graduate Program*

*Co-Director, T32 Training Program in Alzheimer's Disease & Related Dementias Drug Discovery*

*University of Nebraska Medical Center*

*College of Pharmacy*

*Department of Pharmaceutical Sciences*

*Fred & Pamela Buffett Cancer Center*



February 28, 2023

Dear Corey,

I am writing to provide my enthusiastic support for your efforts to establish the UNMC Center for Drug Design and Innovation. I believe that the center will catalyze a much-needed expansion of therapeutic discovery at UNMC and the greater Nebraska educational system. As a director of the NIH COBRE in Nanomedicine and a UNMC Center for Drug Delivery and Nanomedicine (CDDN), I am particularly excited to support your efforts because of the limitless synergies that exist between the basic drug discovery and drug formulation and delivery. Both our drug delivery and nanomedicine centers have been very successful in the past 20 years in bringing in federal funding and creating new knowledge and intellectual property. However, interactions and collaborations with researchers in drug discovery has been largely missing from the activities of the centers. With the recent dramatic growth of drug discovery efforts at UNMC, as witnessed by the number of new inventions submitted to OneMed, it has become clear that a Center for Drug Discovery is needed to help to bring these to the point where they can be partnered with industrial collaborators. Further, the Center will organize drug discovery activities on this campus, help increase the number of new small molecule-based inventions, enhance the quality of these small molecule-based inventions being developed at UNMC, and help shepherd those inventions appropriately through the drug development pathway to help generate industry interest and advance new drugs into the clinic.

In conclusion, I am convinced that the Center will bring much expertise and experience in bringing drugs into the clinic under your directorship, and I look forward to our Centers working very closely together.

Sincerely,

A handwritten signature in blue ink that reads "David Oupický".

**David Oupický, PhD**

Professor and Parke-Davis Chair in Pharmaceutics  
Director, NIH Center of Biomedical Research Excellence, Nebraska Center for Nanomedicine  
Director, Center for Drug Delivery and Nanomedicine  
Department of Pharmaceutical Sciences, College of Pharmacy  
University of Nebraska Medical Center



NEBRASKA'S HEALTH SCIENCE CENTER  
A Partner with Nebraska Health System

EPPLEY INSTITUTE FOR CANCER RESEARCH  
UNMC Fred & Pamela Buffett Cancer Center  
National Cancer Institute-Designated Clinical Cancer Center

Feb 28, 2023

Aaron M. Mohs, PhD  
Associate Dean for Research and Graduate Studies, College of Pharmacy  
Associate Professor, Pharmaceutical Sciences  
University of Nebraska Medical Center  
5-12315 Scott Research Tower  
Fred & Pamela Buffett Cancer Center  
Omaha, NE 68198-6120

and

Corey Hopkins, PhD  
Professor, Department of Pharmaceutical Sciences, College of Pharmacy  
University of Nebraska Medical Center  
986125 Nebraska Medical Center  
Omaha, NE 68198-6125

Dear Drs. Mohs and Hopkins,

As co-leaders of the Targets, Modulators and Delivery Program (TMDP) within the Fred & Pamela Buffett Cancer Center, we enthusiastically support the College of Pharmacy's effort to advance therapeutic discovery at UNMC via an application for a **UNMC Center for Drug Design and Innovation**. Your Center should synergize with the mission of the TMDP and that of the NIGMS-funded (P20) Nebraska Center for Molecular Target Discovery and Development, led by Dr. Lewis and in which Drs. Holstein and Natarajan are also key participants. We support the use of your Center to organize drug discovery activities at UNMC. We believe your Center will accelerate the development of lead compounds and IND applications, and advance new drugs into the clinic, benefitting the TMDP and the CMTDD.

We would be delighted to coordinate TMDP and CMTDD efforts to support and enhance your mission to enhance UNMC's drug discovery capabilities, obtain grant and industrial funding for drug discovery projects, promote innovation and entrepreneurship, and provide educational outreach to faculty and students.

Sincerely,

Robert E. Lewis, Ph.D.  
Edward and Lida Robinson  
Professor of Cancer Research  
Eppley Institute  
[rlewis@unmc.edu](mailto:rlewis@unmc.edu)

Sarah A. Holstein, M.D., Ph.D.  
Professor  
Division of Oncology & Hematology  
Department of Internal Medicine  
[sarah.holstein@unmc.edu](mailto:sarah.holstein@unmc.edu)

Amar Natarajan, Ph.D.  
Ruth Branham Professor of  
Cancer Research  
Eppley Institute  
[anatarajan@unmc.edu](mailto:anatarajan@unmc.edu)



November 09, 2022

Aaron M. Mohs, PhD  
Associate Dean for Research and Graduate Studies, College of Pharmacy  
Associate Professor, Pharmaceutical Sciences  
University of Nebraska Medical Center  
5-12315 Scott Research Tower  
Fred & Pamela Buffett Cancer Center  
Omaha, NE 68198-6120

Corey Hopkins, PhD  
Professor, Department of Pharmaceutical Sciences, College of Pharmacy  
University of Nebraska Medical Center  
986125 Nebraska Medical Center  
Omaha, NE 68198-6125

Dear Drs. Mohs and Hopkins,

I write to enthusiastically support the UNMC College of Pharmacy's application for a Center for Drug Design and Innovation, which will bring a much-needed focus for advancing therapeutic discovery to UNMC and the greater Nebraska educational system. This is very timely initiative, and I look forward to contributing to its success in every way I can.

I am a physician/scientist with full focus on laboratory-based cancer biology research to identify and validate therapeutic targets for cancer drug discovery. I have maintained an extramurally-funded research program over the past thirty-three years and our work is published in high-tier journals and widely cited (Google Scholar – 17,857 citations; h-index, 74; i10 index, 177). The major focus of our research is to use molecular, biochemical, cell biological and animal genetic approaches to define regulatory elements of cell signaling in mammalian cells, and to use this knowledge to develop targeted cancer therapeutics and biomarkers. The main targets of our research are breast cancer and myeloid neoplasms but the pathways we investigate are broadly relevant to many cancers. Many of the pathways we investigate are implicated in driving tumorigenesis, metastasis and therapy resistance and are thus quite viable targets for drug discovery strategies. I serve as a co-leader of the Cancer Biology Program (CBP), a key component the Buffett Cancer Center core support grant. I also serve as Director of the Center for Breast Cancer Research. As such, I have broad knowledge of basic research activities of the cancer center that focus on understanding the biology of tumorigenesis and metastasis. I am therefore additionally poised to help engage a broader group of cancer biologist to the goals of your proposed center. It will be my pleasure to work with you to participate in the work of the Center for Drug Design and Innovation, and to identify and foster the work of people across the Cancer Center whose research is relevant to the goals of the center.

I understand there is a significant need to improve the drug discovery efforts at UNMC as witnessed by the number of new inventions submitted to UneMed, and this Center will help to bring these to the point where they can be partnered with industrial collaborators. The Center will organize drug discovery activities on this campus, help increase the number of new small molecule-based inventions, enhance the quality of these small molecule-based inventions being developed at UNMC, and help shepherd those inventions appropriately through the drug development pathway to help generate industry interest and advance new drugs into the clinic.

The Center's mission includes those items that are critical to bringing necessary therapies to the clinic. These include: 1. Enhance, organize, and grow UNMC's drug discovery capabilities, 2. Support and stimulate efforts to obtain grant and industrial funding for drug discovery projects, 3. Promote a culture of innovation and entrepreneurship, and 4. Provide educational outreach to faculty and students. The Center will work closely with the existing Centers and cores on the UNMC campus to synergize the activities and enhance the efforts of faculty members' research. The Center will bring much needed pharmacokinetic and medicinal chemistry expertise as well as experience bringing drugs into the clinic with the directorship of Prof. Hopkins, and I look forward to working closely with the newly formed Center.

The Center will affect all aspects of drug discovery starting from target identification, target validation, hit generation, lead generation, lead optimization and in vivo efficacy studies. All these efforts already occur at UNMC; however, having a Center that can help to organize and promote the activities will have a positive impact. The Center and the leadership will also provide guidance and education on the drug discovery process which will aid in bringing further focus to individual researchers' efforts to attract external support for funding.

Again, I very much look forward to the opportunity of working with you to help harness the vast cancer research expertise across UNMC towards drug discovery efforts that your center will bring to our campus.

Sincerely,

**Hamid Band, MD, PhD**

Elizabeth Bruce Professor of Cancer Research  
Eppley Institute for Research in Cancer  
Director, Center for Breast Cancer Research and  
Co-Leader, Cancer Biology Program,  
Fred & Pamela Buffett Cancer Center



November 1, 2022

Aaron M. Mohs, PhD  
Associate Dean for Research and Graduate Studies, College of Pharmacy  
Associate Professor, Pharmaceutical Sciences  
University of Nebraska Medical Center  
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Fred & Pamela Buffett Cancer Center  
Omaha, NE 68198-6120

and

Corey Hopkins, PhD  
Professor, Department of Pharmaceutical Sciences, College of Pharmacy  
University of Nebraska Medical Center  
986125 Nebraska Medical Center  
Omaha, NE 68198-6125

Dear Drs. Mohs and Hopkins,

It is with great enthusiasm that I write to support the College of Pharmacy's application for an University of Nebraska Center the "UNMC Center for Drug Design and Innovation". As the Executive Director of the Child Health Research Center at UNMC and Children's Hospital and Medical Center, and a Professor in the Department of Pediatrics, Division of Neonatology, I have an acute understanding of the significant need for this center. Too many of our pediatric patients suffer from diseases for which therapeutics are undeveloped. A partnership with CHRI and the center is highly likely given the nature of our present interactions with Drs. Mohs and Hopkins.

This proposed center will bring a much-needed focus for advancing therapeutic discovery to UNMC and the greater Nebraska educational system. I understand there is a significant need to improve the drug discovery efforts at UNMC as witnessed by the number of new inventions submitted to UneMed, and this Center will help to bring these to the point where they can be partnered with industrial collaborators. The Center will organize drug discovery activities on this campus, help increase the number of new small molecule-based inventions, enhance the quality of these small molecule-based inventions being developed at UNMC, and help shepherd those inventions appropriately through the drug development pathway to help generate industry interest and advance new drugs into the clinic.

The Center's mission includes those items that are critical to bringing necessary therapies to the clinic. These include: 1. Enhance, organize, and grow UNMC's drug discovery capabilities, 2. Support and stimulate efforts to obtain grant and industrial funding for drug discovery projects, 3. Promote a culture of innovation and entrepreneurship, and 4. Provide educational outreach to faculty and students. The Center will work closely with the existing Centers and cores on the

UNMC campus to synergize the activities and enhance the efforts of faculty members' research. The Center will bring much needed pharmacokinetic and medicinal chemistry expertise as well as experience bringing drugs into the clinic with the directorship of Prof. Hopkins, and I look forward to working closely with the newly formed Center.

The Center will affect all aspects of drug discovery starting from target identification, target validation, hit generation, lead generation, lead optimization and in vivo efficacy studies. All these efforts already occur at UNMC; however, having a Center that can help to organize and promote the activities will have a positive impact. The Center and the leadership will also provide guidance and education on the drug discovery process which will aid in bringing further focus to individual researchers' efforts to attract external support for funding.

As such, please find this letter to be evidence of my strong support for the development of the center at UNMC.

Sincerely,

A handwritten signature in cursive script, reading "Ann L. Anderson Berry".

Ann L Anderson Berry, MD, PhD  
Professor (Tenure), Pediatrics  
Executive Director, Child Health Research Institute  
Vice-President of Research Children's Hospital and Medical Center  
Vice-Chair Research, Department of Pediatrics  
Division Chief, Neonatology  
Medical Director, Nebraska Perinatal Quality Improvement Collaborative  
University of Nebraska Medical Center  
Omaha, NE 68198-1205  
402-559-6750  
alanders@unmnc.edu



October 21, 2022

Aaron M. Mohs, PhD  
Associate Dean for Research and Graduate Studies, College of Pharmacy  
Associate Professor, Pharmaceutical Sciences  
University of Nebraska Medical Center  
5-12315 Scott Research Tower  
Fred & Pamela Buffett Cancer Center  
Omaha, NE 68198-6120

and

Corey Hopkins, PhD  
Professor, Department of Pharmaceutical Sciences, College of Pharmacy  
University of Nebraska Medical Center  
986125 Nebraska Medical Center  
Omaha, NE 68198-6125

Dear Drs. Mohs and Hopkins,

As Director of the Center for Heart and Vascular Research (CHVR) at the University of Nebraska Medical Center (UNMC), I offer my full support to your efforts to develop the UNMC Center for Drug Design and Innovation. The CHVR has >150 members spanning >40 departments across the University of Nebraska System conducting basic, translational, clinical, and population health research.

Cardiovascular disease is the leading killer of Nebraskans. There is currently an urgent need to develop diagnostic tools and new therapeutic strategies that prevent, slow, or reverses heart and vascular disease progression. To meet this demand, the CHVR is designed to support research that spans discoveries in the laboratory all the way to approval of new drugs, devices and diagnostics. To realize this goal, we must coordinate with other Centers, Institutes, and resources on campus to expand our impact and educate CHVR members regarding available infrastructure, especially those related to drug discovery. I therefore strongly believe that the Center for Drug Design and Innovation will be a key partner to the CHVR. I expect that the Center for Drug Design and Innovation will be crucial for enabling CHVR investigators to implement proven pipelines that facilitate translation of basic science discoveries into new drugs or treatments can be tested in pre-clinical models.

Beyond my role as CHVR Director, I will also note that the research in my own laboratory as well as others in the Department of Cellular and Integrative Physiology would benefit tremendously from working with the Center to advance our drug development efforts. My research group discovers new cell surface receptors on human cell types that offer a rich resource for drug development targets. In fact, my laboratory houses a proprietary database of >3,000 cell surface proteins that have been experimentally mapped using mass spectrometry to >100 different human cell types. I believe this resource would be beneficial to UNMC Center for Drug Design and Innovation efforts and I am happy to make this resource available to you.

I am highly enthusiastic and committed to helping you build a world-renowned UNMC Center for Drug Design and Innovation. You are clearly poised to accomplish your goals and I look forward to joining forces with you to make a positive impact on the cardiovascular health of Nebraskans, and beyond.

Sincerely,

A handwritten signature in black ink, appearing to read "Rebekah L. Gundry". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Rebekah L. Gundry, PhD, FAHA  
Professor and Interim Chair, Cellular and Integrative Physiology  
Director, Center for Heart and Vascular Research  
Director, CardiOmics Program  
Assistant Chief for Basic and Translational Research in Cardiovascular Medicine  
[www.gundrylab.com](http://www.gundrylab.com)  
[www.cellsurfer.net](http://www.cellsurfer.net)



**NATIONAL STRATEGIC  
RESEARCH INSTITUTE**  
*at the University of Nebraska*

Aaron Mohs  
Associate Dean for Research and Graduate Studies  
College of Pharmacy  
5-12315 Scott Research Tower  
Fred and Pamela Buffett Cancer Center  
Omaha, NE 68198-6120

March 2, 2023

Dear Dr. Mohs,

This is to express my enthusiastic support for the proposed University of Nebraska Medical Center (UNMC) – Center for Drug Design and Innovation that will enhance capability for early stage drug discovery within the University of Nebraska System. As you are aware, the National Strategic Research Institute (NSRI) is required to provide the US Government, specifically the Department of Defense (DoD), with solutions to chemical, biological, radiological, and nuclear threats in the area of active and passive defense. Medical Countermeasure development is critical to this area of support, and drug discovery and development is critical to meeting future medical countermeasure challenges.

The National Strategic Research Institute at the University of Nebraska (NU) is one of 14 Department of Defense (DoD)-established University Affiliated Research Centers (UARCs) in the United States. UARCs are research organizations within a university or college that are established to provide or maintain essential engineering, research and/or development capabilities through a long-term, strategic relationship with the DoD. The success of NSRI is driven by our partnership with the University of Nebraska and other universities, providing unique access to academic perspectives and research methods not currently found anywhere else in the DoD. Our research community includes over 100 research Fellows in diverse disciplines and state-of-the-art facilities to generate innovative, real-world solutions. Furthermore, projects undertaken from an academic perspective ensure that critical skill sets are nurtured, developed and remain available for sustaining the mission in the future.

NSRI is moving into increment 3 of a multi-year multi-million-dollar DoD funded effort to develop the Nebraska Drug Discovery and Development Pipeline (ND3P) for the purpose of identifying, testing, and validating existing drug candidates to treat acute radiation syndrome. The current ND3P effort leverages expertise and facilities from across multiple NU campuses, industry, and government laboratories. I see tremendous potential synergy and expansion of capability in the area of drug discovery and development with the UNMC Center for Drug Design and Innovation to meet future needs of the warfighter community and the Nation, and I feel it can provide the framework to stabilize the ND3P concept for future application. We encourage the UNMC Center for Drug Design and Innovation to similarly leverage multi-campus expertise, industry, and government laboratory partnerships as it develops.

A Bipartisan Commission on Biodefense has identified multi-pathogen therapeutic drugs in advance of outbreaks as a priority for future readiness in the 2021 Apollo Program for Biodefense report. I feel NSRI, the ND3P concept, and the UNMC Center for Drug Design and Innovation will position the University of Nebraska to be a leader in this area of need.

Sincerely,

A handwritten signature in cursive script that reads 'Neal Woollen'.

Dr. Neal Woollen  
Associate Executive Director  
Countering Weapons of Mass Destruction (CWMD) Allied Programs  
National Strategic Research Institute at the University of Nebraska



Aaron M. Mohs, PhD  
Associate Dean for Research and Graduate Studies, College of Pharmacy  
Associate Professor, Pharmaceutical Sciences  
University of Nebraska Medical Center  
5-12315 Scott Research Tower  
Fred & Pamela Buffett Cancer Center  
Omaha, NE 68198-6120

and

Corey Hopkins, PhD  
Professor, Department of Pharmaceutical Sciences, College of Pharmacy  
University of Nebraska Medical Center  
986125 Nebraska Medical Center  
Omaha, NE 68198-6125

Dear Drs. Mohs and Hopkins:

As the president and CEO of UNeMed, the technology transfer and commercialization group for the University of Nebraska Medical Center and the University of Nebraska at Omaha, I am honored to write this letter to enthusiastically support the College of Pharmacy's application for a Center for Drug Design and Innovation. Our mission is to help make sure research discoveries are developed into products that can have an impact on human health. I have spent the past two decades focused on building UNMC's technology development and commercialization efforts, and I believe this Center has the potential to significantly increase our commercialization activities and ultimately, have a robust impact on human health.

The Center for Drug Design and Innovation will bring a much-needed focus for advancing therapeutic discovery to UNMC and the greater Nebraska educational system. I understand there is a significant need to improve the drug discovery efforts at UNMC as witnessed by the number of new inventions submitted to UNeMed, and this Center will help to bring these to the point where they can be partnered with industrial collaborators. The Center will organize drug discovery activities on this campus, help increase the number of new small molecule-based inventions, enhance the quality of these small molecule-based inventions being developed at UNMC, and help shepherd those inventions appropriately through the drug development pathway to help generate industry interest and advance new drugs into the clinic.

The Center's mission includes those items that are critical to bringing necessary therapies to the clinic. These include: 1) Enhance, organize, and grow UNMC's drug discovery capabilities, 2) Support and stimulate efforts to obtain grant and industrial funding for drug discovery projects, 3) Promote a culture of innovation and entrepreneurship, and 4) Provide educational outreach to faculty and students. The Center will work closely with the existing Centers and cores on the UNMC campus to synergize the activities and enhance the efforts of faculty members' research.

The Center will bring much needed pharmacokinetic and medicinal chemistry expertise as well as experience bringing drugs into the clinic with the directorship of Professor Hopkins, and I look forward to working closely with the newly formed Center.

The Center will affect all aspects of drug discovery starting from target identification, target validation, hit generation, lead generation, lead optimization and in vivo efficacy studies. All these efforts already occur at UNMC; however, having a Center that can help to organize and promote the activities will have a positive impact. The Center and the leadership will also provide guidance and education on the drug discovery process which will aid in bringing further focus to individual researchers' efforts to attract external support for funding.

Best regards,

A handwritten signature in blue ink, appearing to read "m. Dixon". The signature is fluid and cursive, with a large initial "m" and a long, sweeping tail.

Michael Dixon, PhD  
President and CEO, UNeMed

April 25<sup>th</sup>, 2023

Aaron M. Mohs, PhD  
Associate Dean for Research and Graduate Studies  
College of Pharmacy  
University of Nebraska Medical Center  
5-12315 Scott Research Tower  
Fred & Pamela Buffett Cancer Center  
Omaha, NE 68198-6120

and

Corey Hopkins, PhD  
Professor, Department of Pharmaceutical Sciences  
College of Pharmacy  
University of Nebraska Medical Center  
986125 Nebraska Medical Center  
Omaha, NE 68198-6125

Dear Drs. Mohs and Hopkins,

I am the Dr. Lucile R. Hac Chair of Chemistry and am currently nearing the end of my fourth year as Department Chair in the Department of Chemistry at UNL. I have a sustained interest in technology transfer and have assigned IP to Crayola and Biomet, Inc.

I am writing to enthusiastically support the College of Pharmacy's application for the Center for Drug Design and Innovation, which will provide a much-needed focus to therapeutic discovery across the University of Nebraska system. I understand there is a significant need to improve the drug discovery efforts as witnessed by the number of new inventions submitted to UneMed and to NUtech Ventures. Tremendous collaborative opportunities exist across the NU system, and this Center will help to bring these to the point where they can be partnered with industrial collaborators. The Center will organize drug discovery activities on this campus, facilitate productive partnerships across our institutions, help increase the number of new small molecule-based inventions, enhance the quality of these small molecule-based inventions, and help shepherd those inventions appropriately through the drug development pathway to help generate industry interest and advance new drugs into the clinic.

The Center's mission includes those items that are critical to bringing necessary therapies to the clinic. These include: 1. Enhance, organize, and grow the state's drug discovery capabilities, which will be synergistic with other capabilities across the NU system, 2. Support and stimulate efforts to obtain grant and industrial funding for drug discovery projects, 3. Promote a culture of innovation and entrepreneurship, and 4. Provide educational outreach to faculty and students. The Center will work closely with the existing Centers and cores across all NU campuses to



synergize intercampus partnerships and to focus faculty research interests on shared goals. In particular, I look forward to the Center's collaborations within the NU-wide Nebraska Drug Discovery and Development Pipeline, which was selected as one of the NU-System "Big Ideas" as is now part of the NU Foundation capital campaign. The Center will bring much needed pharmacokinetic and medicinal chemistry expertise as well as experience bringing drugs into the clinic with the directorship of Prof. Hopkins, and I look forward to working closely with the newly formed Center.

The Center will impact all aspects of drug discovery starting from target identification, target validation, hit generation, lead generation, lead optimization and in vivo efficacy studies. All these efforts already occur across the NU system; however, having a Center that can help to organize and promote the activities will establish an overarching infrastructure that will have a lasting impact on the overall efficacy of these efforts. Furthermore, the Center and its leadership will provide guidance and education on the drug discovery process, which will focus our research efforts to further increase Federal funding in the form of center grants and awards to individual investigators. I enthusiastically provide my support.

Best wishes,

A handwritten signature in black ink that reads "Jody Redepenning". The signature is written in a cursive style with a large, stylized initial "J" and "R".

Jody G. Redepenning, Ph.D.  
Lucile R. Hac Professor and Department Chair  
Department of Chemistry  
jredepen@unl.edu  
402-472-5645

April 18<sup>th</sup>, 2023

Aaron M. Mohs, PhD  
Associate Dean for Research and Graduate Studies  
College of Pharmacy  
University of Nebraska Medical Center  
5-12315 Scott Research Tower  
Fred & Pamela Buffett Cancer Center  
Omaha, NE 68198-6120

and

Corey Hopkins, PhD  
Professor, Department of Pharmaceutical Sciences  
College of Pharmacy  
University of Nebraska Medical Center  
986125 Nebraska Medical Center  
Omaha, NE 68198-6125

Dear Drs. Mohs and Hopkins,

I am a Susan J Rosowski Professor in the Department of Biochemistry at the University of Nebraska-Lincoln, and I hold courtesy appointments in the Department of Computer Science and Engineering (UNL) and the Department of Pharmacology and Experimental Neuroscience at UNMC. I am also the director of the recently established Digital Twin Innovation Hub, which, along with my own research program, is developing and applying multi-scale modeling and simulation technologies to end-to-end model-informed drug discovery and development. I am also a contributor to the implementation of the Nebraska Drug Discovery and Development Pipeline (ND3P), headed by UNL's Dr. Berkowitz and UNMC's Dr. Bayles.

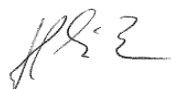
I am writing to enthusiastically support the College of Pharmacy's application for the UNMC Center for Drug Design and Innovation, which will bring a much-needed focus for bringing therapeutic discovery to UNMC and the greater Nebraska educational system. I understand there is a significant need to improve the drug discovery efforts at UNMC, as witnessed by the number of new inventions submitted to OneMed, tremendous collaborative opportunities exist across the NU system, and this Center will help to bring these to the point where they can be partnered with industrial collaborators. The Center will organize drug discovery activities on this campus, facilitate productive partnerships across our institutions, help increase the number of new small molecule-based inventions, enhance the quality of these small molecule-based

inventions, and help shepherd those inventions appropriately through the drug development pathway to help generate industry interest and advance new drugs into the clinic.

The Center's mission includes those items that are critical to bringing necessary therapies to the clinic. These include: 1. Enhance, organize, and grow UNMC's drug discovery capabilities, which will be synergistic with other capabilities across the NU system, 2. Support and stimulate efforts to obtain grant and industrial funding for drug discovery projects, 3. Promote a culture of innovation and entrepreneurship, and 4. Provide educational outreach to faculty and students. The Center will work closely with the existing Centers and cores on the UNMC campus and, more broadly, with all NU campuses to synergize the activities and enhance the efforts of faculty members' research. In particular, I look forward to the Center's collaborations within the NU-wide Nebraska Drug Discovery and Development Pipeline, which was selected as one of the NU-System "Big Ideas" and is now part of the NU Foundation capital campaign. The Center will bring much-needed pharmacokinetic and medicinal chemistry expertise as well as experience bringing drugs into the clinic with the directorship of Prof. Hopkins, and I look forward to working closely with the newly formed Center.

The Center will affect all aspects of drug discovery, starting from target identification, target validation, hit generation, lead generation, lead optimization, and in vivo efficacy studies. All these efforts already occur at UNMC; however, having a Center that can help to organize and promote the activities will have a positive impact. The Center and the leadership will also provide guidance and education on the drug discovery process which will aid in bringing further focus to individual researchers' efforts to attract external support for funding.

Best wishes,



Tom Helikar, Ph.D.  
Susan J Rosowski Professor  
Department of Biochemistry  
[thelikar2@unl.edu](mailto:thelikar2@unl.edu)  
402-472-3530

**TABLE 1: PROJECTED EXPENSES - NEW ORGANIZATIONAL UNIT**

	(FY2023-24) Year 1		(FY2024-25) Year 2		(FY2025-26) Year 3		(FY2026-27) Year 4		(FY2027-28) Year 5		Total	
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
<b>Personnel</b>												
Faculty <sup>1</sup>	0	\$10,000	0	\$10,000	0	\$10,000	0	\$10,000	0	\$10,000		\$50,000
Non-teaching staff: Professional <sup>2</sup>	0.5	\$0	1	\$53,000	2	\$106,000	2	\$106,000	2	\$106,000		\$371,000
Graduate assistants												\$0
Non-teaching staff: support												\$0
Subtotal	0.5	\$10,000	1	\$63,000	2	\$116,000	2	\$116,000	2	\$116,000		\$421,000
<b>Operating</b>												
General Operating <sup>3</sup>		\$2,000		\$9,000		\$10,000		\$21,000		\$21,000		\$63,000
Equipment <sup>4</sup>		\$5,000		\$5,000		\$100,000		\$35,000		\$35,000		\$180,000
New or renovated space <sup>5</sup>												\$0
Library/Information Resources <sup>6</sup>												\$0
Other <sup>7</sup>		\$5,000		\$45,000		\$46,000		\$250,000		\$250,000		\$596,000
Subtotal		\$12,000		\$59,000		\$156,000		\$306,000		\$306,000		\$839,000
<b>Total Expenses</b>		\$22,000.00		\$122,000.00		\$272,000.00		\$422,000.00		\$422,000.00		\$1,260,000.00

<sup>1</sup> Administrative stipend for the director of the center

<sup>2</sup> Requesting FTE for lab technicians for chemistry starting 1, then moving to 2 technicians as capacity/revenue expand; year 1 staff will be support will be from existing personnel research personnel in core-related labs

<sup>3</sup> General operating expenses for chemical/biological supplies, etc. We anticipate expansion of these expenses in years 4 and 5 as the center grows.

<sup>4</sup> Funds in Year 1 and Year 2 are for updates/repairs to existing small instruments; purchase of purification systems (HPLC, etc.) in year 3; years 4-5 will be support of the system with maintenance contracts in addition ongoing maintenance of standard lab equipment.

<sup>5</sup> None

<sup>6</sup> None

<sup>7</sup> Seed grant funding, drug discovery seminar or symposium (depending on growth). In years 4 and 5, we anticipate supporting larger funding that will support advancement of promising drug candidates.

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

	FY(2023-24) Year 1	(FY2024-25) Year 2	(FY2025-26) Year 3	(FY2026-27) Year 4	(FY2027-28) Year 5	<b>Total</b>
Existing Funds <sup>1</sup>	\$22,000	22,000	22,000	72,000	72,000	
Endowment/Dept. Funds <sup>2</sup>	\$0	\$100,000	200,000	300,000	300,000	\$900,000
1. State Funds						\$0
2. Local Funds						\$0
Tuition and Fees <sup>3</sup>						\$0
NIH Funding <sup>4</sup>	\$0	0	50,000	50,000	50,000	\$150,000
1						\$0
2						\$0
3						\$0
<b>Total Revenue <sup>5</sup></b>	<b>\$22,000</b>	<b>\$122,000</b>	<b>\$272,000</b>	<b>\$422,000</b>	<b>\$422,000</b>	<b>\$1,260,000</b>

<sup>1</sup> Funding provided by an initial gift to the Center (\$250K + \$250K match from the College. An additional \$50k will come from the Jesoph D. Williams endowment beginning in Year 4.

<sup>2</sup> These funds are contingent on receiving endowment funds due to fundraising efforts from the NU Foundation and the College matching 1:1.

<sup>3</sup> None

<sup>4</sup> The source of these funds is contingent upon receiving NIH grant award

TO: The Board of Regents Addendum XI-A-7

Academic Affairs Committee

MEETING DATE: June 22, 2023

SUBJECT: Creation of a Doctor of Medical Science (DMSc) within the College of Allied Health Professions at UNMC

RECOMMENDED ACTION: Approval to create a Doctor of Medical Science Degree within the College of Allied Health Professions at UNMC

PREVIOUS ACTION: October 5, 2017 – The Board approved the creation of the Occupational Therapy Doctorate in the College of Allied Health Professions at UNMC.

EXPLANATION: The College of Allied Health Professions (CAHP) at UNMC proposes to establish a clinical doctorate program in medical sciences, the Doctor of Medical Sciences (DMSc). The DMSc is a professional degree that offers credentialed physician assistants holding an entry-to-profession master's degree the opportunity to gain additional knowledge and competencies to advance their practice.

The program of study would require students to complete fully online didactic courses and field placement credits for a total of 40 credit hours. Didactic courses will comprise 24 credit hours and the Field Placement series will comprise 16 credit hours. Field placement experiences will be completed in the participant's home community under the guidance of DMSc faculty and an onsite clinical preceptor.

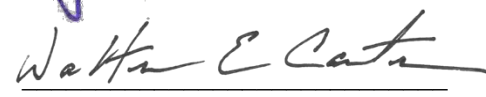
This proposal has been reviewed by the Council of Academic Officers; it also has been reviewed by the Academic Affairs Committee.

PROGRAM COST: \$5,142,623 over five years (\$716,509 in the first year)

SOURCE OF FUNDS: Tuition and Fees

SPONSORS: H. Dele Davies  
Senior Vice Chancellor for Academic Affairs  
University of Nebraska Medical Center

RECOMMENDED:   
\_\_\_\_\_  
Jeffrey P. Gold, Chancellor  
University of Nebraska Medical Center

APPROVED:   
\_\_\_\_\_  
Walter E. Carter, President  
University of Nebraska System

DATE: May 16, 2023



February 8, 2023

H. Dele Davies, M.D.  
Senior Vice Chancellor for Academic Affairs  
Dean of Graduate Studies  
University of Nebraska Medical Center  
2022 Academic and Research Services  
Omaha, NE 68198-7810  
[dele.davies@unmc.edu](mailto:dele.davies@unmc.edu)

Dear Dr. Davies:

I have received the request for establishing a new Doctor of Medical Science degree in the College of Allied Health Professions at the University of Nebraska Medical Center (UNMC). Based on the information provided, I understand this will fill a workforce need and advance the profession and practice of physician assistants.

I thank you for the thorough internal review of this program as it does not yet fall under one of our programmatic accreditors.

I concur with this decision and 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



February 8, 2023

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 related to establishing a new Doctor of Medical Science (DMSc) degree program, offered through the College of Allied Health Professions. The DMSc degree offers credentialed physician assistants, who wish to retain their primary role in health care delivery, and who have already obtained an entry-to-profession master's degree, the opportunity to gain additional knowledge and competencies to advance their practice, through an applied doctoral degree course of study.

While there is currently no accrediting body for this degree, the PA profession is at the forefront of recognizing the DMSc degree as the preferred post-professional degree for practicing physician assistants. It is anticipated that within the next several years, there will be many more of these types of programs as well as programmatic accreditation. UNMC will be at the forefront of furthering the physician assistant profession.

In preparation for submission, this proposal has had extensive review at the campus level. Recognizing it is a professional degree, but doctoral level with many competencies shared with other professions, a review committee consisting of members from the College of Allied Health Professions, College of Nursing, College of Public Health, and the Graduate Council reviewed all of the proposed course syllabi and the program proposal. The suggestions submitted by these reviewers have been incorporated into the final documents.

We are providing a proposal, letters of support, and other documents supporting need and demand for the program. This proposal has been reviewed by us, and it has our approval. We are requesting your review and approval, that of the Chief Academic Officers, and that it be reported to the Board of Regents at an upcoming meeting.

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



**University of Nebraska Medical Center  
New Major or Degree**

## I. Descriptive Information

<b>Name of Institution Proposing New Major or Degree</b>
University of Nebraska Medical Center
<b>Name of Proposed Major or Degree</b>
Doctor of Medical Science (DMSc)
<b>Degree to be Awarded to Graduates of the Major</b>
Doctor of Medical Science (DMSc)
<b>Other Majors or Degrees Offered in this Field by Institution</b>
No other DMSc degree programs exist at the University of Nebraska
<b>CIP Code</b>
51.9999 Health Professions and Related Clinical Sciences
<b>Administrative Units for the Major or Degree</b>
The degree will be administered and housed within by the College of Allied Health Professions (CAHP)
<b>Proposed Delivery Site</b>
University of Nebraska Medical Center (UNMC) Omaha campus; Online
<b>Program will be Offered</b> <i>[full program, not individual courses]</i>
<input type="checkbox"/> On-campus only <input checked="" type="checkbox"/> Distance only <input type="checkbox"/> Both (on-campus and distance)
<b>Date Approved by the Governing Board</b>
<b>Proposed Date the New Major or Degree will be Initiated</b>
Upon Approval

## II. Details

### A. Purpose of the Proposed Major or Degree

The College of Allied Health Professions (CAHP) at the University of Nebraska Medical Center (UNMC) proposes to establish a clinical doctorate program in medical sciences, the Doctor of Medical Sciences (DMSc), designed for practicing Physician Assistants (PA).

The DMSc degree offers credentialed physician assistants, who wish to retain their primary role in health care delivery, and who have already obtained an entry-to-profession master's degree, the opportunity to gain additional knowledge and competencies to advance their practice, through an applied doctoral degree course of study. This program is designed for the PA professional to enhance their career options within the field as well as to expand their level of clinical practice. The PA profession is at the national forefront of recognizing the DMSc degree as the post-professional degree of choice for practicing PA's.

### B. Description of the Proposed Major or Degree

The CAHP proposes to develop a post-professional, or transitional, DMSc degree program tailored to meet the advanced

practice needs of PAs who have already completed an entry-level master's degree and have obtained credentials to practice in the field. The program of study would require students to complete didactic courses and field placement credits for a total of 40 credit hours (see page 3). Peer programs listed in Table 1 operate plans of study averaging 38 credit hours, therefore, the proposed DMSc plan of study is in alignment with competing programs and would remain marketable to prospective applicants. Didactic courses will comprise 24 credit hours and the *Field Placement* series (see description below) will comprise 16 credit hours. Didactic course work will be offered in a fully online, asynchronous format. Field placement experiences will be completed in the participant's home community under the guidance of DMSc faculty and an onsite clinical preceptor.

### **1. Core Competencies**

The proposed DMSc curriculum consists of six program competencies. The competencies originate from a Physician Assistant Education Association (PAEA)<sup>1</sup> Task Force and Stakeholder Summit<sup>2</sup> and represent the desired skills, attributes, and behaviors of the DMSc graduate.

The six competency domains reaffirm a patient-centered care focus, elucidate the role of social determinants on individual and population health, emphasize communication and team-focused care, and recognize the larger systems that impact health and well-being. Interwoven within the core competencies is an application for scholarship, quality and safety of care delivery, and integration of technology. The six competencies are:

1. Patient-centered practice knowledge
2. Society and population health
3. Health literacy and communication
4. Interprofessional collaborative practice and leadership
5. Professional and legal aspects of health care
6. Health care finance and systems

### **2. Field Placement**

Students will meet with an advisor at the time of acceptance to the program to identify field placement opportunities aimed at addressing their area of practice, Certificates of Added Qualifications (CAQs), or specialty credential goals.

The purpose of the field placements is to develop the student's expertise in evidenced-based patient care with the capacity to locate, evaluate, and apply new research advances to continuously deliver the highest level of patient care. The field placements will focus on the participant's area of practice and will guide the development of advanced clinical competencies based on the Accreditation Council for Graduate Medical Education (ACGME) approved competencies for medical residencies in the given area of medical practice (See Appendix I for one sample of competencies for a possible area of medical practice). The field placements may also be customized to permit the student to earn a portion of the required structured educational components for eligibility to apply for Certificates of Added Qualifications (CAQs) in the field. The CAQ is a credential that certified PAs can earn in seven specialties: Cardiovascular & Thoracic Surgery, Emergency Medicine, Hospital Medicine, Nephrology, Orthopaedic Surgery, Pediatrics, and Psychiatry.<sup>3</sup> The *Field Placement* series consists of guided and assessed experiential learning activities associated with the specific goals of the placement. Each applied course in the series will provide experiential learning opportunities for the participant to build upon their level of knowledge and skill mastery related to the established competencies.

The field placement credit hours may be customized to align with the student's interests and desire to pursue additional practice credentials through the acquisition of specialty-specific Continuing Medical Education (CME) credits or clock hours partially gained through the field placement practicum hours. Specific didactic courses have been mapped for students interested in pursuing a specialty credential through the CAQs, clinical fellowship programs, or a professional certificate (Applied Health Informatics, Healthcare Quality Improvement, or Teaching & Technology) following completion of the DMSc program.

### 3. Capstone Project

In addition to the didactic and field placements associated with the program competencies, the program of study will contain a *Capstone Project* series (I-III). The *Capstone Project* series is a cumulative series of courses that will cover the fundamental principles of evidence-based practice, quality or performance improvement, or clinical inquiry in regard to advancing practice on a specific topic of interest selected by the student. The *Capstone Project* series is an applied series, allowing for both the periodic assessment of knowledge, and the preparation of a final manuscript suitable for publication or presentation submission.

### 4. Plan of Study

Didactic Courses (24 Credit Hours Total)			
Course Number & Title (Credit Hour); Semester Offered (Depending Upon FT or PT Enrollment)	Course Description	CAQ or Professional Certificate Mapping	Competency Domain Mapping
MSC 701 Health Care Systems Theory and Practice for the Advanced Physician Assistant (3 CH); Fall	The <i>Healthcare Systems Theory and Practice</i> course provides advanced physician assistant students with a detailed overview of the significant types of healthcare systems' history and structure. The course will cover health care finance, resource allocation, quality assurance, patient safety, legal implication of care, and administration as these core operational tenets apply to the practice functions of the physician assistant. Students will enhance their practical, evidence-based approaches to improving the excellence and delivery of health care by understanding the system. The course will provide the students with the appropriate instruments to advance their professional and practical skills in the context of healthcare systems.	CAQ; Applied Health Informatics	Patient-centered practice knowledge, Society & population health, Health literacy & communication, Interprofessional collaborative practice & leadership, Professional & legal aspects of health care, Health care finance & systems
MSC 702 Physician Assistant Leaders and Their Organizations: Navigating Complexities in Healthcare Systems (3 CH); Summer	The <i>Physician Assistant Leaders and Their Organizations: Navigating the Complexities in Healthcare Systems</i> course will focus on the challenges that physician assistant leaders encounter in leading a team in a complex medical environment. The role of teams in organizations, the stages of team development, and actions that can support effective teams' development will be examined. Focus will be on the human side of organizational change. This will include an understanding of how or why individuals or groups react to change in a dynamic setting. The course will help the physician assistant student identify opportunities for enhancing the significant development and implementation of change based on the challenges.	CAQ; Teaching & Technology	Patient-centered practice knowledge, Society & population health, Health literacy & communication, Interprofessional collaborative practice & leadership, Professional & legal aspects of health care, Health care finance & systems
MSC 703 Quality Improvement in Advanced Physician Assistant Practice (3 CH); Spring	The <i>Quality Improvement in Advanced Physician Assistant Practice</i> course will have students apply principles of the field and science of quality improvement to healthcare settings. Topics covered will lay the groundwork for students to understand the complexity of quality improvement in practice including policies and regulations that affect quality, quality metrics and reporting, frameworks to conceptualize quality issues, quality improvement models, data management and analysis methods, considerations for adopting change to improve and sustain performance, and organizational and social influences on improvement.	CAQ; Healthcare Quality Improvement	Patient-centered practice knowledge, Society & population health, Health literacy & communication, Interprofessional collaborative practice & leadership, Professional & legal aspects of health care, Health care finance & systems
MSC 704 Application of Research and Statistical Methods to the Advanced Physician Assistant Practice (3 CH); Fall	The <i>Application of Research and Statistical Methods</i> course is specifically designed for physician assistant students to apply scientific research principles and performance improvement approaches to advanced practice. Research design, methodology, and ethics will guide the student's investigation of a clinical topic. Critical appraisal of medical publications will be reviewed for application and relevance through evidence-based medicine concepts and principles. The course's focus on statistics will be an application to clinical practice. The student will practice the skills necessary to complete a research and scientific writing experience, including selecting a topic relevant to physician assistant practice in a defined area.	CAQ	Patient-centered practice knowledge, Society & population health, Health literacy & communication, Interprofessional collaborative practice & leadership, Professional & legal aspects of health care, Health care finance & systems
MSC 705 Capstone Project I for the Advanced Physician Assistant	The <i>Capstone Project I</i> course is the first of a three-course series that will guide the student through clinical inquiry, evidenced-		Patient-centered practice knowledge, Society & population

Practice (2 CH); Spring	based practice, or performance improvement approaches applied to physician assistant practice. The course series will begin with the advanced physician assistant student identifying a project topic of interest relevant to the profession. The students will produce a manuscript of publishable quality for knowledge translation to communities of interest by the end of the capstone project three-course series.		health, Health literacy & communication, Interprofessional collaborative practice & leadership, Professional & legal aspects of health care, Health care finance & systems
MSC 706 Capstone Project II for the Advanced Physician Assistant Practice (2 CH); Spring, Summer	The <i>Capstone Project II</i> course is the second of a three-course series that will guide the student through clinical inquiry, evidenced-based practice, or performance improvement approaches applied to physician assistant practice. This course will build on the MSC 705 outcomes by critically reviewing and interpreting scientific literature as it applies to practice. The course project will be executed by developing a systematic review of the literature with a critical application of the student's topic of interest through a manuscript draft. This manuscript draft will be further modified in MSC 707 to the level that the students will be able to produce a paper of publishable quality for knowledge translation to communities of interest by the end of the scholarly project course series.		Patient-centered practice knowledge, Society & population health, Health literacy & communication, Interprofessional collaborative practice & leadership, Professional & legal aspects of health care, Health care finance & systems
MSC 707 Capstone Project III for the Advanced Physician Assistant Practice (2 CH); Fall	The <i>Capstone Project III</i> course is the third and final course of a three-course series that will guide the student through clinical inquiry, evidenced-based practice, or performance improvement approaches applied to physician assistant practice. This course will build on the MSC 705 and MSC 706 outcomes by finalizing the manuscript. The students will produce a manuscript of publishable quality for knowledge translation to communities of interest by the end of the scholarly project course series.		Patient-centered practice knowledge, Society & population health, Health literacy & communication, Interprofessional collaborative practice & leadership, Professional & legal aspects of health care, Health care finance & systems
CAHP 750 Interprofessional Global Health (3 CH); Summer	The course presents interprofessional global health competencies, addressing issues including human rights, environment, culture, collaboration, and professional growth through the lens of an advanced practice physician assistant. The course provides learners with the foundation to engage as global citizens to positively impact the health of all people and communities.	CAQ	Patient-centered practice knowledge, Society & population health, Health literacy & communication, Interprofessional collaborative practice & leadership, Professional & legal aspects of health care, Health care finance & systems
MSC 708 Health Security and Medical Operations for Advanced Physician Assistant Practice (3 CH); Fall	This course explores the health security and medical operation challenges commonly faced by advanced practice physician assistants. The course will cover legal, ethical, risk management and safety considerations. The principles and practical application of laws and regulations affecting operational decisions of advanced health care physician assistants will be discussed and applied to real-world scenarios.	CAQ	Patient-centered practice knowledge, Society & population health, Health literacy & communication, Interprofessional collaborative practice & leadership, Professional & legal aspects of health care, Health care finance & systems
<b>Fieldwork Placement Courses (16 Credit Hours Total)</b>			
MSC 709 Field Placement I (4 CH); Fall, Summer	The <i>Field Placement I</i> course is the first of a four-semester applied practicum series conducted under the guidance of a preceptor. The field placement course is designed to integrate the DMSc student into an educational experience to include all aspects of the practice of medicine unique to the specific practice setting for the advanced physician assistant. The course provides opportunities for the student to develop competent and proficient levels of mastery within the chosen area of medical practice.	CAQ	Patient-centered practice knowledge, Society & population health, Health literacy & communication, Interprofessional collaborative practice & leadership, Professional & legal aspects of health care, Health care finance & systems
MSC 710 Field Placement II (4 CH); Fall, Spring	The <i>Field Placement II</i> course is the second of a four-semester applied practicum series conducted under the guidance of a preceptor. The field placement course is designed to integrate the DMSc student into an educational experience to include all aspects of the practice of medicine unique to the specific practice setting for the advanced physician assistant. The course provides opportunities for the student to develop competent and proficient levels of mastery within the chosen area of medical practice.	CAQ	Patient-centered practice knowledge, Society & population health, Health literacy & communication, Interprofessional collaborative practice & leadership, Professional & legal aspects of health care, Health care finance & systems
MSC 711 Field Placement III (4 CH); Spring, Summer	The <i>Field Placement III</i> course is the third of a four-semester applied practicum series conducted under the guidance of a preceptor. The field placement course is designed to integrate the DMSc student into an educational experience to include all aspects of the practice of medicine unique to the specific practice setting for the advanced physician assistant. The course provides opportunities for the student to develop competent and proficient	CAQ	Patient-centered practice knowledge, Society & population health, Health literacy & communication, Interprofessional collaborative practice & leadership, Professional & legal aspects of health care, Health care finance &

	levels of mastery within the chosen area of medical practice.		systems
MSC 712 Field Placement IV (4 CH); Fall	The <i>Field Placement IV</i> course is the fourth and final of a four-semester applied practicum series conducted under the guidance of a preceptor. The field placement course is designed to integrate the DMSc student into an educational experience to include all aspects of the practice of medicine unique to the specific practice setting for the advanced physician assistant. The course provides opportunities for the student to develop competent and proficient levels of mastery within the chosen area of medical practice.	CAQ	Patient-centered practice knowledge, Society & population health, Health literacy & communication, Interprofessional collaborative practice & leadership, Professional & legal aspects of health care, Health care finance & systems
<b>Total Program of Study</b>	<b>40 Credits Hours Total</b>		

The full-time cohorts will begin each fall semester, completing the program of study in approximately four semesters (or roughly 16 months). For those students choosing part-time enrollment, enrollment will begin each fall semester with completion of the program in study in approximately seven semesters (or roughly 28 months). (See Appendix F for a proposed schedule of courses for the full-time and part-time student scenario). The proposed plan of study along with the courses were reviewed by an internal advisory committee comprised of clinically or academically trained doctoral faculty in the CAHP along with three members of the UNMC Graduate Council to include the Associate Dean for Graduate Studies. This internal advisory committee provided feedback to ensure the plan of study and the courses are appropriate to the aims of the degree as well as the level of rigor to substantiate the doctoral degree awarded.

### C. Rationale for Developing a Doctor of Medical Science Degree

The decision to propose the development of a DMSc degree was based on the following factors.

#### *Advancements in Healthcare Delivery Nationally and in Nebraska*

In 2017, the PA profession introduced a concept referred to as the “*Optimal Team Practice (OTP)*”<sup>2</sup> approach. The approach emphasizes the PA profession’s commitment to working in teams with physicians within the healthcare system to efficiently deliver accessible, high-quality care. In support of this initiative, in 2017 the American Academy of PAs (AAPA) revised its *Guidelines for State Regulation of PA Practice*<sup>4</sup> to begin work with legislative and other administrative bodies to change statutes to operationalize this approach.

The proposed practice model and accompanying scope of practice changes necessitate the addition of advanced education for existing master’s educated PAs. Practicing PAs present with greater capacity to lead health care teams, assume greater responsibilities for individualized patient care, and lead public health efforts or the management of health care delivery systems. These increased responsibilities call for a robust and appropriate advanced education for the post-professional candidate.

In response to the American Academy of PAs (AAPA) adoption of *Optimal Team Practice (OTP)*,<sup>2</sup> in 2020 the Nebraska legislature introduced and passed LB772 which changed many policies related to the PA profession in Nebraska. Specifically, LB772:

- Modernized the statutory mandates for the PA-physician employment relationship;
- Amended statutory language to more accurately reflect the current state of physician-PA relationships; and
- Clarified that a PA may render services in a setting that is geographically remote from the supervising physician

#### *Evidence of Support – Peer Programs, Needs Assessment, Survey Outcomes*

Letters of support from existing DMSc programs, graduate survey data, and a feasibility study from what was formerly NU Online (see Appendices C, G, and H) all provide supporting evidence for the value and need for a DMSc degree. There is a workforce demand and established interest from graduates of master’s level PA programs substantiating the need for the development of the DMSc degree. Practicing PAs are seeking opportunities for formalized education and

training to advance their clinical competencies and professional development.

Practicing Physician Assistants who desire doctoral-level training in their profession have few suitable options in the current educational marketplace. Those seeking research-based content typically gravitate toward the Doctor of Education (EdD), the Doctor of Health Sciences (DHSc), or the traditional Ph.D. Emerging DMSc programs now provide a pathway for advanced practice-based content and field work experiences focused on elevating clinical practice without the requirement of a residency, however at present, only nine such programs exist in the U.S. (See Table 1).

#### *Existing Structure of the CAHP*

The CAHP currently houses five entry-level master's degree health profession education programs in the Department of Medical Sciences (diagnostic cytology, genetic counseling, medical nutrition, perfusion science, and physician assistant studies), and has recently had a new Master of Respiratory Care degree program approved that will also be housed in this department. The proposed DMSc degree will also be housed in the Department of Medical Sciences. The DMSc will benefit from this organizational arrangement, affording the opportunity for shared faculty, staffing resources, and any existing applicable coursework.

#### *CAHP Role and Responsibility*

The mission and obligation of the CAHP is to offer allied health profession education programs that both provide opportunities for students from Nebraska to pursue careers in the allied health professions and graduate the highest quality allied health workforce to meet the healthcare delivery needs of the citizens of Nebraska, the region, and the country. To fulfill this mission, the CAHP programs are, and must continue to be, at the "cutting edge" of both health professions education pedagogy and the evolution of the allied health professions. For example, in 2004, UNMC became one of the first public institutions to offer the Doctor of Physical Therapy (DPT) degree, now the required, standard degree offered by all US accredited physical therapy education programs.

A number of health professions have developed entry-level or applied post-professional clinical doctorates including audiology, nursing, physical therapy, athletic training, occupational therapy, and public health, as well as non-health-related fields such as public administration, education and business. Based on the extensive feasibility study undertaken to prepare this proposal, the CAHP believes there is substantiated evidence to offer a post-professional DMSc program that would adequately address the present demand within the PA profession where the master's level practitioners are aiming to advance their practice competencies through a transitional, next-level dedicated doctoral degree.

#### **D. Accreditation**

Currently, there is no programmatic or specialized accreditation body accrediting the DMSc degree. An internal advisory committee comprised of clinically or academically trained doctoral faculty in the CAHP along with three members of the UNMC Graduate Council to include the Associate Dean for Graduate Studies will review the DMSc program self-study report on a five-year cycle. The report will be structured according to the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) and Graduate Council templates to ensure key standards and program effective goals are reviewed and analyzed. Moreover, a qualified external body will review the plan of study and provide feedback prior to implementation. Finally, in working with the UNMC Office of Academic Affairs, the program administrators will facilitate an ongoing program review according to the Board of Regents, Nebraska Coordinating Commission for Post-Secondary Education, and Higher Learning Commission (HLC) standards.

The proposed plan of study, credit hours, and degree length was designed in accordance with existing DMSc, or DMSc-like (DScPAS, DPA), programs across the nation (See Table 1). These degree programs were some of the first programs offered to graduates of entry-level physician assistant programs. It is fully anticipated that the number of peer degree programs will continue to increase.

**Table 1. Existing Post-Professional Doctorate Programs Related to Advancing Practice for Physician Assistants**

Institution	Focus	Credit Hours	Degree Awarded	Est. Length of Time to Complete Program
AT Still University	Education, Leadership, Clinical	36	DMSc	2-3 years
Baylor University	Emergency Medicine, Clinical Orthopedics, General Surgery/Intensivist	36	DScPAS	1-2 years
Butler University	Business & Leadership	50	DMS	3 years
Lincoln Memorial University	Advanced Medial Skills and Knowledge Base	45	DMS	1-2 years
Massachusetts College of Pharmacy and Health Science	Health System Administration, Educational Leadership, Global Health	24	DScPAS	1-2 years
Rocky Mountain University of Health Professions	Healthcare Leadership and Administration, Advanced Clinical Practice, Healthcare Professions Education, Psychiatry	36	DMSc	1-2 years
Southern Illinois University	Education, Clinical	37	DMSc	1 year
Touro University Worldwide	Advanced Professional Practice, Research	42	DPA	2 years
University of Lynchburg	Advanced Professional Practice, PA Education Concentration	37	DMSc	1-2 years

**E. Admissions**

The DMSc program will conduct a holistic review of all applications, considering both academic and non-academic experiences. Enrollment in the program will be competitive. The admissions committee of the program, composed of program faculty and administration, will evaluate the qualifications of each applicant and make the final selections for admission. Applicants must have a master's degree, such as a Master of Physician Assistant Studies degree, or equivalent degree designed for the PA. Applicants must provide proof of an active state license where applicable and/or certification in the field of practice, such as through the Physician Assistant National Certifying Examination (PANCE). Preference for admission will be for applicants with a minimum of two years of patient care, educational experience, or completion of a fellowship program.

The DMSc program will have the support of the college's Office of Enrollment Management and Student Affairs for recruitment and admissions functions.

Upon matriculation, all students will be assigned an academic advisor, who will evaluate academic progress during the first year. The academic advisor also plays a role in assisting the advisee in understanding departmental, college, and university policies and procedures. The academic advisors will be faculty member(s) in the CAHP, assigned at the beginning of the program to provide advisement on coursework based on the student's area of practice.

### III. Review Criteria

#### A. Centrality to UNMC Role and Mission

UNMC and Nebraska Medicine's joint mission is "to lead the world in transforming lives to create a healthy future for all individuals and communities through premier educational programs, innovative research, and extraordinary patient care." The DMSc degree program supports the University's mission by producing transformative academic and practice leaders with expertise in evidence-based patient care, education, and leadership.

The development of this post-professional DMSc degree is congruent with many of the goals and objectives set forth in the updated UNMC Strategic Goals and Strategies. Specifically, Goal 1, "Establish UNMC and its educational programs as the most learner-centered university in health professions and interprofessional education," and Goal 3, "Establish UNMC and our clinical partners as an academic health system providing the highest-quality care that is recognized for outstanding patient outcomes and a compassionate and patient-centered care experience."

The development of a DMSc degree addresses many of the objectives listed in the new Strategic Plan, including the following objectives:

- 1.1. Provide an innovative, competency-based and individualized curriculum.
- 1.4. Actively recruit those faculty needed to expand UNMC's current & future programs.
- 1.6. Prepare UNMC health profession learners to assume leadership roles.
- 3.1. Build relationships with our clinical partners to improve patient health outcomes.
- 3.2. Utilize interprofessional practice to provide optimal patient care environments.
- 3.5. Assure timely access to UNMC clinical care services.
- 3.10. Strengthen incentives to recruit and retain clinical faculty of diverse backgrounds.

#### B. Relationship of the DMSc Proposal to the NU Five Year Strategy

The NU strategic framework consists of five key goals: Access, Affordability, and Attainment; Workforce Development; Culture, Diversity, and Inclusion; Partnerships; and Efficiency and Effectiveness. The DMSc proposal is aligned with the NU strategic framework in many ways.

**Access, Affordability, and Attainment:** The DMSc program provides new educational opportunities to Nebraskans as it offers a fully remote learning platform with synchronous and asynchronous activities. It is anticipated that most, if not all, of the DMSc students will be working health care professionals and unable to enroll in a traditional on-campus degree program. There is no geographic barrier with a distance program, and students can access courses at any time and from nearly anywhere, either as a part-time or full-time student. The students will have the flexibility to complete the program over a period of five years.

**Workforce Development:** The DMSc degree is competency-based and responsive to the needs of prospective employers. DMSc graduates will have the skills and knowledge to succeed as leaders in health care organizations. The DMSc program provides an opportunity for health care professionals who have been practicing in the field to advance their knowledge, skills and opportunities. The remote learning platform allows professionals to obtain a quality education without the need to interrupt employment commitments or travel to a campus classroom. The program responds to requests from students and employers to advance the skills of the existing workforce.

**Culture, Diversity, and Inclusion:** The DMSc program will foster an environment where the participants feel valued and welcomed. The program will continuously refine policies and procedures to more fully support participants as led by the College of Allied Health Professions under the direction of the CAHP Diversity and Inclusion Collaborative Governance Committee. The program will continuously evaluate the admissions process to promote a holistic approach for accepting participants into the program.



**Partnerships:** The DMSc program will invest time in cultivating partnerships that will advance program outcomes. The program will collaborate with the State's employers to provide ongoing education to practicing healthcare professionals in both rural and urban locales to sustain the workforce's knowledge, skills, and readiness for change. The DMSc program will foster a collaborative model to connect participants, educators, and practitioners, whenever appropriate, in designing and implementing instructional material.

**Efficiency and Effectiveness:** The DMSc program will be highly effective and efficient in meeting the growing needs for skilled health care professionals because of its emphasis on stakeholder-driven competency-based education. The program is designed to leverage the University of Nebraska system's existing resources to minimize program expenses. The DMSc program's effectiveness will be assessed through rigorous review procedures conducted throughout the program of study. A long-term plan will be developed to sustain and expand the projected program assets, including the faculty and information technology infrastructure. The program will maintain a 5-year rolling balanced budget.

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

Providing a DMSc degree is consistent with the vision and major statewide goals outlined in the Nebraska Coordinating Commission for Postsecondary Education *Comprehensive Statewide Plan for Postsecondary Education (Plan)*. The proposed DMSc program supports a number of the statewide goals and outcomes outlined in the *Plan*, including:

- ***Be responsive to the workforce development and ongoing training needs of employers and industries to sustain a knowledgeable, trained, and skilled workforce in both rural and urban areas of the state (3-1).*** The DMSc plan of study is intentionally designed to elevate the role of master's prepared physician assistants, by providing the course content and field placement activities needed to advance the level of practice in the field. The DMSc degree not only aims to address the workforce expectations for advanced practice competencies, but also provides the training to any geographic region through the distance education platform.
- ***Serve the state by preparing individuals for productive, fulfilling lives and by developing and nurturing the citizens and future leaders of Nebraska (3-7).*** The DMSc program will serve the state and country by preparing individuals for productive, fulfilling lives by developing and nurturing the citizens and future leaders of Nebraska and beyond. The DMSc program emphasizes the development of advanced clinical practice, education, and leadership and administration to prepare practitioners with a cross-disciplinary skill set. The proposed DMSc program addresses core competencies for the health care environment through didactic coursework and applied field placement courses.
- ***Assess evolving needs and priorities in a timely manner and will be prepared to change and adopt new methods and technologies to address the evolving needs and priorities of the students and people of Nebraska (1-9).*** The DMSc program will deliver a high-quality educational experience that demonstrates improvement in participant outcomes. For example, all learning and evaluation tools will be linked to program competencies, and participants, faculty and prospective employers will be regularly surveyed to ensure that the program's competencies are responsive to the changing healthcare landscape in Nebraska and nationally.
- ***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 (4-7).*** The program is designed to leverage the existing resources of the University of Nebraska system in order to minimize program expenses. Also, the DMSc program is not duplicative of other programs in the state of Nebraska.

### D. Evidence of Need and Demand

#### *National Demand*

According to the Department of Labor, Bureau of Labor Statistics nationally the demand for entry-level PAs is expected to increase by 31% during the ten-years from 2019-2029. This projected rate of growth is characterized by the Bureau of Labor Statistics as “much faster than the average”<sup>5</sup>. Currently, the PA profession requires all graduates from accredited programs to earn a master’s degree. As noted above, the evolving role of PAs in the delivery of team-based healthcare requires advanced knowledge and competencies, and many practicing PAs are seeking to advance their education and credentials.

### *Alumni and Regional Demand*

In 2020, the UNMC Physician Assistant Education Program sent out a community interest survey to 4,875 current PA students and alumni from the UNMC program and the Interservice Physician Assistant Program (UNMC is the degree-granting institution for the U.S. Department of Defense PA program). The survey generated 666 responses (13.7% response rate) (See Appendix G). Of those responses, 58% of respondents indicated that they were interested in seeking DMSc degree (See Table 2).

Forty-five percent were interested in starting the program within 1-2 years (of the survey) and 29% within 3-6 years. As of this year, all entry-level PA programs must confer a graduate degree (all are at the master’s degree level) in order to obtain or retain accreditation by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)<sup>6</sup>. There are currently 254 entry-level PA educational programs accredited in the U.S., with 52 new programs having applied for accreditation. The ARC-PA predicts growth to 306 entry-level programs by 2023. There are currently four such PA programs in Nebraska offering the entry-level master's degree (UNMC with campuses in Omaha and Kearney, Creighton University, Union College, and the College of Saint Mary).

Given the survey respondents strong interest in enrolling in the DMSc degree, the local master's degree programs pipeline (See Table 2), the expanding number of entry-level programs nationally, and the fact that to date, there are currently only eight institutions in the nation offering an online post-professional graduate degree for PAs, the projected demand for the UNMC DMSc program is projected to be very high. See Appendix C for letters of support.

NU Digital Learning (formerly NU Online) conducted a feasibility analysis related to the proposed PA DMSc degree titled in the report as Physician Assistant Doctorate (See Appendix H). The key insights provided by the analysis included:

- The Physician Assistant profession is projected to grow substantially over the next ten years.
- Job posting data from the past 3 years shows an increasing demand for professionals holding a doctorate degree.
- Job postings for Physician Assistants are most prevalent in New York, California and Pennsylvania, consequently, the program should be designed to accommodate out of state students.
- Degree completions are growing at a much faster rate than providers offering the programs, indicating high demand, consequently, additional programs are needed to accommodate the number of students.
- Tuition at the University of Nebraska Medical Center is very competitive among peer programs.

**Table 2. Projected Demand from Local and Regional Master's Degree Programs for PA**

<b>Institution</b>	<b>Location</b>	<b>Annual Enrollment</b>	<b>Predicted Potential Enrollment (using 58% as the multiplier)</b>
University of Nebraska Medical Center	NE	66	38
IPAP (UNMC Accredited Program)	NE/TX	210	121
Creighton University	NE	40	23
Union College	NE	30	17
College of Saint Mary	NE	40	23
Colorado Mesa University	CO	28	16
University of Colorado	CO	44	26
Rocky Vista University	CO	36	21
Red Rocks Community College	CO	32	19
University of Iowa	IA	25	15
Des Moines University	IA	50	29
Northwestern College	IA	32	19
St. Ambrose University	IA	30	17
University of Dubuque	IA	30	17
Wichita State	KS	48	28
University of South Dakota	SD	25	15
<b>Total Enrollment from Surrounding States</b>		<b>766</b>	<b>444</b>

The College of Allied Health Professions believes there is a tremendous opportunity for UNMC to be a leader in offering a post-professional degree based on current trends within the PA profession by offering a transitional degree bridging the entry-level master’s to that of the advanced practice doctorate.

**E. Avoidance of Unnecessary Duplication**

None of the higher education institutions listed in Table 1 offering a similar degree as the proposed DMSc are in Nebraska or surrounding states. The structure of the proposed DMSc further appeals to master-prepared PA professionals through its distance-learning format. The CAHP has for many years offered online degree-advancement programs in clinical perfusion, medical laboratory science, physician assistant studies, and radiography. While these degree programs do not increase the number of personnel in these respective fields, they do afford current practitioners the opportunity to maintain employment in their communities while acquiring advanced knowledge. Given the CAHP’s experience and success in offering degree advancement programs and considering that no DMSc degree programs are currently offered in Nebraska or the contiguous states, this proposal meets a strong demand for the DMSc degree not otherwise offered in the region.

**F. Adequacy of Resources**

*Faculty and Staff Resources*

The funding model for the program includes a dedicated 1.0 FTE Program Director and 4 faculty. In addition,

administrative staff will be dedicated to supporting the program, and incremental staffing increases are planned for the CAHP shared staff model.

The CAHP organizes administrative personnel in one of four offices designed to provide comprehensive services to all students and faculty within the CAHP. These offices include academic affairs, business affairs, enrollment management and student affairs, and research affairs. Existing personnel in these offices will provide additional administrative support for the DMSc Program. There is instructional technology support housed within the college as well as from the UNMC IT department. In addition, the Director of E-Learning & Instructional Designer at UNMC holds a courtesy faculty appointment in the CAHP.

An advisory board comprised of faculty within the CAHP, clinical managers, clinical preceptors, and other patient care partners guided the development of the curriculum. The advisory board will remain intact to continue to monitor the implementation of the DMSc degree as well as any quality improvement efforts. The DMSc degree program will be supported by a Program Director, existing CAHP faculty with any new hires, the Department of Medical Sciences, and administrative support personnel. A program committee will be used to provide remediation support and advisement. The CAHP's Office of Enrollment Management & Student Affairs staff will manage the recruitment and admissions processes. The CAHP's Office of Academic Affairs will support the program in accreditation, accommodations, curriculum mapping, and assessment best practices.

#### *Instructional Equipment, Informational & Library Resources*

Given the distance delivery of the program, the resources of the Leon S. McGoogan Health Sciences Library will be vitally important. As one of the nation's major health science libraries, it serves the information needs of UNMC students, faculty, and staff, as well as licensed Nebraska health professionals and residents of the state. The library provides timely access to high quality collections of print and electronic materials, including over 45,000 print volumes and an extensive collection of anatomical models. The library website serves as the gateway to electronic information resources. Online journals, books, bibliographic and other databases are available, and many resources may be accessed using mobile devices. Online resources include more than 36,000 journal titles and over 62,000 full-text books.

Librarians are available to assist with the use of the library and its collections, including assistance developing search strategies for the online databases, completing online searches, authorship level of participation in preparation of systematic reviews on request, retrieving factual information and verifying citations, and storing online references using bibliographic management software. In addition, the library offers one-on-one or group instruction in locating and managing information. Requests for these services may be submitted in person, by telephone or email, or sent via text or chat. The UNMC Office of Academic Affairs administers the E-Gallery. Housed in the Leon S. McGoogan Health Sciences Library, the ever-expanding library of e-Learning modules is available to students anytime and anywhere.

In recent years, the CAHP has made significant investments in technology to support the growing demand for distance education, to facilitate curriculum revision, including "flipped classroom" and hybrid delivery models, and to provide students opportunities for hands-on learning through simulation training. Audio visual (AV) and information technology (IT) components in excess of \$1,000,000 have been purchased and installed in Bennett Hall, Wittson Hall, and the Michael F. Sorrell Center for Health Science Education.

#### *Physical Resources*

The DMSc degree within the College of Allied Health Professions will be administered on the UNMC campus in Omaha, and will include the Director's office, and faculty office space. These offices and conference rooms are conducive to work associated with planning, scholarly activities, and student counseling. The CAHP also has research laboratories, classrooms, and graduate student offices in the Center for Healthy Living, as well as laboratory space in Wittson Hall. These areas are equipped with all necessary technology for providing synchronous and asynchronous distance education. Program activities will be administered online or virtually with limited need for physical space. If the need

arises for on-campus student or faculty consultation, various conference rooms and/or individual faculty/committee members' offices will be utilized.

*Budget Projections*

Proposed enrollment is based on the Higher Learning Commission accreditation standards and projected faculty resources. The program proposes to enroll 20 full-time students who will complete the program in four semesters, and up to 30 part-time students who will complete the program in seven semesters for an annual ongoing enrollment of 100 students at full implementation. The enrollment projections are conservative based on the national survey sent to potential enrollees as well as current enrollment trends in competitor programs. Tuition revenue generated by the DMSc degree program will be sufficient to cover projected expenses after the first year. The CAHP has resources generated by auxiliary activities to cover the first-year deficit of \$148,909. After the second year, the degree program will generate a modest positive cash flow. The CAHP proposes charging \$710 per credit hour (assuming first cohort enrollment in FY 2024) for the program which is competitive with comparable programs outside of the University of Nebraska system. Revenue projections are presented in Table 3. Table 4. presents detailed tuition and fees calculations. Table 5. presents the projected expenses.

**Table 3. Projected Revenue Sources for the Doctor of Medical Science Degree**

	2024 Year 1	2025 Year 2	2026 Year 3	2027 Year 4	2028 Year 5	Total
Existing Funds <sup>1</sup>	\$148,909					\$148,909
Required New Public Funds <sup>2</sup>	0	\$0	0	0	0	\$0
1. State Funds						\$0
2. Local Tax Funds (community colleges)						\$0
Tuition and Fees <sup>3</sup>	\$567,600	\$893,426	\$1,085,724	\$1,263,862	\$1,449,911	\$5,260,523
Other Funding <sup>4</sup>						\$0
1						\$0
2						\$0
3						\$0
Total Revenue	\$716,509	\$893,426	\$1,085,724	\$1,263,862	\$1,449,911	\$5,409,432

<sup>1</sup> Funds from college auxiliary activities will be used to cover the shortfall in revenue during the first year of the program.

<sup>2</sup> No new public funds are required.

<sup>3</sup> Tuition generation is based on the \$710 per credit hour inflated at 2.5% per year. Fees are limited to the NU Online per credit hour fee of \$35. and a UNMC 5% tax on online programs.

<sup>4</sup> N/A

**Table 4. Tuition and Fees Revenue Calculations for the Doctor of Medical Science Degree**

	Academic Year				
	2024	2025	2026	2027	2028
# FT Students matriculating annually taking 31 CH	20	20	20	20	20
# FT yr 2 students taking 9 CH		20	20	20	20
# PT students taking 18 CH yr 2	10	15	20	25	30
# PT students taking 16 CH yr 1		10	15	20	25
# PT students taking 6 CH yr 3			10	15	20
CH generated	800	1230	1460	1660	1860
Tuition generated (\$710/CH)	\$ 568,000	\$ 895,133	\$ 1,089,078	\$ 1,269,223	\$ 1,457,695
NU Online course fee @ \$35/CH	\$ 28,000	\$ 43,050	\$ 51,100	\$ 58,100	\$ 65,100
UNMC online program fee 5%	\$ (28,400)	\$ (44,757)	\$ (54,454)	\$ (63,461)	\$ (72,885)
<b>Total Revenue</b>	<b>\$ 567,600</b>	<b>\$ 893,426</b>	<b>\$ 1,085,724</b>	<b>\$ 1,263,862</b>	<b>\$ 1,449,911</b>

Projecting 20 full-time students and 10 part-time students in AY 24, increasing parttime enrollment by 5 students per year until full enrollment of 30 parttime students per cohort is achieved in 2027.

**Table 5. Projected Expenses for the Doctor of Medical Science Degree**

	Year 1		Year 2		Year 3		Year 4		Year 5		Total	
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
<b>Personnel</b>												
Faculty <sup>1</sup>	2.5	\$409,600	3	\$498,560	3.25	\$551,368	4.00	\$689,210	4	\$706,440		\$2,855,178
Professional <sup>2</sup>	0											\$0
Graduate assistants												\$0
Support staff	1.5	\$94,060	1.5	\$104,304	2.00	\$193,588						\$712,684
Subtotal	4	\$503,660	4.5	\$602,864	5.25	\$744,956						\$3,567,862
<b>Operating</b>												
General Operating <sup>3</sup>		\$195,449		\$252,570		\$272,085		\$314,064		\$309,806		\$1,343,974
Equipment <sup>4</sup>		\$0		\$0		\$0		\$0		\$0		\$0
New or renovated space <sup>5</sup>		\$0		\$0		\$0		\$0		\$0		\$0
Library/Information Resources <sup>6</sup>						\$0		\$0		\$0		\$0
Other <sup>7</sup> Adjunct stipends		\$17,400		\$35,670		\$54,810		\$74,820		\$95,700		\$278,400
Subtotal		\$212,849		\$288,240		\$326,895		\$388,884		\$405,506		\$1,622,374
<b>Total Expenses</b>		<b>\$716,509</b>		<b>\$891,104</b>		<b>\$1,071,852</b>		<b>\$1,217,293</b>		<b>\$1,293,479</b>		<b>\$5,190,236</b>

<sup>1</sup> Includes a 1.0 FTE Program Director and 3 additional faculty. Salaries are inflated at 2.5% per year.

<sup>2</sup> NA

<sup>3</sup> Includes additional funds for marketing and recruiting for the new program in the first four years as well as general office supplies, professional development, miscellaneous expenses.

<sup>4</sup> Program is delivered online, no new equipment needs are anticipated.

<sup>5</sup> Program will be delivered online, no renovations or additional space is required.

<sup>6</sup> No new resources are anticipated.

<sup>7</sup> Some instruction will be provided by courtesy and adjunct faculty who will be paid stipends. Stipends are inflated at 2.5% per year.

## IV. Conclusion

The Doctor of Medical Science (DMSc) plan of study is designed to promote health care delivery and leadership by providing advanced education and training to practicing physician assistants who seek to further their professional development and clinical expertise by building upon existing knowledge and expanding clinical aptitude. This fully asynchronous 40-credit hour post-professional program of study provides working students with an opportunity to advance their professional practice and leadership competencies through a distance education platform.

## References

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## Appendix A: Additional Details for Distance Programs Only

### A. About the Program

#### 1. Program Description –

The program will be operated through distance education. The didactic courses will be 100% asynchronous. The Field Placement Series will be fulfilled at the location of the Field Placement experience. Students will not be required to come to the UNMC campus. There is no Doctor of Medical Science program offered through UNMC that is face-to-face. This will be the first UNMC Doctor of Medical Science degree.

#### 2. Licensure and Accreditation –

This program does not lead to licensure. The Doctor of Medical Science students will enter the program as credentialed and licensed Physician Assistants.

Currently, there is no programmatic or specialized accreditation body accrediting the DMSc degree. An internal advisory committee comprised of clinically or academically trained doctoral faculty in the CAHP along with three members of the UNMC Graduate Council to include the Associate Dean for Graduate Studies will review the DMSc program self-study report on a five-year cycle. The report will be structured according to the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) and Graduate Council templates to ensure key standards and program effective goals are reviewed and analyzed. Moreover, a qualified external body will review the plan of study and provide feedback prior to implementation. Finally, in working with the UNMC Office of Academic Affairs, the program administrators will facilitate an ongoing program review according to the Board of Regents, Nebraska Coordinating Commission for Post-Secondary Education, and Higher Learning Commission (HLC) standards.

#### 3. Marketability and Duplication

In 2020, the UNMC Physician Assistant Education Program sent out a community interest survey to 4,875 current PA students and alumni from the UNMC program and the Interservice Physician Assistant Program (UNMC is the degree-granting institution for the U.S. Department of Defense PA program). The survey generated 666 responses (13.7% response rate) (See Appendix G). Of those responses, 58% of respondents indicated that they were interested in seeking DMSc degree (See Table 2).

Forty-five percent were interested in starting the program within 1-2 years (of the survey) and 29% within 3-6 years. As of this year, all entry-level PA programs must confer a graduate degree (all are at the master's degree level) in order to obtain or retain accreditation by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)<sup>6</sup>. There are currently 254 entry-level PA educational programs accredited in the U.S., with 52 new programs having applied for accreditation. The ARC-PA predicts growth to 306 entry-level programs by 2023. There are currently four such PA programs in Nebraska offering the entry-level master's degree (UNMC with campuses in Omaha and Kearney, Creighton University, Union College, and the College of Saint Mary).

Given the survey respondents strong interest in enrolling in the DMSc degree, the local master's degree programs pipeline (See Table 2), the expanding number of entry-level programs nationally, and the fact that to date, there are currently only eight institutions in the nation offering an online post-professional graduate degree for PAs, the projected demand for the UNMC DMSc program is projected to be very high. See external letters of support included in the proposal.

NU Digital Learning (formerly NU Online) conducted a feasibility analysis related to the proposed PA DMSc degree titled in the report as Physician Assistant Doctorate (See Appendix H). The key insights provided by the analysis included:



- The Physician Assistant profession is projected to grow substantially over the next ten years.
- Job posting data from the past 3 years shows an increasing demand for professionals holding a doctorate degree.
- Job postings for Physician Assistants are most prevalent in New York, California and Pennsylvania, consequently, the program should be designed to accommodate out of state students.
- Degree completions are growing at a much faster rate than providers offering the programs, indicating high demand, consequently, additional programs are needed to accommodate the number of students.
- Tuition at the University of Nebraska Medical Center is very competitive among peer programs.

**B. Curriculum:**

**1. Faculty and Instruction**

**Faculty on Record** – Shaun Horak until additional faculty are hired.

**Projected Size of Cohort** – The program proposes to enroll 20 full-time students who will complete the program in four semesters, and up to 30 part-time students who will complete the program in seven semesters for an annual ongoing enrollment of 100 students at full implementation.

**Projected Course Enrollment Cap** – Approximately 30, Depends upon learning assessments of the course. If enrollment hits capacity, then would secure a teaching assistant

**Courses** – Asynchronous is the only registration option. If students outside of the DMSc wish to enroll, they can request permission of course instructor. Courses in the plan of study are all DMSc-based and fall within the program’s administration. Traditional 14-17 week semester for the delivery format will be used.

Course Number & Title (Credit Hour); Semester Offered (Depending Upon FT or PT Enrollment)
<b>Didactic Courses (24 Credit Hours Total)</b> – Required Courses; All Asynchronous
MSC 701 Health Care Systems Theory and Practice for the Advanced Physician Assistant (3 CH); Fall
MSC 702 Physician Assistant Leaders and Their Organizations: Navigating Complexities in Healthcare Systems (3 CH); Summer
MSC 703 Quality Improvement in Advanced Physician Assistant Practice (3 CH); Spring
MSC 704 Application of Research and Statistical Methods to the Advanced Physician Assistant Practice (3 CH); Fall
MSC 705 Capstone Project I for the Advanced Physician Assistant Practice (2 CH); Spring
MSC 706 Capstone Project II for the Advanced Physician Assistant Practice (2 CH); Spring, Summer
MSC 707 Capstone Project III for the Advanced Physician Assistant Practice (2 CH); Fall
MSC 708 Health Security and Medical Operations for Advanced Physician Assistant Practice (3 CH); Fall
CAHP 750 Interprofessional Global Health (3 CH); Summer
<b>Field Placement Courses (16 Credit Hours Total)</b> – Required Courses; Courses are delivered asynchronously but the learning components within the course require participation in required learning experiences conducted at the location of the placement.
MSC 709 Field Placement I (4 CH); Fall, Summer
MSC 710 Field Placement II (4 CH); Fall, Spring
MSC 711 Field Placement III (4 CH); Spring, Summer
MSC 712 Field Placement IV (4 CH); Fall
<b>Total Program of Study = 40</b>

**2. Program Requirements**

No residential requirements. Students may enroll as Full-Time or Part-Time status. Applied learning will be required with participation at the location of the Field Placement, which is varied by student preference and local

opportunities to secure a “preceptor” for the placement. Program leaders will work with the student and the supervisor of the placement in advanced of placement.

### 3. Completion Plan

The full-time cohorts will begin each fall semester, completing the program of study in approximately four semesters (or roughly 16 months). For those students choosing part-time enrollment, enrollment will begin each fall semester with completion of the program in study in approximately seven semesters (or roughly 28 months).

<b>DMSc Plan of Study – Proposed Schedule for FT Students (4 Semesters; 16 Months)</b>		
<b>Year One</b>		
Fall Semester (10 Hours)	Spring Semester (9 Hours)	Summer Semester (12 Hours)
MSC 701 – Health Care Systems Theory and Practice for the Advanced Physician Assistant (3)	MSC 703 – Quality Improvement in Advanced Physician Assistant Practice (3)	MSC 702 – PA Leaders & Their Organizations: Navigating the Complexities (3)
MSC 704 – Application of Research and Statistical Methods to the Advanced Physician Assistant Practice (3)	MSC 710 – Field Placement II (4)	CAHP 750 – Interprofessional Global Health (3)
MSC 709 – Field Placement I (4)	MSC 705 - Capstone Project I (2)	MSC 711 – Field Placement III (4)
		MSC 706 – Capstone Project II (2)
<b>Year Two</b>		
Fall Semester (9 Hours)	Spring Semester	Summer Semester
MSC 708 – Health Security and Medical Operations Applied to Advanced Physician Assistant Practice (3)		
MSC 712 – Field Placement IV (4)		
MSC 707 – Capstone Project III (2)		

<b>DMSc Plan of Study – Proposed Schedule for PT Students (7 Semesters; 28 Months)</b>		
<b>Year One</b>		
Fall Semester (6 Hours)	Spring Semester (5 Hours)	Summer (7 Hours)
MSC 701 – Health Care Systems Theory and Practice for the Advanced Physician Assistant (3)	MSC 703 – Quality Improvement in Advanced Physician Assistant Practice (3)	MSC 702 – PA Leaders & Their Organizations: Navigating the Complexities (3)
MSC 704 – Application of Research and Statistical Methods to the Advanced Physician Assistant Practice (3)	MSC 705 - Capstone Project I (2)	MSC 709 – Field Placement I (4)
<b>Year Two</b>		
Fall Semester (7 Hours)	Spring Semester (6 Hours)	Summer (3 Hours)
MSC 708 – Health Security and Medical Operations Applied to Advanced Physician Assistant Practice (3)	MSC 711 – Field Placement III (4)	CAHP 750 – Interprofessional Global Health (3)
MSC 710 – Field Placement II (4)	MSC 706 – Capstone Project II (2)	

Year Three		
Fall Semester (6 Hours)	Spring Semester	Summer Semester
MSC 712 – Field Placement IV (4)		
MSC 707– Capstone Project III (2)		

#### 4. Accessibility

No prerequisite courses are required. For those courses that use quizzes or exams, the assessments will be created for remote learning using technology such as Canvas or ExamSoft with either no live proctoring expectations or lock down browser and recording. Assessments will be scheduled with clear due dates and times, specifying the time zone. Computer requirements for onboarding students will be required. Live lectures are not a key component of the learning experience for the DMSc curriculum. Rather, activities such as required readings, discussion posts, and recorded lectures will be used. ADA compliance will be handled through Universal Design for Learning best practices and partnering with the UNMC Accessibility Services team.

### C. Recruitment and Admissions

The DMSc program will conduct a holistic review of all applications, considering both academic and non-academic experiences. Enrollment in the program will be competitive. The admissions committee of the program, composed of program faculty and administration, will evaluate the qualifications of each applicant and make the final selections for admission. Applicants must have a master’s degree, such as a Master of Physician Assistant Studies degree, or equivalent degree designed for the PA. Applicants must provide proof of an active state license where applicable and/or certification in the field of practice, such as through the Physician Assistant National Certifying Examination (PANCE). Preference for admission will be for applicants with a minimum of two years of patient care, educational experience, or completion of a fellowship program.

The DMSc program will have the support of the college's Office of Enrollment Management and Student Affairs for recruitment and admissions functions.

Upon matriculation, all students will be assigned an academic advisor, who will evaluate academic progress during the first year. The academic advisor also plays a role in assisting the advisee in understanding departmental, college, and university policies and procedures. The academic advisors will be faculty member(s) in the CAHP, assigned at the beginning of the program to provide advisement on coursework based on the student's area of practice.

The full-time cohorts will begin each fall semester, completing the program of study in approximately four semesters (or roughly 16 months). For those students choosing part-time enrollment, enrollment will begin each fall semester with completion of the program in study in approximately seven semesters (or roughly 28 months).

Transfer – Transfers will be evaluated on an individual basis. The program committee will look at the transcripts, course descriptions, applicability to the DMSc plan of study, and make determinations on what can be transferred in. The credits for transfer would need to be at the graduate level and demonstrate rigor. A cap on the number of transferable credits would be set at nine semester credit hours.

Recruitment – Plan for recruitment is to use alumni database of the master’s level PA graduates, professional outlets such as conferences, listserves, and society networks. Additionally, the program would look to the UNMC marketing expertise for distance education. Because the program is offered via distance, materials will be intentional about the distance education delivery component as well as the part-time and full-time enrollment options.

Enrollment Goals – 30 initially then growing to 35 within five years through strategic marketing campaigning. As budgetary thresholds are met or exceeded and a pattern for enrollment growth established, the program can investigate the feasibility of new hires. The Office of Business Affairs within the College of Allied Health Professions meets with

programs individually on an annually basis to discuss projections.

#### **D. Student Support Services**

##### **1. Learner Orientation**

The College of Allied Health Professions currently has two very successful fully online interprofessional programs. There is an established and effective template for successfully onboarding online students. Many times, an Orientation Canvas course is developed specifically for the online cohorts. The College has a Director of Distance Education who supports all programs within the college. All the same student success services that are available to on campus students would be offered to the remote students (ADA, Counseling, Library Resources, for example). Ensuring academic honesty is thread throughout the development of the course and the learning activities. Measures such as login password protected access and lockdown assessments are just two strategies ensure academic honesty. All students must abide by the Student Code of Conduct. Students will be provided with access to the program, college, and university policies and procedures with expectations for conduct.

##### **2. Advising**

Upon matriculation, all students will be assigned an academic advisor, who will evaluate academic progress during the first year. The academic advisor also plays a role in assisting the advisee in understanding departmental, college, and university policies and procedures. The academic advisors will be faculty member(s) in the CAHP, assigned at the beginning of the program to provide advisement on coursework based on the student's area of practice. In the current master's degree PA program, the advisor to student ratio is roughly 1 advisor to 8 students. That ratio will likely be a target for the DMSc program. Students connect virtually through email, phone call, appointments, live video conferencing. The advisors and program director will monitor progression. Graduation outcomes will be tracked through an annual report as well as through a five-year review. Graduation rates are managed and maintained by the Office of Enrollment Management & Student Affairs.

##### **3. Program Coordination**

The program will identify a program coordinator once the degree is approved. Typically, the program coordinator will serve as a liaison between the student and program to ensure the student has the guidance and information, they need to be successful. With this, the coordinator may provide some assistance with the online management systems and communication with the field placement supervisors.

#### **E. Evaluation/Assessment**

An internal advisory committee comprised of clinically or academically trained doctoral faculty in the CAHP along with three members of the UNMC Graduate Council to include the Associate Dean for Graduate Studies will review the DMSc program self-study report on a five-year cycle. The report will be structured according to the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) and Graduate Council templates to ensure key standards and program effective goals are reviewed and analyzed. Moreover, a qualified external body will review the plan of study and provide feedback prior to implementation. Finally, in working with the UNMC Office of Academic Affairs, the program administrators will facilitate an ongoing program review according to the Board of Regents, Nebraska Coordinating Commission for Post-Secondary Education, and Higher Learning Commission (HLC) standards. The college will also require programmatic effectiveness data on an annual basis such as retention rate, satisfaction rates, etc.

#### **F. Resources**

With programs in the college already operating fully online, there is a successful pathway established.

## Appendix B: Abstract of Proposal

### Purpose of the Proposed Degree

The College of Allied Health Professions (CAHP) at the University of Nebraska Medical Center (UNMC) proposes to establish a clinical doctorate program in medical sciences, the Doctor of Medical Sciences (DMSc), designed for practicing Physician Assistants (PA).

The DMSc degree offers credentialed physician assistants, who wish to retain their primary role in health care delivery, and who have already obtained an entry-to-profession master's degree, the opportunity to gain additional knowledge and competencies to advance their practice, through an applied doctoral degree course of study. This program is designed for the PA professional to enhance their career options within the field as well as to expand their level of clinical practice. The PA profession is at the national forefront of recognizing the DMSc degree as the post-professional degree of choice for practicing PA's.

### Evidence of Needs and Demand

The evolving role of PAs in the delivery of team-based healthcare requires advanced knowledge and competencies, and many practicing PAs are seeking to advance their education and credentials. Alumni survey responses and a NU Digital Learning feasibility analysis both suggest a strong interest for the advanced degree. With a number of regional master's degree PA programs, the online degree structure, and limited options for an advanced professional degree, there is a solid pipeline for enrollment in the DMSc degree through UNMC.

### DMSc Core Competencies

The proposed DMSc curriculum consists of six program competencies. The competencies originate from a Physician Assistant Education Association (PAEA)<sup>1</sup> Task Force and Stakeholder Summit<sup>2</sup> and represent the desired skills, attributes, and behaviors of the DMSc graduate.

The six competency domains reaffirm a patient-centered care focus, elucidate the role of social determinants on individual and population health, emphasize communication and team-focused care, and recognize the larger systems that impact health and well-being. Interwoven within the core competencies is an application for scholarship, quality and safety of care delivery, and integration of technology. The six competencies are:

1. Patient-centered practice knowledge
2. Society and population health
3. Health literacy and communication
4. Interprofessional collaborative practice and leadership
5. Professional and legal aspects of health care
6. Health care finance and systems

### Description of the Proposed Major or Degree

The CAHP proposes to develop a post-professional DMSc degree program tailored to meet the advanced practice needs of PAs who have already completed an entry-level master's degree and have obtained credentials to practice in the field. The program of study would require students to complete didactic courses and field placement credits for a total of 40 credit hours. Didactic courses will comprise 24 credit hours and the *Field Placement* series will comprise 16 credit hours. Didactic course work will be offered in a fully online, asynchronous format. Field placement experiences will be completed in the participant's home community under the guidance of DMSc faculty and an onsite clinical preceptor.

### **Mapping Future Opportunities**

The field placement courses may be customized to permit the student to earn a portion of the required structured educational components for eligibility to apply for Certificates of Added Qualifications (CAQs) in the field. The CAQ is a credential that certified Physician Assistants can earn in seven specialties: Cardiovascular & Thoracic Surgery, Emergency Medicine, Hospital Medicine, Nephrology, Orthopaedic Surgery, Pediatrics, and Psychiatry.<sup>3</sup> Specific didactic courses have been mapped for students interested in pursuing a specialty credential through the CAQs, clinical fellowship programs, or a professional certificate (Applied Health Informatics, Healthcare Quality Improvement, or Teaching & Technology) following completion of the DMSc program.

### **Resources & Budget**

The funding model for the program includes a dedicated 1.0 FTE Program Director and 3.25 faculty. In addition, administrative staff will be dedicated to supporting the program, and incremental staffing increases are planned for the CAHP shared staff model. The CAHP organizes administrative personnel in one of four offices designed to provide comprehensive services to all students and faculty within the CAHP. These offices include academic affairs, business affairs, enrollment management and student affairs, and research affairs. Existing personnel in these offices will provide additional administrative support for the DMSc Program.

The program proposes to enroll 30 students the first year with an incremental annual increase of an addition five students for a yearly ongoing enrollment of 35 students at full implementation. The enrollment projections are conservative based on the national survey sent to potential enrollees. Tuition revenue generated by the DMSc degree program will be sufficient to cover projected expenses after the first year. The CAHP has resources generated by auxiliary activities to cover the first-year deficit of \$226,403. After the second year, the degree program will generate a modest positive cash flow.

### **Summary**

The Doctor of Medical Science (DMSc) plan of study is designed to promote health care delivery and leadership by providing advanced education and training to practicing physician assistants who seek to further their professional development and clinical expertise by building upon existing knowledge and expanding clinical aptitude. This asynchronous 40-credit hour post-professional program of study provides working students with an opportunity to advance their professional practice and leadership competencies through a distance education platform.

## Appendix C: Letters of Support, Internal



January 12, 2023

Shaun Grammer, DMSc, PA-C  
Program Director, Physician Assistant Education  
984300 Nebraska Medical Center  
Omaha, NE 68198-4300

Dear Dr. Grammer,

The College of Allied Health Professions (CAHP) Curriculum Committee has reviewed and approved the plan of study proposed for the Doctor of Medical Science (DMSc) degree to be offered at the University of Nebraska Medical Center through the College of Allied Health Professions.

Because there is no programmatic accreditation established to formally recognize the plan of study for the DMSc degree, the Office of Academic Affairs within the College of Allied Health Professions created an adhoc review committee comprised of doctorally-trained educators tasked to review this advanced practice plan of study for working Physician Assistants. The adhoc review team was made up of allied health and graduate studies professors with experience in reviewing advanced clinical practice and graduate level curricula. A robust review by the committee was conducted and recommendations were integrated at the course and program levels. Therefore, all proposed courses for the DMSc degree are now developed and at a level of rigor and quality to meet the established program competencies for the doctoral degree.

Moreover, until a route for programmatic accreditation has been established, the DMSc program leadership will be required to conduct a programmatic review on a five-year cycle. This review will be conducted by an adhoc review committee preferably the same committee members that conducted the course review. A templated self-study report will be provided to complete the five-year cycle reviews. Additionally, both the CAHP and UNMC Offices of Academic Affairs may request annual reports or ongoing program effectiveness data (such as graduate/employer satisfaction rates, job placement rates) to monitor outcomes and make any recommendations for program improvement. The program will also need to track, assess, and report any requested items generated through the Higher Learning Commission (HLC) accreditation.

As the Assistant Dean for Academic Affairs for the College of Allied Health Professions and Chair of the Curriculum Committee, I support your efforts to advance the DMSc proposal. I believe the DMSc plan of study will provide a valuable opportunity for practicing Physician Assistants to advance their clinical competencies and pursue additional credentialing and certificate pathways through an online academic platform.

Sincerely,

A handwritten signature in black ink that reads "Tammy L. Webster".

Tammy L. Webster, PhD  
Professor  
CAHP Curriculum Committee Chair  
CAHP Assistant Dean for Academic Affairs





January 27, 2023

David Jackson, PhD  
Vice Provost  
University of Nebraska  
3835 Holdrege  
Lincoln, NE 68583-0743

Dear Dr. Jackson:

I am writing in support of the development of a new professional program, Doctor of Medical Science in the College of Allied Health Professions (CAHP) at the University of Nebraska Medical Center (UNMC). Specifically, I want to address the budget for the proposed program.

Should the proposal to develop a Doctor of Medical Science program be approved, the CAHP and UNMC have separate funding to support the initial year of the startup of the program. The funding is available from college auxiliary activities, not from funds committed to supporting our existing programs. The start-up of the program would have no negative financial impact on other programs in the CAHP. Tuition revenue for the proposed program is expected to commence with the first cohort of 20 full-time and 10 part-time students, anticipated in the Fall of 2025, and ultimately the program will generate tuition revenue sufficient to cover associated expenses.

The mission of UNMC and the CAHP, as Nebraska's only public academic health science center, is to offer health professions education programs to serve both the students and ultimately the citizens of Nebraska and the region. The CAHP is committed to educating the most highly qualified allied health workforce and believes there is a need in Nebraska and the region for professionals with a Doctor of Medical Science, and that this need will only increase in the years ahead.

As such, we are committed to the development of the proposed program, and the investment required to ensure the highest level of success.

Sincerely,

A handwritten signature in blue ink that reads "Kyle P. Meyer".

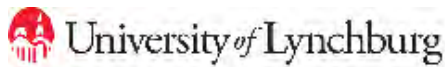
Kyle P. Meyer, PhD, MS, PT, FASAHP  
Dean



College of Allied Health Professions  
884000 Nebraska Medical Center | Omaha, NE 68198-4000 | unmc.edu



## Appendix C: Letters of Support, External



*Doctor of Medical Science  
School of PA Medicine*

Shaun Horak, DMSc, PA-C, DFAAPA  
University of Nebraska Medical Center  
42<sup>nd</sup> and Emile, Omaha, NE 68198

Dr. Horak and Board of Regents,

I am writing this letter of support for the University of Nebraska Medical Center's proposed Doctor of Medical Science (DMSc) Program. As the Founding Director and creator of the Doctor of Medical Science at the University of Lynchburg in Lynchburg Virginia I am proud that my alumni institution is seriously exploring the value of this program. The PA profession is a major contributor to access and affordability within the healthcare industry and must stay competitive and evidenced-based to contribute at the highest level. As I am sure most people are aware the PA profession is the last medicine practitioner to have the opportunity to advance their education with a doctorate degree. Our physician colleagues both MD and DO are doctorally educated and so are our nurse practitioner colleagues with the Doctor of Nurse Practice degree. Outside of medicine and moving towards health sciences professions like physical therapy, occupational therapy, audiology, optometry, speech pathologist, athletic trainers, and nurse anesthetists are all offered doctorate level educations. The creation of the DMSc degree is an essential offering to keep the PA profession contributing to team-based care at the highest level.

The DMSc also expands the traditional educational foundation of the PA and moves to a more extensive and impactful knowledge of healthcare administration, leadership, strategic planning, and public health. The University of Nebraska Medical Center DMSc curriculum is appropriate and impactful for both clinically practicing PAs and administrative PAs. The healthcare landscape is constantly changing and both practicing PAs and administrative PAs must change and adapt to meet the demand. The DMSc is an important resource for PAs seeking a more in depth executive-level understanding of clinical care along with healthcare compliance. A doctorate degree is not a new concept in the PA Profession and has been in discussion since the early 2000s. During this discussion and debate numerous other health science degrees have advanced leaving the PA profession limited at a master's degree offering.

The University of Lynchburg announced the creation and launch of the Doctor of Medical Science degree in 2014 and has been enrolling students since it went live in 2015. The demand for the degree has been supported by all demographics and age groups within the profession. The University of Lynchburg DMSc program has 592 graduates and an additional

433 current students. The DMSc program has provided both exit survey and graduate surveys and both have reported that our graduates appreciate the content and it has immediate real world application. The doctorate work translates into expanded knowledge that helps PAs provide quality care along with expanding leadership and administrative opportunities.

Thank you for allowing me to express my appreciation and support for the DMSc degree offering at the University of Nebraska Medical Center. In summary, the PA profession is a substantial contributor to healthcare in this nation and additional educational opportunities for PAs will only work to strengthen their clinical care and leadership capabilities.

Thank you for your consideration of this letter of support. Please let me know if additional information is needed.

Respectfully,



Jeremy M. Welsh, DHSc, JD, MPAS, PA-C, DFAAPA  
Founding Program Director, Doctor of Medical Science  
Dean, School of PA Medicine  
Senior Associate Dean College of Health Sciences  
Professor  
University of Lynchburg  
1501 Lakeside Drive  
Lynchburg, VA 24501  
[Welsh.jm@lynchburg.edu](mailto:Welsh.jm@lynchburg.edu)  
(o) 4345448673  
(f) 4345448896

September 16, 2020

Board of Regents  
University of Nebraska Medical Center

Dear Board Members:

I am writing this letter to express my support for the proposed Doctor of Medical Science Program at your institution. My perspective on this is informed by my work in PA education, including as a program director for an entry level PA program. My college also has a Doctor of Medical Science Program that is completing its first year, and I am currently enrolled as a student. This letter will include perspectives from all three of these viewpoints.

The PA profession needs more doctorate-level representation. This will allow us to have greater parity with the numerous other medical professionals whose training includes a doctoral degree, allowing PAs the ability to compete for leadership positions within universities and hospital systems. As the Doctor of Medical Sciences degree is relatively new, your institution would be towards the front of the pack by adopting this now.

This is also important for you to consider implementing doctoral degree training now from the standpoint of demand. Our doctoral program exceeded estimated enrollments from the beginning, which has been a boon to the college. Since our program is 100% online, we have students from all over the country that have registered – the majority of whom are not alumni and were not associated with Butler prior to matriculating. The demand is there, but as more programs become available (which is guaranteed to take place, and quickly), there will be more competition. Establishing your program as one of quality early in the race will give you a stronger reputation going into that competitive phase.

The proposed program includes several tracks that will appeal to different types of students. This is a strength of the proposal. The number of credits, course content, practicum, and duration of study all seem reasonable to me. As you know, this type of program is not subject to the same exacting accreditation standards that govern entry-level PA programs. This proposal embraces that latitude and creates different, unique, and valuable training experiences for students with different career goals.

In summary, I support this proposed Doctor of Medical Sciences Program. It is timely, there is a market need for it that should generate interest and demand, and is well-considered and designed.

If there is anything else that I can provide in order to further your consideration of this proposal, please do not hesitate to ask.

Yours Sincerely,



Christopher Roman, PA-C  
Program Director  
Department of PA Studies  
[croman@butler.edu](mailto:croman@butler.edu)



September 13, 2020

To Whom It May Concern:

I am the founding director of the Doctor of Medical Science (DMSc) program at Rocky Mountain University of Health Professions. Prior to my current position, I oversaw the DMSc program at the University of Lynchburg as the Director of Doctoral Education. The physician assistant (PA)-specific DMSc degree is a relatively new degree offering with the first programs having launched approximately 3 years ago. As of early 2020, there were five DMSc programs with enrolled students. Between the five programs, there were over 500 students enrolled at that time. This is evidence that there is a demand for DMSc programs among PAs.

I have reviewed the overview of the curriculum for the proposed DMSc program at the University of Nebraska Medical Center and I find it comparable to the curricula of the DMSc programs at Rocky Mountain University of Health Professions and the University of Lynchburg which were approved by each institution's respective regional accrediting body. It is my opinion that if the University of Nebraska Medical Center invests a sufficient amount of resources in developing and marketing a DMSc program, it will likely be successful.

Respectfully,

Bartley Rust, DHSc, PA-C  
DMSc Program Director



**Appendix F: Proposed Course Scheduling**

<b>DMSc Plan of Study – Proposed Schedule for FT Students (4 Semesters; 16 Months)</b>		
<b>Year One</b>		
<b>Fall Semester (10 Hours)</b>	<b>Spring Semester (9 Hours)</b>	<b>Summer Semester (12 Hours)</b>
MSC 701 – Health Care Systems Theory and Practice for the Advanced Physician Assistant (3)	MSC 703 – Quality Improvement in Advanced Physician Assistant Practice (3)	MSC 702 – PA Leaders & Their Organizations: Navigating the Complexities (3)
MSC 704 – Application of Research and Statistical Methods to the Advanced Physician Assistant Practice (3)	MSC 710 – Field Placement II (4)	CAHP 750 – Interprofessional Global Health (3)
MSC 709 – Field Placement I (4)	MSC 705 - Capstone Project I (2)	MSC 711 – Field Placement III (4)
		MSC 706 – Capstone Project II (2)
<b>Year Two</b>		
<b>Fall Semester (9 Hours)</b>	<b>Spring Semester</b>	<b>Summer Semester</b>
MSC 708 – Health Security and Medical Operations Applied to Advanced Physician Assistant Practice (3)		
MSC 712 – Field Placement IV (4)		
MSC 707 – Capstone Project III (2)		

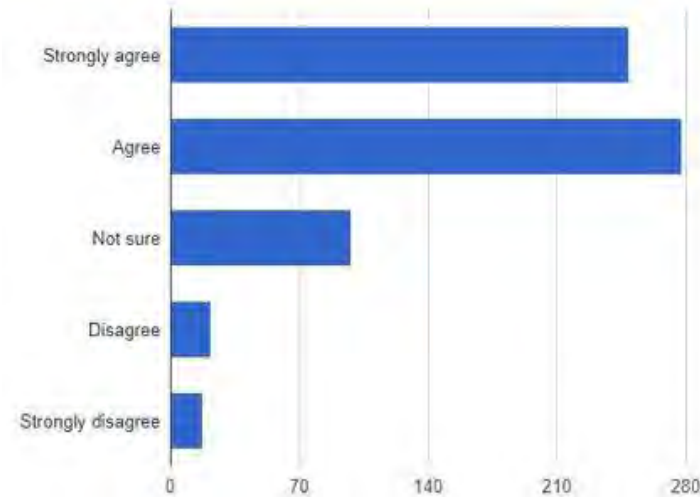
<b>DMSc Plan of Study – Proposed Schedule for PT Students (7 Semesters; 28 Months)</b>		
<b>Year One</b>		
<b>Fall Semester (6 Hours)</b>	<b>Spring Semester (5 Hours)</b>	<b>Summer (7 Hours)</b>
MSC 701 – Health Care Systems Theory and Practice for the Advanced Physician Assistant (3)	MSC 703 – Quality Improvement in Advanced Physician Assistant Practice (3)	MSC 702 – PA Leaders & Their Organizations: Navigating the Complexities (3)
MSC 704 – Application of Research and Statistical Methods to the Advanced Physician Assistant Practice (3)	MSC 705 - Capstone Project I (2)	MSC 709 – Field Placement I (4)
<b>Year Two</b>		
<b>Fall Semester (7 Hours)</b>	<b>Spring Semester (6 Hours)</b>	<b>Summer (3 Hours)</b>
MSC 708 – Health Security and Medical Operations Applied to Advanced Physician Assistant Practice (3)	MSC 711 – Field Placement III (4)	CAHP 750 – Interprofessional Global Health (3)
MSC 710 – Field Placement II (4)	MSC 706 – Capstone Project II (2)	
<b>Year Three</b>		
<b>Fall Semester (6 Hours)</b>	<b>Spring Semester</b>	<b>Summer Semester</b>
MSC 712 – Field Placement IV (4)		
MSC 707– Capstone Project III (2)		

## Appendix G: Alumni Survey Results

The survey results from the 666 respondents concluded:

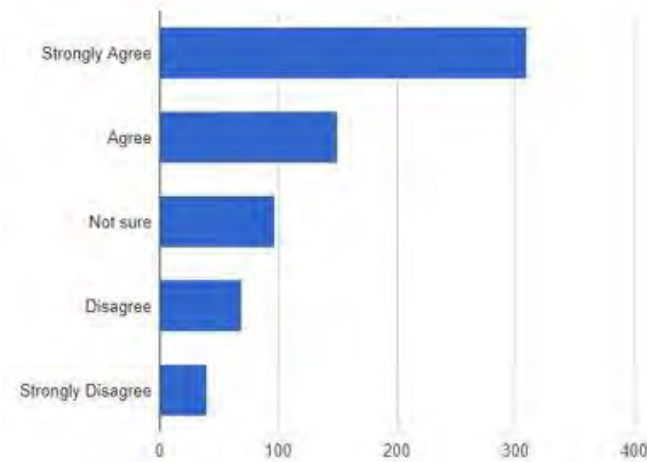
A description of UNMC's proposed clinical doctorate was provided at the beginning of this survey. How well does the proposed program description meet your expectations for what a clinical doctorate for P.A.s should be?

**Counts/frequency:** Strongly agree (249, 37.5%), Agree (278, 41.9%), Not sure (98, 14.8%), Disagree (22, 3.3%), Strongly disagree (17, 2.6%)



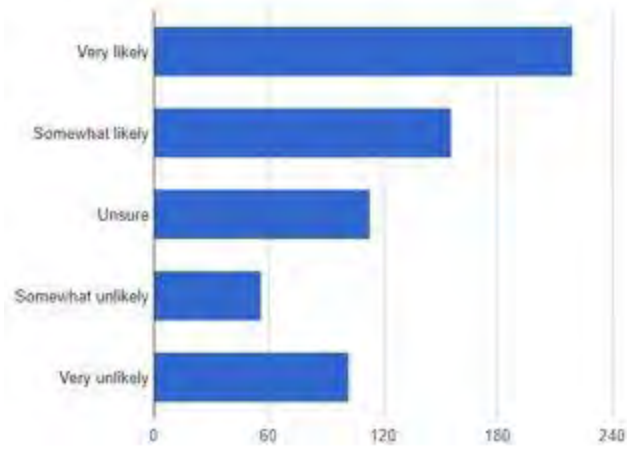
To what degree do you agree with the statement, "The Physician Assistant profession should be at the clinical doctorate level, like other similar professions (E.G., Physical Therapy, Occupational Therapy, Pharmacy, Nurse Practitioner, etc.)?"

**Counts/frequency:** Strongly Agree (309, 46.5%), Agree (150, 22.6%), Not sure (97, 14.6%), Disagree (69, 10.4%), Strongly Disagree (40, 6.0%)



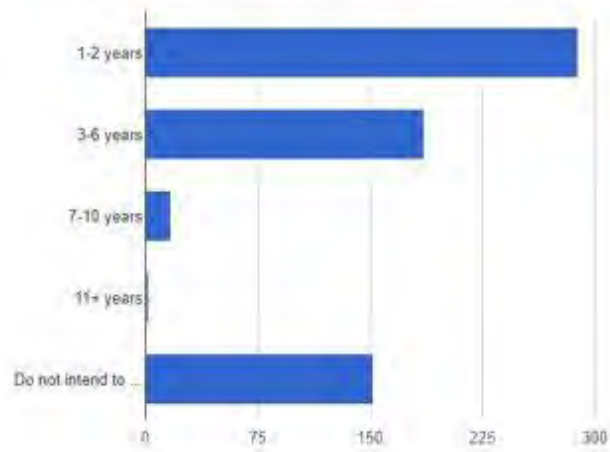
How likely are you to seek a clinical doctorate in your professional career?

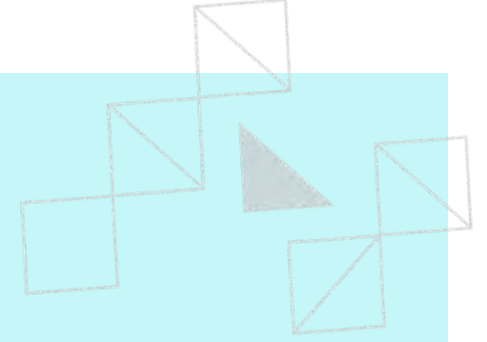
**Counts/frequency:** Very likely (219, 33.9%), Somewhat likely (156, 24.1%), Unsure (113, 17.5%), Somewhat unlikely (56, 8.7%), Very unlikely (102, 15.8%)



If you intend to obtain a clinical doctorate, how soon might you start a program of study?

**Counts/frequency:** 1-2 years (289, 44.7%), 3-6 years (186, 28.8%), 7-10 years (17, 2.6%), 11+ years (2, 0.3%), Do not intend to obtain a clinical doctorate (152, 23.5%)





# Online Program Feasibility Analysis

Physician Assistant Doctorate

University of Nebraska Medical Center



Completed 5/7/2021 by University of Nebraska Online



# Executive Summary

The purpose of this Online Program Feasibility Analysis is to provide insight in comparable program offerings and workforce demand for the strategic development of online programs by the University of Nebraska.

## Key Insights

- ❑ The occupation of Physician Assistants is projected to grow substantially over the next ten years.
- ❑ Job posting data from the past 3 years shows an increasing demand for professionals holding a doctorate degree.
- ❑ Job postings for Physician Assistants are most prevalent in New York, California and Pennsylvania. The program should be designed to accommodate out of state students.
- ❑ Degree completions are growing at a much faster rate than providers offering the program indicating high demand. Additional programs are needed to accommodate the number of students.
- ❑ Tuition at the University of Nebraska Medical Center is very competitive among peer programs.

# Program Contributions to the NU Online Portfolio

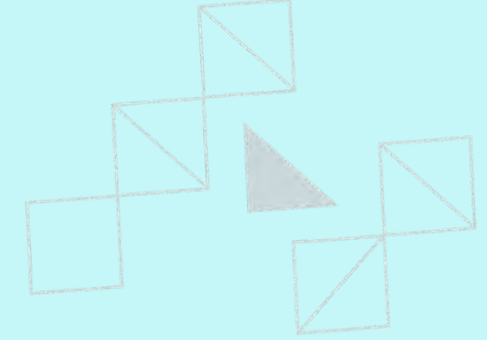
The proposed Physician Assistant (PA) doctorate degree is unique to the NU Online portfolio. Current doctorate offerings are focused for public health practitioners whereas the proposed program would allow all PA's to further their education to meet the increasing demand for those with doctorate degrees in the workforce. As there are no duplicative programs already existing on the NU Online website, the program can be listed on [online.nebraska.edu](http://online.nebraska.edu).

Similar programs currently listed on [online.nebraska.edu](http://online.nebraska.edu):

Public Health Practice, DrPH

Public Health Practice, DrPH (Epidemiology)

# Occupational Outlook



## Nebraska Projections: % Change 2018-2028

Source: [NDOL](#)

Physician Assistants **+29.57%**

Health Specialties Teachers, postsecondary **+5.54%**

## National Projections: % Change 2019-2029

Source: [US BLS](#)

Physician Assistants **+31.3%**

Health Education Specialists **+11.4%**

Number of unique job postings with **doctorate / professional degree** listed as preferred education level for **Physician Assistants**.

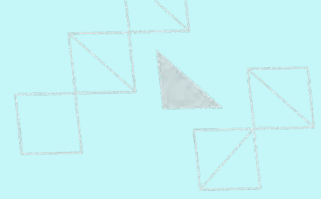
Source: *Emsi*

	Jan 2017 – Jan 2018	Jan 2018 – Jan 2019	Jan 2019 – Jan 2020
Physician Assistants (USA job postings)	11,613	12,728 (+10%)	15,880 (+25%)
Physician Assistants (NE job postings)	54	68 (+26%)	72 (+6%)

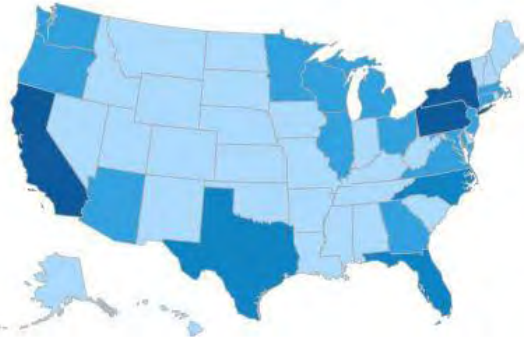
The occupation of Physician Assistant is projected to grow both in Nebraska and nationally. Job posting data from the past 3 years shows an increasing demand for professionals holding a doctorate level degree.

# Occupational Outlook

Physician Assistant Occupation. Source: Emsi.



## Job Postings by Location



City	Total Job postings Jan 2017 – Jan 2020
New York, NY	50,585
Los Angeles, CA	17,155
Philadelphia, PA	16,495
Seattle, WA	18,866
Houston, TX	12,153
Boston, MA	15,683
Washington, DC	9,080
Chicago, IL	10,280
Dallas, TX	11,999
Portland, OR	17,216

## Top Listed Skills in Job Postings

Jan 2017 – Jan 2020. Source: Emsi

- Family Medicine
- Primary Care
- Urgent Care
- Basic Life Support
- Nursing
- Surgery
- Advanced Cardiovascular Life Support (ACLS)
- Orthopedics
- Emergency Medicine
- Pediatrics

## Median Advertised Salary - USA

Jan 2017 – Jan 2020. Source: Emsi

**\$54.12 / hr**

## Median Advertised Salary – NE

Jan 2017 – Jan 2020. Source: Emsi

**\$55.26 / hr**

**Job postings in Nebraska advertise an average salary \$1.14 over the national average.**



KEARNEY | LINCOLN | OMAHA | MEDICAL CENTER

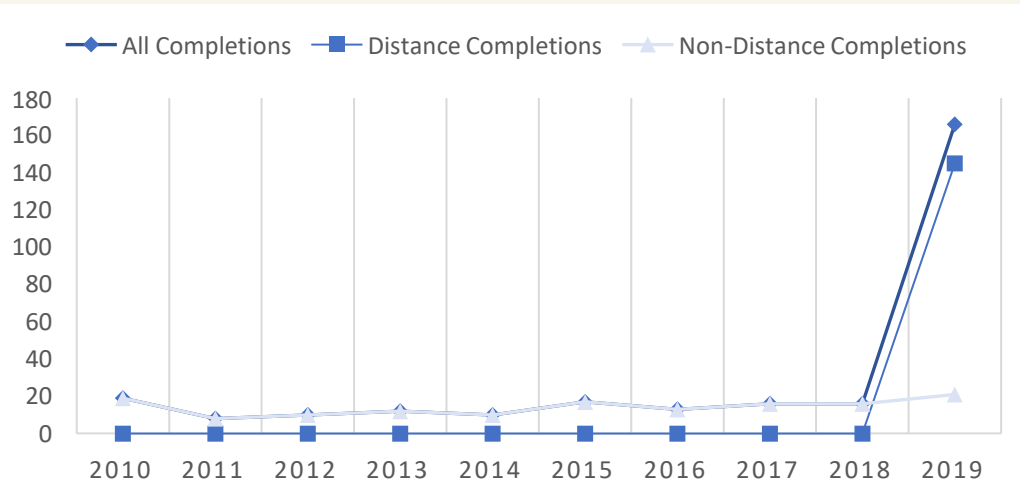
# National Degree Completion Trends

► Based off CIP Code 51.0912 Physician Assistant

*\*\*information on this page reflects institutions reporting program data to this IPEDs' CIP Code. Other peer programs may exist but be reported under other CIP Codes.*

## National Completion Trends

Filtered by **doctoral** completions. Source: Emsi.



## Completions by Institution

Source: Emsi, IPEDS. Data is for online and campus programs.

University of Lynchburg: **137 completions** (82.5% market share)

Baylor University: **21 completions** (12.6% market share)

MCPHS University: **8 completions** (4.8% market share)

Lincoln Memorial University: **0 completions**

## Degree Completions Compound Annual Growth Rate (CAGR)

Filtered by **doctoral** completions. Source: Emsi, IPEDS.

	2014	2015	2016	2017	2018	2019	CAGR
<b>Completions</b>	10	17	13	16	16	166	<b>+75%</b>
<b>Providers</b>	1	1	1	1	2	4	<b>+32%</b>



Completions are growing at a much faster rate than providers indicating high demand for this program. Additional programs are needed to accommodate the number of students.

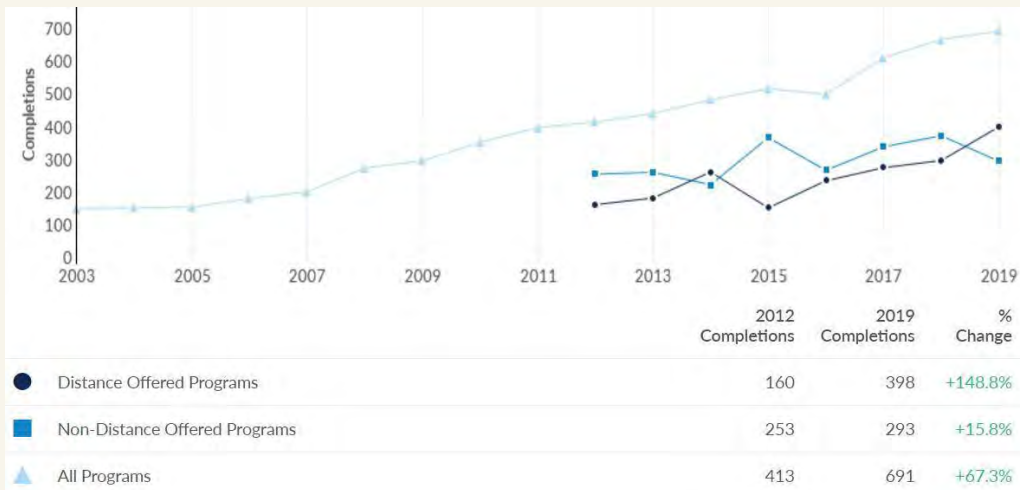
# National Degree Completion Trends

- Based off CIP Codes: **51.00** Health Services/Allied Health/Health Sciences, General; **51.07** Health & Medical Administrative Services; **51.14** Medical Clinical Sciences / Graduate Medical Studies

*\*\*information on this page reflects institutions reporting program data to these IPEDS' CIP Codes. Other peer programs may exist but be reported under other CIP Codes.*

## National Completion Trends

Filtered by **doctoral online** completions. Source: Emsi.



## 2019 Online Completions by Institution – Top 5

Source: Emsi, IPEDS. This data is for online only completions.

AT Still University of Health Sciences: **67 completions** (16.8% market share)

Capella University: **53 completions** (13.3% market share)

Walden University: **52 completions** (13.1% market share)

University of Phoenix-Arizona: **44 completions** (11.1% market share)

University of North Carolina at Chapel Hill: **30 completions** (7.5% market share)

## Degree Completions Compound Annual Growth Rate (CAGR)

Filtered by **distance offered doctoral** completions. Source: Emsi, IPEDS.

	2014	2015	2016	2017	2018	2019	CAGR
<b>Completions</b>	260	150	233	273	295	398	<b>+9%</b>
<b>Providers</b>	15	15	13	14	18	24	<b>+10%</b>



Completions and providers are growing at similar rates indicating ongoing demand for doctorate degree level programs in healthcare.

# Tuition Scan

## Online doctorate degrees for Physician Assistants

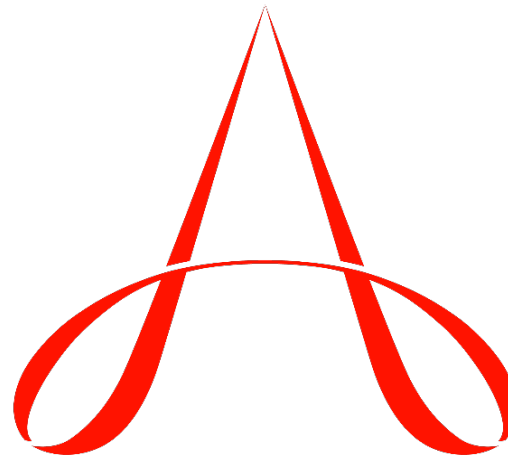
University	Degree / Certificate	Degree	Credit Hours	Resident Tuition Per Credit Hour 2020-2021	Non-Resident Tuition Per Credit Hour 2020-2021	Distance/ Online/ Digital Fee*	Tech Fee*	Library Fee*	Other Fees*	Resident Tuition & Fee Totals 2020-2021	Non-Resident Tuition & Fee Totals 2020-2021	Website
AT Still University	<a href="#">Medical Science</a>	DMSc	36	\$600.00	\$600.00		\$32.00			\$632.00	\$632.00	<a href="#">ATSU Tuition</a>
University of Lynchburg	<a href="#">Medical Science</a>	DMSc	12 months	\$606.00	\$606.00				\$85.00 / term	\$606.00	\$606.00	<a href="#">UL Tuition</a>
<b>University of Nebraska Medical Center</b>	<b>Medical Science</b>	<b>DMSc</b>		<b>\$655.00</b>	<b>\$655.00</b>	<b>\$35.00</b>	<b>\$11.00</b>	<b>\$6.25</b>		<b>\$707.00</b>	<b>\$707.00</b>	<b><a href="#">UNMC Tuition</a></b>
Touro University	<a href="#">Physician Assistant</a>	DPA	42	\$700.00	\$700.00					\$700.00	\$700.00	<a href="#">TU Tuition</a>
Lincoln Memorial University	<a href="#">Medical Science (Blended)</a>	DMS	45	\$810.00	\$810.00				\$380.00 / term	\$810.00	\$810.00	<a href="#">LMU Tuition</a>
MCPHS University	<a href="#">Physician Assistant Studies</a>	DScPAS	24	\$990.00	\$990.00				\$500 / semester			<a href="#">MCPHS Tuition</a>
Baylor University	<a href="#">Emergency Medicine</a>	DScPAS-EM	18 months	\$1,785	\$1,785					\$1,785	\$1,785	<a href="#">BU Info</a>

\*\*Tuition highlighted in orange are per credit hour estimates from Emsi. Tuition per credit hour not listed on those program's websites.



# Orthopaedic Surgery Milestones

The Accreditation Council for Graduate Medical Education



ACGME

Implementation Date: July 1, 2021

Second Revision: April 2021 First

Revision: August 2013



# Orthopaedic Surgery Milestones

The Milestones are designed only for use in evaluation of residents in the context of their participation in ACGME-accredited residency programs. The Milestones provide a framework for the assessment of the development of the resident in key dimensions of the elements of physician competence in a specialty or subspecialty. They neither represent the entirety of the dimensions of the six domains of physician competency, nor are they designed to be relevant in any other context.

# Orthopaedic Surgery Milestones

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**The ACGME would like to thank the following organizations for their continued support in the development of the Milestones:**

American Board of Orthopaedic Surgery  
American Osteopathic Academy of Orthopedic Surgery  
American Osteopathic Association Council  
of Orthopaedic Residency Directors  
Review Committee for Orthopaedic Surgery

## Understanding Milestone Levels and Reporting

This document presents the Milestones, which programs use in a semi-annual review of resident performance, and then report to the ACGME. Milestones are knowledge, skills, attitudes, and other attributes for each of the ACGME Competencies organized in a developmental framework. The narrative descriptions are targets for resident performance throughout their educational program.

Milestones are arranged into levels. Tracking from Level 1 to Level 5 is synonymous with moving from novice to expert resident in the specialty or subspecialty. For each reporting period, the Clinical Competency Committee will review the completed evaluations to select the milestone levels that best describe each learner's current performance, abilities, and attributes for each subcompetency.

These levels *do not* correspond with post-graduate year of education. Depending on previous experience, a junior resident may achieve higher levels early in his/her educational program just as a senior resident may be at a lower level later in his/her educational program. There is no predetermined timing for a resident to attain any particular level. Residents may also regress in achievement of their milestones. This may happen for many reasons, such as over scoring in a previous review, a disjointed experience in a particular procedure, or a significant act by the resident.

Selection of a level implies the resident substantially demonstrates the milestones in that level, as well as those in lower levels (see the diagram on page vi).

## Additional Notes

Level 4 is designed as a graduation *goal* but *does not* represent a graduation *requirement*. Making decisions about readiness for graduation and unsupervised practice is the purview of the program director. Furthermore, Milestones 2.0 include revisions and changes that preclude using Milestones as a sole assessment in high-stakes decisions (i.e., determination of eligibility for certification or credentialing). Level 5 is designed to represent an expert resident whose achievements in a subcompetency are greater than the expectation. Milestones are primarily designed for formative, developmental purposes to support continuous quality improvement for individual learners, education programs, and the specialty. The ACGME and its partners will continue to evaluate and perform research on the Milestones to assess their impact and value.

Examples are provided for some milestones within this document. Please note: the examples are not the required element or outcome; they are provided as a way to share the intent of the element.

Some milestone descriptions include statements about performing independently. These activities must occur in conformity to ACGME supervision guidelines as described in the Program Requirements, as well as to institutional and program policies. For example, a resident who performs a procedure independently must, at a minimum, be supervised through oversight.

A Supplemental Guide is also available to provide the intent of each subcompetency, examples for each level, assessment methods or tools, and other available resources. The Supplemental Guide, like examples contained within the Milestones, is designed only to assist the program director and Clinical Competency Committee, and is not meant to demonstrate any required element or outcome.

Additional resources are available in the [Milestones](#) section of the ACGME website. Follow the links under “What We Do” at [www.acgme.org](http://www.acgme.org).

The diagram below presents an example set of milestones for one sub-competency in the same format as the ACGME Report Worksheet. For each reporting period, a resident’s performance on the milestones for each sub-competency will be indicated by selecting the level of milestones that best describes that resident’s performance in relation to those milestones.

Practice-Based Learning and Improvement 2: Reflective Practice and Commitment to Personal Growth				
Level 1	Level 2	Level 3	Level 4	Level 5
Accepts responsibility for personal and professional development by establishing goals	Demonstrates openness to performance data (feedback and other input) in order to form goals	Seeks performance data episodically, with adaptability and humility	Intentionally seeks performance data consistently with adaptability and humility	Role models consistently seeking performance data with adaptability and humility
Identifies the factors which contribute to performance deficits	Analyzes and acknowledges the factors which contribute to performance deficits	Institutes behavioral change(s) to improve performance	Considers alternatives to improve performance	Models reflective practice
Actively seeks opportunities to improve	Designs and implements a learning plan, with prompting	Independently creates and implements a learning plan	Integrates performance data to adapt the learning plan	Facilitates the design and implementation of learning plans for others
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <span style="float: right;">Not Yet Completed Level 1 <input type="checkbox"/></span>				

Selecting a response box in the middle of a level implies that milestones in that level and in lower levels have been substantially demonstrated.

Selecting a response box on the line in between levels indicates that milestones in lower levels have been substantially demonstrated as well as **some** milestones in the higher level(s).

**Patient Care 1: Operative Management of Fractures and Dislocations**

Level 1	Level 2	Level 3	Level 4	Level 5
Develops a simple surgical plan, with assistance	Independently develops a simple surgical plan	Independently develops a surgical plan for core procedures that includes identification of potential challenges and technical complexities	Independently develops a surgical plan for complex procedures, including contingencies for complications	Independently plans and performs complex procedures, including management of peri-operative complications
Demonstrates basic surgical skills (e.g., wound closure) and assists with procedures	Performs surgical approach, with minimal assistance	Performs critical steps of core procedures, with assistance	Independently performs core procedures; performs complex procedures, with assistance	Independently performs critical steps of complex procedures
Identifies and reports simple complications	Manages simple complications	Identifies complex complications	Develops a plan for managing complex complications	Develops a plan and implements treatment of complex complications
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not Yet Completed Level 1 <input type="checkbox"/>
				Not Yet Assessable <input type="checkbox"/>

**Patient Care 2: Operative Management of Soft Tissue Pathology**

Level 1	Level 2	Level 3	Level 4	Level 5
Develops a simple surgical plan, with assistance	Independently develops a simple surgical plan	Independently develops a surgical plan for core procedures that includes identification of potential challenges and technical complexities	Independently develops a surgical plan for complex procedures, including contingencies for complications	Independently plans and performs complex procedures, including management of peri-operative complications
Demonstrates basic surgical skills (e.g., wound closure) and assists with procedures	Performs surgical approach, with minimal assistance	Performs critical steps of core procedures, with assistance	Independently performs core procedures; performs complex procedures, with assistance	
Identifies and reports simple complications	Manages simple complications	Identifies complex complications	Develops a plan for managing complex complications	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/>

**Patient Care 3: Operative Management of Degenerative, Infectious, and Neoplastic Conditions**

Level 1	Level 2	Level 3	Level 4	Level 5
Develops a simple surgical plan, with assistance	Independently develops a simple surgical plan	Independently develops a surgical plan for core procedures that includes identification of potential challenges and technical complexities	Independently develops a surgical plan for complex procedures, including contingencies for complications	Independently plans and performs complex procedures, including management of peri-operative complications
Demonstrates basic surgical skills (e.g., wound closure) and assists with procedures	Performs surgical approach, with minimal assistance	Performs critical steps of core procedures, with assistance	Independently performs core procedures; performs complex procedures, with assistance	
Identifies and reports simple complications	Manages simple complications	Identifies complex complications	Develops a plan for managing complex complications	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

Not Yet Completed Level 1   
 Not Yet Assessable



**Patient Care 4: Operative Management of Arthroscopically Treated Conditions**

Level 1	Level 2	Level 3	Level 4	Level 5
Develops a simple surgical plan, with assistance	Independently develops a simple surgical plan	Independently develops a surgical plan for core procedures that includes identification of potential challenges and technical complexities	Independently develops a surgical plan for complex procedures, including contingencies for complications	Independently plans and performs complex procedures, including management of peri-operative complications
Demonstrates basic surgical skills (e.g., wound closure) and assists with procedures	Performs surgical approach, with minimal assistance	Performs critical steps of core procedures, with assistance	Independently performs core procedures; performs complex procedures, with assistance	
Identifies and reports simple complications	Manages simple complications	Identifies complex complications	Develops a plan for managing complex complications	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

Not Yet Completed Level 1   
 Not Yet Assessable

**Patient Care 5: Operative Management of Pediatric Conditions**

Level 1	Level 2	Level 3	Level 4	Level 5
Develops a simple surgical plan, with assistance	Independently develops a simple surgical plan	Independently develops a surgical plan for core procedures that includes identification of potential challenges and technical complexities	Independently develops a surgical plan for complex procedures, including contingencies for complications	Independently plans and performs complex procedures, including management of peri-operative complications
Demonstrates basic surgical skills (e.g., wound closure) and assists with procedures	Performs surgical approach, with minimal assistance	Performs critical steps of core procedures, with assistance	Independently performs core procedures; performs complex procedures, with assistance	
Identifies and reports simple complications	Manages simple complications	Identifies complex complications	Develops a plan for managing complex complications	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/>

**Patient Care 6: Evaluation and Management of the Adult Orthopaedic Patient**

Level 1	Level 2	Level 3	Level 4	Level 5
Obtains a patient history, performs a physical examination and develops a differential diagnosis for patients across clinical settings	Orders and interprets diagnostic testing and consultations based on patient evaluation	Synthesizes a plan to manage healthy patients with straightforward conditions, including operative and non-operative options	Synthesizes a comprehensive plan to manage patients with complex conditions and comorbidities	Develops a clinical pathway or guideline for the management of patients based on demonstrated clinical expertise
Manages patients with straightforward conditions, with direct supervision (e.g., fracture, arthritis)	Manages patients with straightforward conditions, with indirect supervision	Independently manages patients and adapts management plan for changing clinical situation	Leads an orthopaedic team in the management of patients with complex conditions (e.g., periprosthetic femur fractures in the setting of osteoporosis and medical comorbidities, complex elbow instability in the obese patient)	Leads a multidisciplinary team in the management of patients with complex conditions
Recognizes and initiates work-up of emergent conditions (e.g. compartment syndrome, dysvascular limb, cauda equina syndrome)	Formulates and executes a stabilization plan for emergent conditions	Triages management of multiple emergent conditions	Leads an orthopaedic team in the management of emergent conditions (e.g., polytrauma)	

**Comments:**

Not Yet Completed Level 1   
 Not Yet Assessable

**Patient Care 7: Evaluation and Management of the Pediatric Orthopaedic Patient**

Level 1	Level 2	Level 3	Level 4	Level 5
Obtains a patient history, performs a physical examination and develops a differential diagnosis for patients across clinical settings	Orders and interprets diagnostic testing and consultations based on patient evaluation	Synthesizes a plan to manage healthy patients with straightforward conditions, including operative and non-operative options	Synthesizes a comprehensive plan to manage patients with complex conditions and comorbidities	Develops a clinical pathway or guideline for the management of patients based on demonstrated clinical expertise
Manages patients with straightforward conditions, with direct supervision (e.g., fracture, arthritis)	Manages patients with straightforward conditions, with indirect supervision	Independently manages patients and adapts management plan for changing clinical situation	Leads an orthopaedic team in the management of patients with complex conditions (e.g., persistent spine infection after pedicle screw instrumentation in a malnourished patient)	Leads a multidisciplinary team in the management of patients with complex conditions
Recognizes and initiates work-up of emergent conditions (e.g. compartment syndrome, dysvascular limb, cauda equina syndrome)	Formulates and executes a stabilization plan for emergent conditions	Triages management of multiple emergent Conditions	Leads an orthopaedic team in the management of emergent conditions (e.g., polytrauma)	

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Comments:**

Not Yet Completed Level 1

Not Yet Assessable

**Medical Knowledge 1: Orthopaedic Clinical Decision Making**

Level 1	Level 2	Level 3	Level 4	Level 5
Articulates a methodology for clinical reasoning	Demonstrates clinical reasoning to determine treatment goals	Synthesizes information to make clinical decisions for straightforward conditions	Efficiently synthesizes information and integrates reflection to make clinical decisions for complex conditions	Incorporates clinical reasoning to improve care pathways
Identifies resources to direct clinical decisions	Selects and prioritizes relevant resources based on scenario to inform decisions	Integrates evidence-based information to inform diagnostic decision making for straightforward conditions	Integrates evidence-based information to inform diagnostic decision making for complex conditions	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

Not Yet Completed Level 1

Not Yet Assessable

**Medical Knowledge 2: Anatomy and Physiology of Musculoskeletal Conditions**

Level 1	Level 2	Level 3	Level 4	Level 5
Identifies anatomy and pathophysiology of straightforward conditions	Demonstrates knowledge of pathoanatomy, disease classification systems, and natural history for straightforward conditions	Applies knowledge of pathoanatomy and pathophysiology to explain the effects of surgical or non-surgical treatment on patient outcomes for straightforward conditions	Applies comprehensive knowledge of pathoanatomy and pathophysiology to treatment options and patient outcomes for complex conditions	Contributes to peer-reviewed literature on the varying patterns of disease presentation, natural history, and treatment options
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

Not Yet Completed Level 1

Not Yet Assessable

**Systems-Based Practice 1: Patient Safety and Quality Improvement**

Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of common patient safety events	Identifies system factors that lead to patient safety events	Participates in analysis of patient safety events (simulated or actual)	Conducts analysis of patient safety events and offers error prevention strategies (simulated or actual)	Actively engages teams and processes to modify systems to prevent patient safety events
Demonstrates knowledge of how to report patient safety events	Reports patient safety events through institutional reporting systems (simulated or actual)	Participates in disclosure of patient safety events to patients and families (simulated or actual)	Discloses patient safety events to patients and families (simulated or actual)	Role models or mentors others in the disclosure of patient safety events
Demonstrates knowledge of basic quality improvement methodologies and metrics	Describes local quality improvement initiatives	Participates in local quality improvement Initiatives	Demonstrates the skills required to identify, develop, implement, and analyze a quality improvement project	Creates, implements, and assesses quality improvement initiatives at the institutional or community level

**Comments:**

Not Yet Completed Level 1

**Systems-Based Practice 2: System Navigation for Patient-Centered Care**

Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of care coordination	Coordinates care of patients in routine clinical situations effectively using the roles of the interprofessional teams	Coordinates care of patients in complex clinical situations effectively using the roles of their interprofessional Teams	Role models effective coordination of patient-centered care among multidisciplinary teams	Analyzes the process of care coordination and leads in the design and implementation of improvements
Identifies key elements for safe and effective transitions of care and hand-offs	Performs safe and effective transitions of care/hand-offs in straightforward clinical situations	Performs safe and effective transitions of care/hand-offs in complex clinical situations	Role models and advocates for safe and effective transitions of care/hand-offs	Improves quality of transitions of care within and across health care delivery systems to optimize patient outcomes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

Not Yet Completed Level 1



**Systems-Based Practice 3: Physician Role in Health Care Systems**

Level 1	Level 2	Level 3	Level 4	Level 5
Describes basic health payment systems, including government, private, public, and uninsured care as well as different practice models	Describes how working within the health care system impacts patient care, including billing and coding	Analyzes how personal practice affects the system (e.g., length of stay, readmission rates, clinical efficiency)	Uses shared decision making in patient care, taking into consideration costs to the patient	Participates in advocacy activities for health policy
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:** Not Yet Completed Level 1

**Practice-Based Learning and Improvement 1: Evidence-Based and Informed Practice**

Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates how to access and use available evidence, and incorporate patient preferences and values in order to take care of a straightforward condition	Articulates clinical questions and elicits patient preferences and values in order to guide evidence-based care	Locates and applies the best available evidence, integrated with patient preference, to the care of complex conditions	Critically appraises and applies evidence even in the face of uncertainty and conflicting evidence to guide care, tailored to the individual patient	Coaches others to critically appraise and apply evidence for complex conditions; and/or participates in the development of guidelines
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Comments:</b></p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p>				

**Practice-Based Learning and Improvement 2: Reflective Practice and Commitment to Personal Growth**

Level 1	Level 2	Level 3	Level 4	Level 5
Accepts responsibility for personal and professional development by establishing goals	Demonstrates openness to feedback and other input in order to inform goals	Responds to feedback and other input episodically, with adaptability, and humility	Actively seeks feedback and other input with adaptability, and humility	Role models consistently seeking feedback and other input with adaptability and humility
Identifies the strengths, deficiencies and limitations in one's knowledge and expertise	Analyzes and reflects on the strengths, deficiencies and limitations in one's knowledge and expertise to design a learning plan, with assistance	Creates and implements a learning plan to optimize educational and professional development	Uses ongoing reflection, feedback, and other input to measure the effectiveness of the learning plan and when necessary, improves it	Coaches others on reflective practice
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:** Not Yet Completed Level 1

**Professionalism 1: Professional Behavior and Ethical Principles**

Level 1	Level 2	Level 3	Level 4	Level 5
Identifies and describes inciting events for professionalism lapses	Demonstrates insight into professional behavior in straightforward situations	Demonstrates professional behavior in complex situations	Recognizes situations that may promote professionalism lapses and intervenes to prevent lapses in self and others	Coaches others when their behavior fails to meet professional expectations
Demonstrates knowledge of the ethical principles underlying patient care (e.g., informed consent, surrogate decision making, advance directives, confidentiality, error disclosure, stewardship of limited resources, and related topics)	Applies ethical principles in straightforward situations and takes responsibility for lapses	Integrates ethical principles and recognizes the need to seek help in complex situations	Recognizes and uses appropriate resources for managing and resolving ethical dilemmas (e.g., ethics consultations, literature review, risk management/legal consultation)	Identifies and seeks to address system-level factors that induce or exacerbate ethical problems or impede their resolution

**Comments:**

Not Yet Completed Level 1

Professionalism 2: Accountability/Conscientiousness				
Level 1	Level 2	Level 3	Level 4	Level 5
Reliably arrives to clinical activities on time and describes strategies for ensuring timely task completion	Performs tasks and responsibilities in a timely manner with appropriate attention to detail in straightforward situations	Prioritizes tasks and responsibilities in a timely manner with appropriate attention to detail in complex situations	Recognizes barriers that may impact others' ability to complete tasks and responsibilities in a timely manner	Develops processes to enhance other's ability to efficiently complete patient care tasks and responsibilities
Responds promptly to requests or reminders to complete tasks and responsibilities	Completes tasks and responsibilities without reminders	Proactively completes tasks and responsibilities to ensure that the needs of patients, teams, and systems are met		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Professionalism 3: Well-Being				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes the importance of addressing personal and professional well-being (e.g., physical and emotional health)	Lists available resources for personal and professional well-being  Describes institutional resources that are meant to promote well-being	Discusses a plan to promote personal and professional well-being with institutional support  Recognizes which institutional factors affect well-being	Independently develops a plan to promote personal and professional well-being  Describes institutional factors that positively and/or negatively affect well-being	Creates institutional level interventions that promote colleagues' well-being  Describes institutional programs designed to examine systemic contributors to burnout
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

This subcompetency is not intended to evaluate a resident's well-being, but to ensure each resident has the fundamental knowledge of factors that impact well-being, the mechanisms by which those factors impact well-being, and available resources and tools to improve well-being.

**Interpersonal and Communication Skills 1: Patient- and Family-Centered Communication**

Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates respect and establishes rapport with patient and family (e.g., situational awareness of language, disability, health literacy level, cultural)	Establishes a therapeutic relationship in straightforward encounters	Establishes a therapeutic relationship in challenging encounters (e.g., shared decision making)	Facilitates difficult discussions to patients and families, (e.g., explaining complications, therapeutic uncertainty)	Coaches others in the facilitation of difficult conversations
Communicates with patients and their families in an understandable and respectful manner	Identifies barriers to effective communication (e.g., health literacy, cultural)	When prompted, reflects on personal biases while attempting to minimize communication barriers	Recognizes biases and integrates patient's viewpoint and autonomy to ensure effective communication	Mentors others in situational awareness and critical self-reflection
Demonstrates basic understanding of informed consent process	Answers questions about straightforward treatment plans, with assistance	Counsels patient through decision-making process for straightforward Conditions	Counsels patient through decision-making process for complex conditions	Counsels patient through decision-making process for uncommon conditions

**Comments:**

Not Yet Completed Level 1

**Interpersonal and Communication Skills 2: Interprofessional and Team Communication**

Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes the value and role of each team member and respectfully interacts with all members of health care team	Communicates in a professional and productive manner to facilitate teamwork (e.g., active listening, updates in timely fashion)	Actively recognizes and mitigates communication barriers and biases with the health care team	Facilitates respectful communications and conflict resolution with the multidisciplinary health care team	Exemplar of effective and respectful communication strategies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

Not Yet Completed Level 1



**Interpersonal and Communication Skills 3: Communication within Health Care Systems**

Level 1	Level 2	Level 3	Level 4	Level 5
Accurately records information in the patient record while safeguarding patient personal health information	Demonstrates accurate, timely, and efficient use of electronic health record to communicate with the health care team  Uses appropriate communication methods (e.g., face-to-face, voice, electronic)	Concisely reports diagnostic and therapeutic reasoning while incorporating relevant outside data  Respectfully initiates communications about concerns in the system	Independently communicates via written or verbal methods based on urgency and context  Uses appropriate channels to offer clear and constructive suggestions to improve the system	Facilitates improved written and verbal communication of others  Guides departmental or institutional communication around policies and procedures
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:** Not Yet Completed Level 1

**TABLE 1: REVENUE SOURCES FOR PROJECTED EXPENSES - DOCTORATE OF MEDICAL SCIENCES**

	2024	2025	2026	2027	2028	<b>Total</b>
	Year 1	Year 2	Year 3	Year 4	Year 5	
Existing Funds <sup>1</sup>	\$148,909					\$148,909
Required New Public Funds <sup>2</sup>	0	\$0	0	0	0	\$0
1. State Funds						\$0
2. Local Tax Funds (community colleges)						\$0
Tuition and Fees <sup>3</sup>	\$567,600	\$893,426	\$1,085,724	\$1,263,862	\$1,449,911	\$5,260,523
Other Funding <sup>4</sup>						\$0
1						\$0
2						\$0
3						\$0
<b>Total Revenue</b>	<b>\$716,509</b>	<b>\$893,426</b>	<b>\$1,085,724</b>	<b>\$1,263,862</b>	<b>\$1,449,911</b>	<b>\$5,409,432</b>

<sup>1</sup> Funds from college auxiliary activities will be used to cover the shortfall in revenue during the first year of the program.

<sup>2</sup> No new public funds are required.

<sup>3</sup> Tuition generation is based on the \$710 per credit hour inflated at 2.5% per year. Fees are limited to the NU Online per credit hour fee of \$35. and a UNMC 5% tax on online programs.

<sup>4</sup> N/A

NOTE: Where appropriate, show calculations and/or formulas that were used to project new revenue; e.g. number of new students projected multiplied by tuition and fees.

Tuition and Fees Calculation	Academic Year				
	2024	2025	2026	2027	2028
# FT students matriculating annually taking 31 CH	20	20	20	20	20
# FT year-2 students taking 9 CH		20	20	20	20
# PT students taking 18 CH year 2	10	15	20	25	30
# PT students taking 16 CH year 1		10	15	20	25
# PT students taking 6 CH year 3			10	15	20
CH generated	800	1230	1460	1660	1860
Tuition generated (\$710/CH)	\$568,000	\$895,133	\$1,089,078	\$1,269,223	\$1,457,695
NU online course fee @ \$35/CH	\$28,000	\$43,050	\$51,100	\$58,100	\$65,100
UNMC online program fee 5%	\$(28,400)	\$(44,757)	\$(54,454)	\$(63,461)	\$(72,885)
<b>Total Revenue</b>	<b>\$567,600</b>	<b>\$893,426</b>	<b>\$1,085,724</b>	<b>\$1,263,862</b>	<b>\$1,449,911</b>

Projecting 20 full-time students and 10 part-time students in AY 24, increasing part-time enrollment by 5 students per year until full enrollment of 30 part-time students per cohort is achieved in 2027.

**TABLE 3: PROJECTED EXPENSES - DOCTORATE OF MEDICAL SCIENCES**

	2024 Year 1		2025 Year 2		2026 Year 3		2027 Year 4		2028 Year 5		Total	
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
<b>Personnel</b>												
Faculty <sup>1</sup>	2.5	\$409,600	3	\$498,560	3.25	\$551,368	4.00	\$689,210	4	\$706,440		\$2,855,178
Professional <sup>2</sup>												\$0
Graduate assistants												\$0
Support staff	1.5	\$94,060	1.5	\$104,304	2.00	\$143,894	2.00	\$147,491	2.5	\$181,533		\$671,282
Subtotal		\$503,660		\$602,864		\$695,262		\$836,701		\$887,973		\$3,526,460
<b>Operating</b>												
General Operating <sup>3</sup>		\$195,449		\$252,570		\$264,631		\$315,308		\$309,806		\$1,337,764
Equipment <sup>4</sup>		\$0		\$0		\$0		\$0		\$0		\$0
New or renovated space <sup>5</sup>		\$0		\$0		\$0		\$0		\$0		\$0
Library/Information Resources <sup>6</sup>						\$0		\$0		\$0		\$0
Other <sup>7</sup> Adjunct stipends		\$17,400		\$35,670		\$54,810		\$74,820		\$95,700		\$278,400
Subtotal		\$212,849		\$288,240		\$319,441		\$390,128		\$405,506		\$1,616,164
<b>Total Expenses</b>		\$716,509		\$891,104		\$1,014,703		\$1,226,829		\$1,293,479		<b>\$5,142,623</b>

<sup>1</sup> Includes a 1.0 FTE Program Director and 3 additional faculty. Salaries are inflated at 2.5% per year.

<sup>2</sup> NA

<sup>3</sup> Includes additional funds for marketing and recruiting for the new program in the first four years as well as general office supplies, professional development, miscellaneous expenses.

<sup>4</sup> Program is delivered online, no new equipment needs are anticipated.

<sup>5</sup> Program will be delivered online, no renovations or additional space is required.

<sup>6</sup> No new resources are anticipated.

<sup>7</sup> Some instruction will be provided by courtesy and adjunct faculty who will be paid stipends. Stipends are inflated at 2.5% per year.

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

Business and Finance Committee

MEETING DATE: June 22, 2023

SUBJECT: Fund B, University Program and Facilities Fee (UPFF):  
2023-24 Allocation for the University of Nebraska at Kearney (UNK)

RECOMMENDED ACTION: Approve the Fund B, University Program and Facilities Fee (UPFF)  
2023-24 Allocation for the University of Nebraska at Kearney (UNK)

UPFF Fund B Category	Approved Allocation 2022-23	Recommended Allocation 2023-24	
Health Services	\$930,000	\$1,000,000	
Student Events	765,000	765,000	
Facilities	650,000	690,000	
Union	340,000	370,000	
Wellness Center	460,000	470,000	
TOTAL	<u>\$3,145,000</u>	<u>\$3,295,000</u>	
Cost/FT Student Per Semester	\$438	\$458	<u>Increase</u> \$20

PREVIOUS ACTION: June 23, 2022 – The Board of Regents approved the 2022-23 Fund B allocation.

EXPLANATION: General policies governing the administration of the University Program and Facilities Fees are set forth in §5.9 of *the Board of Regents' Policies of the University of Nebraska*. This recommended allocation received appropriate student and administrative reviews as directed by Board of Regents' policy. The proposed allocations are based on the UPFF fees to be collected in 2023-24.

SPONSOR: Jon C. Watts  
Vice Chancellor for Business & Finance

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

DATE: May 18, 2023

TO: The Board of Regents Addendum XI-B-2  
 Business and Finance Committee

MEETING DATE: June 22, 2023

SUBJECT: Fund B University Program and Facilities Fees (UPFF):  
 2023-24 Allocation for the University of Nebraska-Lincoln (UNL)

RECOMMENDED ACTION: Approve the Fund B UPFF 2023-24 Allocation for UNL

	Approved Allocation	Recommended Allocation	
<u>Fund B Category</u>	<u>2022-23</u>	<u>2023-24</u>	
Existing Debt Service	\$ 4,245,625	\$ 4,245,625	
Campus Recreation	9,392,611	9,520,581	
Nebraska Unions	5,178,543	5,180,043	
Transit Services	1,164,107	1,205,037	
Univ. Health Center	4,989,658	5,133,799	
Counseling and Psychological Services	2,295, 819	2,545,819	
 TOTAL	 <u>\$27,266,363</u>	 <u>\$ 27,830,904</u>	
 Cost/Student/Semester:	 619.19	 \$643.22	 <u>Increase</u> \$24.03

PREVIOUS ACTION: June 23, 2022 – The Board of Regents approved the 2022-23 Fund B Allocation.

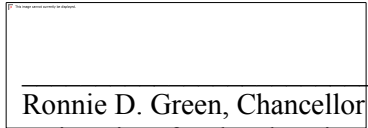
EXPLANATION: General policies governing the administration of University Program and Facilities Fees are set forth in Chapter 5.9 of the Board of Regents' Policies. This recommended allocation received appropriate student and administrative reviews as directed by the Board of Regents policy. The proposed allocations are based on UPFF fees to be collected in 2023-24.

The fee increase is the result of an expansion of counseling and psychological services and the impact of the required minimum wage increase.

This item has been reviewed by the Business and Finance Committee.

SPONSORS: Laurie Bellows  
 Vice Chancellor for Student Affairs  
  
 Michael Zeleny  
 Vice Chancellor for Business and Finance

RECOMMENDED:

  
Ronnie D. Green, Chancellor  
University of Nebraska-Lincoln

DATE:

May 18, 2023

TO: The Board of Regents Addendum XI-B-3  
Business and Finance Committee

MEETING DATE: June 22, 2023

SUBJECT: Fund B, University Program and Facilities Fees (UPFF):  
2023-2024 Allocation for the University of Nebraska Medical Center (UNMC)

RECOMMENDED ACTION: Approve the Fund B, University Program and Facilities Fee (UPFF) 2023-2024 Allocation for the University of Nebraska Medical Center

UPFF Fund B <u>Category</u>	Approved Allocation <u>2022-23</u>	Recommended Allocation <u>2023-24</u>
Student Health Svcs	\$404,010	\$404,010
Supplemental Counseling	38,400	38,400
Campus Recreation	<u>223,125</u>	<u>249,900</u>
TOTAL	<u>\$665,535</u>	<u>\$692,310</u>

<u>Cost/Student/Semester</u>			<u>Increase</u>
Full-time:	\$162.25	\$169.75	\$7.50
Part-time:	\$112.50	\$120.00	\$7.50

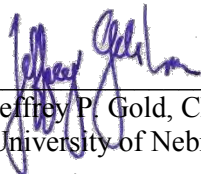
PREVIOUS ACTION: June 23, 2022 – The Board of Regents approved the 2022-23 Fund B allocation.

EXPLANATION: The 2023-2024 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 2022-23 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 \$70.00/semester and maintain the Fund B Student Health Services/Supplemental Counseling Fee at \$99.75/semester.

SPONSOR: Anne C. Barnes  
Vice Chancellor for Business, Finance and Business Development

RECOMMENDED:

  
\_\_\_\_\_  
Jeffrey P. Gold, Chancellor  
University of Nebraska Medical Center

DATE: May 18, 2023



TO: The Board of Regents Addendum XI-B-4  
 Business and Finance Committee

MEETING DATE: June 22, 2023

SUBJECT: Fund B, University Program and Facilities Fees (UPFF)  
 2023-24 Allocation for the University of Nebraska at Omaha (UNO)

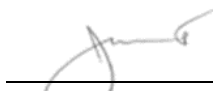
RECOMMENDED ACTION: Approve the Fund B, University Program and Facilities Fees (UPFF)  
 2023-24 Allocation for the University of Nebraska at Omaha (UNO)

UPFF Fund B Category	Approved Allocation <u>2022-23</u>	Recommended Allocation <u>2023-24</u>
Campus Recreation	\$1,669,475	\$1,627,285
Student Activities	798,579	912,940
Milo Bail Student Center	851,192	806,325
Milo Bail Student Center Bond Issue	999,428	999,430
H&K Addition/Renovation Bond Issue	3,050,690	3,050,690
Athletics	1,800,967	1,728,750
Health Services	1,478,656	1,175,755
Facilities	653,521	640,160
Transit Services	<u>1,767,983</u>	<u>1,767,985</u>
TOTAL	<u>\$13,070,491</u>	<u>\$12,709,320</u>
Cost/Student Per Semester	\$500.00	\$520.00
		<u>Increase</u> \$20.00

PREVIOUS ACTION: June 23, 2022 – The Board of Regents approved the Fund B, University Program and Facilities Fees (UPFF) 2022-23 Allocation for the University of Nebraska at Omaha (UNO)

EXPLANATION: General policies governing the administration of the University Program and Facilities Fees are set forth in § 5.9 of the *Board of Regents’ Policies of the University of Nebraska*. This recommended allocation received appropriate student and administrative reviews as directed by Board of Regents policy. The proposed allocation is based on actual UPFF fees collected in 2022-23 and adjusted for the proposed 4% increase.

SPONSORS: Carol A. Kirchner  
 Vice Chancellor for Business and Finance  
  
 Cathy Pettid  
 Associate Vice Chancellor for Student Life and Wellbeing

RECOMMENDED:   
 \_\_\_\_\_  
 Joanne Li, Chancellor  
 University of Nebraska at Omaha

DATE: May 18, 2023

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

Business and Finance Committee

MEETING DATE: June 22, 2023

SUBJECT: FY2023-24 Operating Budget

RECOMMENDED ACTION: Approve the University of Nebraska's FY 2023-24 Operating Budget; and reappropriate with the State of Nebraska's Department of Administrative Services any unexpended balances existing on June 30, 2023, that are committed to be spent in FY 2023-24.

PREVIOUS ACTION: 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.

EXPLANATION: Higher education is at something of a crossroads. The University of Nebraska is no exception. On the spending side, inflation is putting intense pressure on our operating and payroll costs. Meanwhile, our enrollment declines have resulted in lower revenues than we projected, and we anticipate growth in state funding will be muted for the foreseeable future.

We are not alone in facing these challenges. Most of our peers in the Big Ten and across the country are navigating similar headwinds as costs rise, revenue sources dwindle, and public narratives around the value of higher education shift.

Our task is to separate ourselves in how we respond.

The FY 2023-24 operating budget is part of an overarching plan that the Board of Regents has tasked President Carter with building to transform the University of Nebraska into a more competitive, collaborative, efficient and flexible institution.

Key elements of the FY 2023-24 operating budget include:

- A 3% increase in the state-aided budget, significantly lower than inflation. We plan to implement \$27 million in permanent state-aided spending cuts, the result of inflationary pressures being put on operating and payroll costs. For planning purposes, we anticipate an additional \$30 million challenge in FY 2024-25, bringing the total budgetary budget cut challenge to nearly \$58 million over the next two years.
- A 3% merit salary pool for faculty and staff. We know that providing competitive compensation is a key strategy for recruiting and retaining talent.
- An additional \$2 million of state supported funding for the Career Scholarship program.
- A tuition increase for students paying full sticker price and taking a full 30 student credit hour load of:
  - \$270 per academic year for UNL undergraduate students
  - \$240 per academic year for UNO undergraduate students
  - \$210 per academic year for UNK undergraduate students


Affordability and accessibility remain the University's top priority, and this increase, which averages to be a 3.5% increase over the prior year, will ensure Nebraska's tuition rates remain low when compared to peers and others across the country.

Expenditures, including compensation, are estimated and subject to the availability of state funds appropriated to the Board of Regents.

SPONSORS:

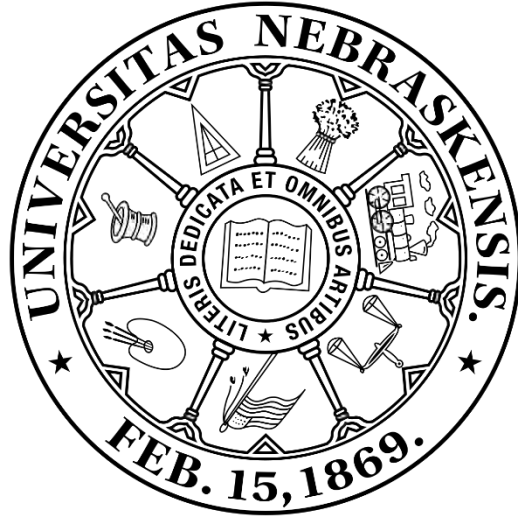
Chris J. Kabourek  
Senior Vice President | CFO

RECOMMENDED:

  
Walter E. Carter, President  
University of Nebraska System

DATE:

May 18, 2023



# **University of Nebraska 2023-2024 Operating Budget**

**Proposal to the Board of Regents  
June 22, 2023**

# 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 2023-24**

(Operating Budget Supported Primarily by State Appropriations and Tuition Funds)

	FY 2022-23		FY 2023-24			FY 2024-25 DRAFT For Planning Purposes			
	Beginning Budget	Updated with Enrollment	Proposed Budget	Change		Planning Budget	Change		
				Amount	Percent		Amount	Percent	
<b>ESTIMATED FUNDING</b>								(a)	
State Appropriations	\$ 646,140,393	\$ 646,140,393	\$ 664,144,540	\$ 18,004,147	2.8%	\$ 695,153,547	\$ 31,009,007	4.7%	(b)
Net Tuition (less University Remissions)									
Resident	222,631,210	213,747,371	221,228,530	7,481,159	3.5%	221,228,530	TBD		(c)
Nonresident & International	142,136,205	131,698,185	136,311,668	4,613,483	3.5%	136,311,668	TBD		(c)
Tuition subtotals	364,767,415	345,445,556	357,540,198	12,094,642	3.5%	357,540,198	-	0.0%	(c)
Investment Income, other cash funds	19,521,491	19,126,860	19,126,860	-	0.0%	19,126,860	-	0.0%	
<b>Total Revenues</b>	<b>1,030,429,299</b>	<b>1,010,712,809</b>	<b>1,040,811,598</b>	<b>30,098,789</b>	<b>3.0%</b>	<b>1,071,820,605</b>	<b>31,009,007</b>	<b>3.0%</b>	
<b>EXPENDITURES:</b>									(d)
<b>Core Operations</b>									
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%	108,830,077	9,893,643	10.0%	(f)
Total Compensation	-	844,566,362	878,257,985	33,691,623	4.0%	911,531,275	33,273,290	3.8%	
General Operations	-	112,422,342	118,043,459	5,621,117	5.0%	122,765,197	4,721,738	4.0%	(g)
Utilities	-	47,940,595	50,337,625	2,397,030	5.0%	52,351,130	2,013,505	4.0%	(g)
<b>Core Operations</b>	<b>-</b>	<b>1,004,929,299</b>	<b>1,046,639,069</b>	<b>41,709,770</b>	<b>4.2%</b>	<b>1,086,647,602</b>	<b>40,008,533</b>	<b>3.8%</b>	
<b>University Priorities:</b>									(h)
Nebraska Promise	-	19,000,000	19,665,000	665,000	3.5%	19,665,000	-	0.0%	
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		
0.25% Contingency	-	-	-	-		3,000,000	3,000,000		
<b>Legislative Designations:</b>									(i)
Career Scholarships	-	6,000,000	8,000,000	2,000,000		8,000,000	-		
Rural Health Complex in Kearney	-	500,000	500,000	-		15,000,000	14,500,000		
Expenditure cuts in progress		(10,770,191)	(10,770,191)	-		(10,770,191)	-	0.0%	(j)
<b>Total Expenses</b>	<b>-</b>	<b>1,019,659,108</b>	<b>1,068,033,878</b>	<b>48,374,770</b>	<b>4.7%</b>	<b>1,129,542,411</b>	<b>61,508,533</b>	<b>5.8%</b>	
<b>NET ACTIVITY</b>		<b>\$ (8,946,299)</b>	<b>\$ (27,222,280)</b>	<b>\$ (18,275,981)</b>		<b>\$ (57,721,806)</b>	<b>\$ (30,499,526)</b>		

**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 legislative designations for career scholarships and operating funds for the Rural Health Complex in Kearney.
- (c) The 2023-24 tuition budget includes a proposed 3.5% tuition rate increase. Enrollment is projected to be flat. No assumption has been made for 2024-25 tuition rates.
- (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 15% increase in premiums in calendar year 2024. Overall budget increase of 12.5% is based on a fiscal year period, including six months (July-Dec 2023) of current premium increases at 10% and six months (Jan-June 2024) at 15%.
- (g) Assumes a 5.0% increase in inflation, which is currently the annual change in the CPI.
- (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.
- (i) Legislative Designations include:
  - Funding for Career Scholarships, which reflects the fourth and final year of funding.
  - Operating funds for the new UNMC Rural Health Medical programs located on the UNK campus.
- (j) As identified in Chancellor Green's June 1, 2023 memorandum to the UNL Academic Planning Committee (<https://www.unl.edu/chancellor/approval-of-proposed-budget-reductions>)

**University of Nebraska (Excluding NCTA)**  
**Total Budget - All Funds**  
**FY 2023-24**

	FY 2022-23 Budget	FY 2023-24 Estimated Budget	Change Amount
<b>General Fund Budget (state/tuition)</b>	\$ 1,010,712,809	\$ 1,040,811,598	\$ 30,098,789
<b>Outside Revenues:</b>			
Designated Cash Funds	102,760,000	117,850,000	15,090,000 (a)
Revolving/Auxiliary Funds	807,240,000	868,195,000	60,955,000 (b)
Restricted Federal Funds	626,320,000	717,460,000	91,140,000 (c)
Restricted Trust Funds	504,290,000	567,752,000	63,462,000 (d)
Subtotals	2,040,610,000	2,271,257,000	230,647,000
<b>TOTALS</b>	<b>\$ 3,051,322,809</b>	<b>\$ 3,312,068,598</b>	

(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	2022-23 Rate	2023-24 Rate	Change
<b>Undergraduate</b>				
Resident	Sem. Credit Hr.	\$259.00	\$268.00	\$9.00
Nonresident	Sem. Credit Hr.	\$830.00	\$859.00	\$29.00
<b>Graduate</b>				
Resident	Sem. Credit Hr.	\$341.00	\$353.00	\$12.00
Nonresident	Sem. Credit Hr.	\$996.00	\$1,031.00	\$35.00
<b>College of Architecture Undergraduate</b>				
Resident	Sem. Credit Hr.	\$349.00	\$361.00	\$12.00
Nonresident	Sem. Credit Hr.	\$1,061.00	\$1,098.00	\$37.00
<b>College of Architecture Graduate</b>				
Resident	Sem. Credit Hr.	\$452.00	\$468.00	\$16.00
Nonresident	Sem. Credit Hr.	\$1,267.00	\$1,311.00	\$44.00
<b>College of Business Administration Undergraduate</b>				
Resident	Sem. Credit Hr.	\$321.00	\$332.00	\$11.00
Nonresident	Sem. Credit Hr.	\$1,028.00	\$1,064.00	\$36.00
<b>College of Business Administration Graduate</b>				
Resident	Sem. Credit Hr.	\$422.00	\$437.00	\$15.00
Nonresident	Sem. Credit Hr.	\$1,232.00	\$1,275.00	\$43.00
<b>College of Engineering Undergraduate</b>				
Resident	Sem. Credit Hr.	\$371.00	\$384.00	\$13.00
Nonresident	Sem. Credit Hr.	\$1,082.00	\$1,120.00	\$38.00
<b>College of Engineering Graduate</b>				
Resident	Sem. Credit Hr.	\$472.00	\$489.00	\$17.00
Nonresident	Sem. Credit Hr.	\$1,285.00	\$1,330.00	\$45.00
<b>Law</b>				
Resident	Sem. Credit Hr.	\$406.00	\$420.00	\$14.00
Nonresident	Sem. Credit Hr.	\$1,094.00	\$1,132.00	\$38.00



## University of Nebraska at Omaha

Student Category	Per Tuition Unit	2022-23 Rate	2023-24 Rate	Change
<b>Undergraduate</b>				
Resident	Sem. Credit Hr.	\$235.00	\$243.00	\$8.00
Nonresident	Sem. Credit Hr.	\$738.00	\$764.00	\$26.00
<b>Graduate</b>				
Resident	Sem. Credit Hr.	\$341.00	\$353.00	\$12.00
Nonresident	Sem. Credit Hr.	\$820.00	\$849.00	\$29.00
<b>College of Business Administration Undergraduate</b>				
Resident	Sem. Credit Hr.	\$305.00	\$316.00	\$11.00
Nonresident	Sem. Credit Hr.	\$842.00	\$871.00	\$29.00
<b>College of Business Administration Graduate</b>				
Resident	Sem. Credit Hr.	\$393.00	\$407.00	\$14.00
Nonresident	Sem. Credit Hr.	\$968.00	\$1,002.00	\$34.00
<b>College of Information Science &amp; Technology Undergraduate</b>				
Resident	Sem. Credit Hr.	\$283.00	\$293.00	\$10.00
Nonresident	Sem. Credit Hr.	\$884.00	\$915.00	\$31.00
<b>College of Information Science &amp; Technology Graduate</b>				
Resident	Sem. Credit Hr.	\$356.00	\$368.00	\$12.00
Nonresident	Sem. Credit Hr.	\$994.00	\$1,029.00	\$35.00

## University of Nebraska at Kearney

Student Category	Per Tuition Unit	2022-23 Rate	2023-24 Rate	Change
<b>Undergraduate</b>				
Resident	Sem. Credit Hr.	\$209.00	\$216.00	\$7.00
Nonresident	Sem. Credit Hr.	\$455.00	\$471.00	\$16.00
<b>Graduate</b>				
Resident	Sem. Credit Hr.	\$259.00	\$268.00	\$9.00
Nonresident	Sem. Credit Hr.	\$569.00	\$589.00	\$20.00

## University of Nebraska Medical Center

Student Category	Per Tuition Unit	Programs Starting in 2022/2023	Programs Starting in 2023/2024	\$ Change
<b>Undergraduate</b>				
Resident	Per Credit Hour	\$259	\$268	\$9
NonResident	Per Credit Hour	\$815	\$844	\$29
<b>Graduate</b>				
Resident	Per Credit Hour	\$341	\$353	\$12
NonResident	Per Credit Hour	\$977	\$1,011	\$34
<b>Allied Health - Cardiovascular Interventional Technology (CVIT) (Semester)</b>				
Resident	Flat Rate	\$4,398	\$4,552	\$154
NonResident	Flat Rate	\$4,398	\$4,552	\$154
<b>Allied Health - Clinical Perfusion (CLPR) (Semester)</b>				
Resident	Flat Rate	\$6,681	\$6,915	\$234
NonResident	Flat Rate	\$17,363	\$17,971	\$608
<b>Allied Health - Clinical Perfusion (CLPR) (Summer)</b>				
Resident	Flat Rate	\$2,968	\$3,072	\$104
NonResident	Flat Rate	\$7,717	\$7,987	\$270
<b>Allied Health - Cytotechnology (CYTO) (Semester)</b>				
Resident	Flat Rate	\$5,412	\$5,601	\$189
NonResident	Flat Rate	\$14,066	\$14,558	\$492
<b>Allied Health - Cytotechnology (CYTO) (Summer)</b>				
Resident	Flat Rate	\$1,203	\$1,245	\$42
NonResident	Flat Rate	\$3,125	\$3,234	\$109
<b>Allied Health - Diagnostic Medical Sonography (SONCAH) (Semester)</b>				
Resident	Flat Rate	\$4,656	\$4,819	\$163
NonResident	Flat Rate	\$4,656	\$4,819	\$163
<b>Allied Health - Diagnostic Medical Sonography (SONCAH) (Summer)</b>				
Resident	Flat Rate	\$1,035	\$1,071	\$36
NonResident	Flat Rate	\$1,035	\$1,071	\$36
<b>Allied Health - Genetic Counseling (GCI) (Semester)</b>				
Resident	Flat Rate	\$6,550	\$6,779	\$229
NonResident	Flat Rate	\$11,525	\$11,928	\$403
<b>Allied Health - Genetic Counseling (GCI) (Summer)</b>				
Resident	Flat Rate	\$2,911	\$2,911	\$0
NonResident	Flat Rate	\$5,122	\$5,122	\$0
<b>Allied Health - Magnetic Resonance Imaging (MRICAH) (Semester)</b>				
Resident	Flat Rate	\$4,139	\$4,284	\$145
NonResident	Flat Rate	\$4,139	\$4,284	\$145
<b>Allied Health - Medical Laboratory Science (MLS) (Semester)</b>				
Resident	Flat Rate	\$5,562	\$5,757	\$195
NonResident	Flat Rate	\$5,562	\$5,757	\$195
<b>Allied Health - Medical Nutrition (MNED) (Semester)</b>				
Resident	Flat Rate	\$5,312	\$5,498	\$186
NonResident	Flat Rate	\$8,187	\$8,474	\$287
<b>Allied Health - Medical Nutrition (MNED) (Summer)</b>				
Resident	Flat Rate	\$1,771	\$1,833	\$62
NonResident	Flat Rate	\$2,729	\$2,825	\$96
<b>Allied Health - Occupational Therapy (OT) (Semester)</b>				
Resident	Flat Rate	\$8,662.00	\$8,965	\$303
NonResident	Flat Rate	\$15,240.00	\$15,773	\$533
<b>Allied Health - Occupational Therapy (OT) (Summer)</b>				
Resident	Flat Rate	\$1,925.00	\$1,992	\$67
NonResident	Flat Rate	\$3,387.00	\$3,506	\$119
<b>Allied Health - Physical Therapy (Semester)</b>				
Resident	Flat Rate	\$8,086	\$8,369	\$283
NonResident	Flat Rate	\$14,227	\$14,725	\$498
<b>Allied Health - Physical Therapy (Summer)</b>				
Resident	Flat Rate	\$4,620	\$4,782	\$162
NonResident	Flat Rate	\$8,130	\$8,415	\$285
<b>Allied Health - Physician Assistant (Semester)</b>				
Resident	Flat Rate	\$8,322	\$8,613	\$291
NonResident	Flat Rate	\$21,627	\$22,384	\$757
<b>Allied Health - Physician Assistant (Summer)</b>				
Resident	Flat Rate	\$2,311	\$2,392	\$81
NonResident	Flat Rate	\$6,008	\$6,218	\$210
<b>Allied Health - Radiation Therapy (RTHCAH) (Semester)</b>				
Resident	Flat Rate	\$4,656	\$4,819	\$163
NonResident	Flat Rate	\$4,656	\$4,819	\$163
<b>Allied Health - Radiation Therapy (RTHCAH) (Summer)</b>				
Resident	Flat Rate	\$1,035	\$1,071	\$36
NonResident	Flat Rate	\$1,035	\$1,071	\$36
<b>Allied Health - Radiography (RDX) (Semester)</b>				
Resident	Flat Rate	\$5,478	\$5,670	\$192
NonResident	Flat Rate	\$5,478	\$5,670	\$192
<b>Allied Health - Radiography (RDX) (Summer)</b>				
Resident	Flat Rate	\$2,434	\$2,519	\$85
NonResident	Flat Rate	\$2,434	\$2,519	\$85

## University of Nebraska Medical Center

Student Category	Per Tuition Unit	Programs Starting in 2022/2023	Programs Starting in 2023/2024	\$ Change
<b>Dentistry - Dental Hygiene</b>				
Resident	Per Credit Hour	\$292	\$302	\$10
NonResident	Per Credit Hour	\$815	\$844	\$29
<b>Dentistry (Semester)</b>				
Resident	Flat Rate	\$16,179	\$16,745	\$566
NonResident	Flat Rate	\$33,729	\$34,910	\$1,181
<b>Dentistry (Summer) P3 &amp; P2 &amp; P1</b>				
Resident	Flat Rate	\$8,090	\$8,373	\$283
NonResident	Flat Rate	\$16,863	\$17,453	\$590
<b>Dentistry - ASP (Semester)</b>				
NonResident	Flat Rate	\$35,415	\$36,655	\$1,240
<b>Dentistry - ASP (Summer)</b>				
NonResident	Flat Rate	\$17,707	\$18,327	\$620
<b>Medicine (Semester)</b>				
Resident	Flat Rate	\$17,681	\$18,300	\$619
NonResident	Flat Rate	\$24,000	\$24,840	\$840
<b>Nursing Undergraduate (Semester)</b>				
Resident	Per Credit Hour	\$378	\$391	\$13
NonResident	Per Credit Hour	\$1,017	\$1,053	\$36
<b>Nursing Graduate/Professional Admitted Fall 2016 &amp; Prior</b>				
Resident	Per Credit Hour	\$526	\$544	\$18
NonResident	Per Credit Hour	\$1,098	\$1,136	\$38
<b>Nursing Graduate/Professional Admitted Fall 2017</b>				
Resident	Per Credit Hour	\$580	\$600	\$20
NonResident	Per Credit Hour	\$1,098	\$1,136	\$38
<b>Nursing Graduate/Professional Admitted Fall 2018 &amp; Forward</b>				
Resident	Per Credit Hour	\$608	\$629	\$21
NonResident	Per Credit Hour	\$1,098	\$1,136	\$38
<b>Pharmacy (Semester)</b>				
Resident	Flat Rate	\$12,985	\$13,439	\$454
NonResident	Flat Rate	\$12,985	\$13,439	\$454
<b>Public Health Doctoral Programs - Admitted Fall 2017 &amp; Prior</b>				
Resident	Per Credit Hour	\$341	\$353	\$12
NonResident	Per Credit Hour	\$977	\$1,011	\$34
<b>Public Health Doctoral Programs - Admitted Fall 2018 &amp; Forward</b>				
Resident	Per Credit Hour	\$351	\$363	\$12
NonResident	Per Credit Hour	\$977	\$1,011	\$34
<b>Public Health Professional Programs - Admitted Fall 2017 &amp; Prior</b>				
Resident	Per Credit Hour	\$447	\$463	\$16
NonResident	Per Credit Hour	\$1,120	\$1,159	\$39
<b>Public Health Professional Programs - Admitted Fall 2018 &amp; Forward</b>				
Resident	Per Credit Hour	\$461	\$477	\$16
NonResident	Per Credit Hour	\$1,120	\$1,159	\$39

TO: The Board of Regents Addendum XI-B-6  
Business and Finance Committee

MEETING DATE: June 22, 2023


SUBJECT: FY2023-24 Operating Budget

RECOMMENDED ACTION: Approve the Nebraska College of Technical Agriculture's FY2023-24 Operating Budget; reappropriate with the State of Nebraska's Department of Administrative Services any unexpended balances existing on June 30, 2023 that are committed to be spent in FY2023-24.

PREVIOUS ACTION: August 11, 2022 – The Board of Regents approved the FY2023-24 and FY2024-25 University of Nebraska Biennial Operating Budget request guidelines.

EXPLANATION: 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.

SPONSORS: Michael J. Boehm  
NU Vice President and IANR Harlan Vice Chancellor  
  
Chris J. Kabourek  
Senior Vice President | CFO

RECOMMENDED:   
Walter E. Carter, President  
University of Nebraska

DATE: May 18, 2023

**Nebraska College of Technical Agriculture**  
**State-aided Operating Budget**  
**FY 2023-24**

(Operating Budget Supported Primarily by State Appropriations and Tuition Funds)

	FY 2022-23 Budget	FY2023-24		
		Proposed Budget	Change Amount	Percent
<b>ESTIMATED FUNDING</b>				(a)
State Appropriations	\$ 3,702,308	\$ 3,794,866	\$ 92,558	2.5%
Net Tuition (less University Remissions)				
Resident	831,655	779,212	(52,443)	-6.3% (b)
Nonresident & International	269,545	295,661	26,116	9.7% (b)
Tuition subtotals	1,101,200	1,074,873	(26,327)	-2.4%
<b>Total Estimated Funding</b>	<b>4,803,508</b>	<b>4,869,739</b>	<b>66,231</b>	<b>1.4%</b>
<b>EXPENDITURES:</b>				(c)
Faculty Salaries	1,546,318	1,592,708	46,390	3.0%
Nonfaculty Salaries	1,391,481	1,433,225	41,744	3.0%
Benefits	424,906	437,653	12,747	3.0%
Health Insurance	437,956	492,701	54,745	12.5%
Total Compensation	3,800,661	3,956,287	155,626	4.1%
General Operations	461,614	484,695	23,081	5.0%
Utilities	541,233	568,295	27,062	5.0%
<b>Total Expenses</b>	<b>4,803,508</b>	<b>5,009,277</b>	<b>205,769</b>	<b>4.3%</b>
<b>NET ACTIVITY</b>	<b>\$ -</b>	<b>\$ (139,538)</b>	<b>\$ (139,538)</b>	

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 3.5% tuition rate increase and flat enrollment.
- (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	2022-23	2023-24	Change
Resident & Nonresident	Sem. Credit Hr.	\$139.00	\$144.00	\$5.00

## Nebraska College of Technical Agriculture Total Budget - All Funds FY 2023-24

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	FY 2022-23 Budget	FY 2023-24 Estimated Budget	Change Amount
State-aided Funds	\$ 4,803,508	\$ 4,869,739	\$ 66,231
Revolving/Auxiliary Funds	2,050,000	2,175,000	125,000
<b>Total Funds</b>	<b>6,853,508</b>	<b>7,044,739</b>	<b>191,231</b>

TO: The Board of Regents Addendum XI-B-7  
Business and Finance Committee

MEETING DATE: June 22, 2023

SUBJECT: Health Insurance – Medical and Pharmacy Plan Administrators

RECOMMENDED ACTION: Approve Blue Cross and Blue Shield of Nebraska, as the third-party administrator for the University of Nebraska’s medical plan. Approve EmpiRx Health as the third-party administrator for the University of Nebraska’s pharmacy plan. Approve the proposed terms and conditions and authorize the President or his designee to finalize negotiations and to execute such documents as are required to operate the program.

PREVIOUS ACTION: June 28, 2018 - The Board approved UMR as the third-party administrator of the medical plan and Employers Health Coalition/CVS Health as the third-party administrator of the pharmacy plan. The approval was for a three-year term, with the option of two additional one-year renewals.

September 13, 1996 – The Board approved Blue Cross/Blue Shield of Nebraska as the carrier/administrator for the medical plan.

July 13, 1996 – The Board approved Caremark as the Pharmacy Benefit Manager for the University of Nebraska Health Insurance Program effective January 1, 1997, under a completely self-insured contract.

EXPLANATION: The University of Nebraska’s health and pharmacy insurance plans are all self-insured plans offered to benefits eligible employees, pre- and post-65 retirees, and their dependents. The total employer and employee premium contributions supporting these plans was \$175 million in 2022.

In 2022 a 12-member committee of University of Nebraska faculty and staff representing all campuses was formed to evaluate requests for proposals (RFPs) for the University of Nebraska’s health and pharmacy third party administrators. The submissions were evaluated by the committee members on criteria that included both qualitative and quantitative elements. The committee was assisted in the process by Gallagher Benefit Services, Inc. The committee is recommending the above-mentioned third-party administrators.


The agreements are effective January 1, 2024, for a three- year term, followed by the opportunity to renewal for two additional, one-year periods.

This has been reviewed by the Business and Finance Committee.

SPONSOR:

Chris J. Kabourek  
Senior Vice President | CFO

RECOMMENDED:

  
\_\_\_\_\_  
Walter E. Carter, President  
University of Nebraska System

DATE:

May 18, 2023



## PROPOSED TERMS AND CONDITIONS

### ADMINISTRATIVE SERVICES AGREEMENT BETWEEN BLUE CROSS AND BLUE SHIELD OF NEBRASKA (BCBSNE) AND THE BOARD OF REGENTS OF THE UNIVERSITY OF NEBRASKA

The following are proposed terms and conditions of the Administrative Services Agreement between BCBSNE and the Board of Regents of the University of Nebraska. The proposed agreement will cover the services to be provided by BCBSNE to the University of Nebraska either directly or in conjunction with one of BCBSNE's affiliates, for use with the University's Self-Funded employee benefit plan.

It should be noted that this term sheet is a brief explanation of significant terms of the proposed agreement and is not meant to be an exhaustive summary of all elements of the contract.

- a. Term – The agreement, to be effective January 1, 2024, will have an initial three-year term and may be extended for two additional one-year periods.
- b. Administrative Functions – BCBSNE shall prepare the group summary plan description, enrollment forms, identification cards, and schedule of benefits.
- c. Claims Processing – BCBSNE will make payments on behalf of the University for covered services provided to covered persons pursuant to the benefit plan document. BCBSNE will follow their regular claim processing procedures to determine the appropriate benefit amounts.
- d. Member Services – BCBSNE will provide customer service to the group and its members during the hours of 7:30 a.m. to 8:00 p.m. CST, Monday through Friday. BCBSNE will also provide onsite customer service advocates at locations designated by the University.
- e. Reporting Services – BCBSNE will provide the University with claims reporting which provides the level of detail necessary to review benefits plan design and funding alternatives. The provided reporting will include, but not be limited to the following, net paid claims, enrollment data, and a high claims report.
- f. BCBSNE shall host 24 interns per year from the University during the duration of this agreement.
- g. BCBSNE will provide the University with an implementation allowance, general allowance, wellness allowance, and reporting allowance.
- h. BCBSNE will provide the University access to the Enspire Program.
- i. Performance Guarantees – BCBSNE will provide guarantees with fees at risk for medical discount savings, account management performance, customer service, claims administration, and member satisfaction.
- j. Telehealth Services – BCBSNE will allow participant access to telehealth services through AmWell.
- k. Integration with Pharmacy Vendor – BCBSNE will complete data and enrollment integration with the University's pharmacy vendor.
- l. The estimated annual administrative fee will be \$3,570,000. The actual amount will vary by the number of enrolled employees. BCBSNE has proposed the administrative fee for 2024, 2025, 2026, 2027, and 2028.

## PROPOSED TERMS AND CONDITIONS

### ADMINISTRATIVE SERVICES AGREEMENT BETWEEN EMPIRX HEALTH AND THE BOARD OF REGENTS OF THE UNIVERSITY OF NEBRASKA

The following are proposed terms and conditions of the Administrative Services Agreement between EmpiRx Health and the Board of Regents of the University of Nebraska. The proposed agreement will cover the services to be provided by EmpiRx Health to the University of Nebraska with respect to the University's employee pharmacy benefits plan.

It should be noted that this term sheet is a brief explanation of significant terms of the proposed agreement and is not meant to be an exhaustive summary of all elements of the contract.

- a. Term – The agreement, to be effective January 1, 2024, will have an initial three-year term and may be extended for two additional one-year periods.
- b. Pharmacy Benefit Administration Services – EmpiRx Health will provide the following services to the University of Nebraska:
  - i. Claims processing
  - ii. Formulary and Rebate Management
  - iii. Clinical Programs
- c. Member Services – EmpiRx Health will provide member, sponsor, and clinical support services to ensure positive health outcomes for all pharmacy benefit stakeholders.
- d. Pharmacy Network – EmpiRx Health will maintain a Pharmacy Network that offers value with minimal disruption for the University of Nebraska plan.
- e. Reporting Services – EmpiRx Health will provide the University with the following capabilities:
  - i. Access to a client reporting portal
  - ii. Online Access to update member eligibility
  - iii. Monthly, quarterly, and annual plan reporting
- f. Reconciliation and Audit – At the University's request EmpiRx Health will provide a fully-auditable annual reconciliation of the plan's financial results.
- g. Performance Guarantees – EmpiRx Health will provide guarantees with fees at risk for plan design set up, member communications, claims processing accuracy, member eligibility, customer service, report delivery, and online system availability.
- h. Rates – EmpiRx Health is proposing an administrative fee of \$4.85 per employee per month. EmpiRx Health has proposed this fee for 2024, 2025, and 2026.

TO: The Board of Regents Addendum XI-B-8

Business and Finance Committee

MEETING DATE: June 22, 2023

SUBJECT: Renewal of FM Global Property Insurance Policy

RECOMMENDED ACTION: Approve the renewal of the FM Global Property Insurance policy for the period July 1, 2023 to July 1, 2024


EXPLANATION: 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 - \$5,347,786 plus any applicable taxes, fees, and surcharges

This item has been reviewed by the Business and Finance Committee.

SPONSOR: Chris J. Kabourek  
Senior Vice President and CFO

APPROVED:   
Walter E. Carter, President  
University of Nebraska System

DATE: May 18, 2023

### History of FM Global Insurance Premiums:

	23/24	22/23	21/22
Annual Premium	\$ 5,347,786	\$ 4,627,800	\$ 4,062,926
Insurable Values	\$ 13,441,439,000	\$ 11,517,047,000	\$ 9,254,956,000
Increase in Values	17%	24%	
Increase in Premium	16%	14%	
Premium Per \$100 of Value	\$ 0.0398	\$ 0.0402	\$ 0.0439
Limit (in most cases)	\$ 1,250,000,000	\$ 1,250,000,000	\$ 1,250,000,000
Deductible (in most cases)	\$ 1,000,000	\$ 1,000,000	\$ 500,000

### Rationale for Renewal (with same limits, deductibles, etc.):

- Rate per \$100 of value continues to decline (so increase is being driven by increase in values, which will continue for another 3 years or so as we revalue all buildings).
- We have only been at the \$1 million deductible for 1 year – more historical experience is preferable before increasing it again.
- 23/24 premium includes almost \$500K in credits that are not necessarily recurring. Should the credits not recur, that impact could be offset by increasing the deductible, reducing the limit, etc.
- Beginning in 14/15, we have had 10 claims with reserves of \$500K or more, with 3 of those claims exceeding or expected to exceed \$1M such that the average claim amount exceeding \$1M over that period of \$167K is almost a “wash” with the \$190K of annual premium savings if deductible were increased to \$1.5M. Additionally, those 10 claims all occurred between 2019 and 2022.
- Most of our Big 10 Peers have \$1.5B-\$2.0B in coverage and deductibles of either \$250K or \$500K.
- Based on Aon’s catastrophic modeling, a 500-year flood event could result in Trust/out-of-pocket costs of \$44M; meanwhile, the estimated Trust balance, net of reserves, is \$18M. Maintaining current deductible and completing flood projects requested by FM could aid in building net Trust balance and increasing flood limits (which would reduce potential out-of-pocket costs if a flood were to occur).

### Benefits of FM Global Relationship:

- Proactive approach to preventing/mitigating insurance losses with a focus on engineering
- Creation of Flood Emergency Response Plans
- Focus on climate resilience
- Insurer of choice amongst Big 10 peers

TO: The Board of Regents Addendum XI-B-9

Business and Finance Committee

MEETING DATE: June 22, 2023

SUBJECT: Request to permit alcohol sales at Memorial Stadium for Volleyball Day in Nebraska event on August 30, 2023

RECOMMENDED ACTION: Approve the sale of alcohol at Memorial Stadium at UNL for Volleyball Day in Nebraska event on August 30, 2023

PREVIOUS ACTIONS: February 28, 2022 – Executive Memorandum No. 45 was implemented and provides the process for requesting authority to dispense, sell, and consume alcohol liquor at University Athletic Events in accordance with RP-6.4.1. No alcoholic liquor shall be dispensed, sold, or consumed without approval by the Board of Regents.

February 11, 2022 – The Board of Regents amended RP-6.4.1 and authorized the dispensing and consumption of alcoholic liquor on University property in strict compliance with RP-6.4.1, the Nebraska Liquor Control Act (Neb. Rev. Stat. § 53- 101 et seq.), and the Nebraska Liquor Control Commission rules and regulations.

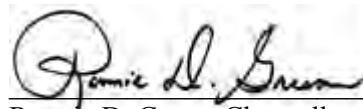
EXPLANATION: Approval is recommended to permit the dispensing, sale, and consumption of alcohol at Memorial Stadium at UNL for Nebraska Athletics Volleyball Day event on August 30, 2023, per Executive Memorandum No. 45.

This item has been reviewed by the Business and Finance Committee.

SPONSORS: Trev Alberts  
Vice Chancellor and Director of Athletics

Michael Zeleny  
Vice Chancellor for Business and Finance

RECOMMENDED:



Ronnie D. Green, Chancellor  
University of Nebraska-Lincoln

DATE: May 18, 2023

TO: The Board of Regents Addendum XI-B-10  
Business and Finance Committee

MEETING DATE: June 22, 2023

SUBJECT: Human DNA Identification Laboratory Agreement with Nebraska State Patrol Crime Laboratory at UNMC

RECOMMENDED ACTION: Approve the agreement between UNMC's Human DNA Lab (Lab) and the Nebraska State Patrol Crime Lab (NSP)

PREVIOUS ACTION: None

EXPLANATION: Since 2009, the Human DNA Identification Laboratory has had a Memorandum of Understanding with the Nebraska State Patrol Crime Laboratory for the use of the Combined DNA Index System (CODIS-DNA database).

The CODIS-DNA database is run by the Federal Bureau of Investigation and is accessed only by state labs. UNMC's Lab has an arrangement in which a NSP officer will request to have a DNA profile generated by the UNMC Lab uploaded into CODIS. After review of the data and NSP agrees with the interpretation, and if meets the qualifications for CODIS, the data is loaded to the DNA profile.

Accreditation entities for the UNMC Lab and NSP audit the data on a yearly basis and quarterly reports are written and submitted to ensure quality assurance.

This Agreement will be in effect from July 1, 2023 through June 30, 2026.

This item has been reviewed by the Business and Finance Committee.

SOURCE OF FUNDS: Private Funds

SPONSOR: Anne Barnes  
Vice Chancellor for Business and Finance

RECOMMENDED:   
\_\_\_\_\_  
Jeffrey P. Gold, Chancellor  
University of Nebraska Medical Center

DATE: May 18, 2023

# **Memorandum of Understanding between the Nebraska State Patrol Crime Laboratory and the University of Nebraska Medical Center Human DNA Identification Laboratory; Regarding Forensic DNA Casework Data**

**Purpose:** The purpose of this Memorandum of Understanding (hereinafter “MOU”) is for the Nebraska State Patrol Crime Laboratory (hereinafter “NSPCL”) to provide criminal justice oversight and approval of Quality Assurance Standards used by the University of Nebraska Medical Center Human DNA Identification Laboratory (hereinafter “UNMC HDI”). Approval means the UNMC HDI meet the standards developed by the Federal Bureau of Investigation, for qualifying forensic DNA profiles to be submitted to the Combined DNA Index System (hereinafter “CODIS”). The UNMC HDI currently conducts forensic DNA analysis on case evidence submitted by various law enforcement agencies throughout the State of Nebraska. This MOU allows the NSPCL to approve the DNA casework data generated by the UNMC HDI Laboratory as satisfying the Quality Assurance Standards for Forensic DNA Testing Laboratories (QAS). The NSPCL shall, as outlined in this MOU, review the technical standards, procedures and operations of the UNMC HDI, to ensure it is operating in accordance with the Outsourcing Requirements in Standard 17 of the current version of the Quality Assurance Standards for Forensic DNA Testing Laboratories (QAS). Those requirements and the terms outlined in this MOU apply only to samples with a criminal nexus to Nebraska being considered for CODIS entry.

**AUTHORITY FOR THIS MOU:** The NSPCL and the UNMC HDI hereby enter into this MOU pursuant to the authority granted by the Nebraska Interlocal Cooperation Act, found at Neb. Rev. Stat §§ 13-801 to 13-827.

**Term:** This MOU will become effective on July 1, 2023 and will terminate on June 30, 2026.

## **1.0 GENERAL CONTRACT LABORATORY REQUIREMENTS**

- 1.1 All testing conducted at the UNMC HDI Laboratory shall be performed using procedures for which both developmental and internal validations for forensic casework have been completed, that are generally accepted in the forensic scientific community, must adhere to the specifications outlined in the FBI’s Quality Assurance Standards for Forensic DNA Testing Laboratories, and that are in compliance with current Scientific Working Group on DNA Analysis Methods (SWGDM) guidance documents.
- 1.2 The UNMC HDI Laboratory shall maintain ISO/IEC 17025:2017 accreditation by the ANSI National Accreditation Board (ANAB), and/or an equivalent accrediting body as outlined by Neb. Rev. Stat. § 81-2010 and as may be amended during the life of this MOU.
  - 1.2.1 The NSPCL has the authority to perform or direct an audit to these standards at any time the NSPCL deems necessary.
- 1.3 The UNMC HDI Laboratory shall have a full-time technical leader and a documented contingency plan for a backup technical leader should the position be vacated.
- 1.4 The UNMC HDI Laboratory shall have at least two full time employees who are qualified DNA analysts.

- 1.5 The UNMC HDI Laboratory shall provide up-to-date curriculum vitae annually for all analysts that will be involved in the processing of samples that may be submitted for CODIS entry.
- 1.6 Training and competency records for new analysts shall be reviewed by the NSPCL prior to the analyst processing samples to be submitted for CODIS upload.
  - 1.6.1 The NSPCL shall review all training and competency records within 7 business days of receipt of the record.
- 1.7 UNMC HDI Laboratory shall provide DNA profiles from all employees involved in sample processing to the NSPCL in order to monitor for potential contamination.
- 1.8 All current analytical policies and procedures detailing all procedures used by the UNMC HDI Laboratory in processing DNA evidence shall be provided to the NSPCL.
  - 1.8.1 The NSPCL shall review and approve all newly implemented procedures or significant procedure changes and relevant validation data prior to the start of any analysis on samples to be submitted for CODIS entry.
    - 1.8.1.1 The NSPCL shall review new procedures or significant procedure changes within 15 business days of receipt of the proposed change.
- 1.9 The UNMC HDI Laboratory shall maintain documentation of and inform the NSPCL of any incidents of contamination in the laboratory on a quarterly timeframe (can be part of quarterly report).
  - 1.9.1 This includes contamination occurring in the analysis of samples not being submitted for CODIS entry, but does not require the inclusion of the identity of the client or the case identification.
- 1.10 The UNMC HDI Laboratory shall retain all records, data files, and other documents used and created in the DNA testing process to demonstrate compliance with accreditation and QAS standards. The NSPCL shall have full access to and the right to examine all documents relevant to the analysis of samples considered for CODIS entry.
  - 1.10.1 The UNMC HDI Laboratory shall notify the NSPCL within 7 business days if any or all records relevant to the analysis of samples considered for CODIS entry are no longer available (e.g. deleted, destroyed, etc.).
- 1.11 The UNMC HDI Laboratory is responsible for the professional quality, technical accuracy, completion, and delivery of all data submitted for CODIS entry. The UNMC HDI Laboratory shall correct or revise errors, omissions, or other deficiencies identified in the case files for the samples submitted for consideration for CODIS entry.
  - 1.11.1 All corrections or changes to records relevant to samples submitted for CODIS entry shall be technically and administratively reviewed by the UNMC HDI Laboratory and re-submitted with all appropriate supporting documentation.



- 1.11.2 If the NSPCL technical reviewer and the UNMC HDI Laboratory analyst do not initially agree on the results, the technical reviewer shall discuss the results with the analyst in order to resolve the discrepant conclusions. If after discussion, the final results are agreed upon, the discrepancy may be changed according to section 1.11.1.
- 1.11.3 If the NSPCL technical reviewer and the UNMC HDI Laboratory analyst cannot agree on the final results, the UNMC HDI Laboratory has the authority to keep the original conclusions. As the NDIS Participating Laboratory, the NSPCL has the authority to decline accepting ownership of the profile(s) for CODIS entry purposes, regardless of other CODIS eligibility criteria.
- 1.12 The approval of technical specifications under this contract shall not in any way relieve the UNMC HDI Laboratory of responsibility for the technical adequacy of its work nor does it indicate an endorsement by the NSPCL of work performed by the UNMC HDI Laboratory.
- 1.13 If the UNMC HDI Laboratory sub-contracts casework samples to any other laboratory, those samples shall not be eligible for submission to CODIS. All work shall be completed at the UNMC HDI Laboratory within the scope of their accreditation, on equipment that has been validated for the purpose of forensic DNA analysis and that undergoes documented routine maintenance.
- 1.14 If any change in the control or management over the UNMC HDI Laboratory occurs during the contract period, the UNMC HDI Laboratory shall describe the circumstances of such change and indicate when the change occurred. Any change in control or management will require immediate notification to the NSPCL. An approved addendum to this contract shall be required upon such a change prior to the acceptance of any data for CODIS entry.
- 1.15 The UNMC HDI Laboratory shall submit a report to the NSPCL as follows:
- Quarter 1: Due April 15<sup>th</sup>
  - Quarter 2: Due July 15<sup>th</sup>
  - Quarter 3: Due October 15<sup>th</sup>
  - Quarter 4: Due January 15<sup>th</sup>
- 1.15.1 The report shall include, at a minimum, the following:
- 1.15.1.1 All updated analytical policies, procedures and appropriate validation data approved by the NSPCL.
  - 1.15.1.2 All new training and competency records approved by the NSPCL.
  - 1.15.1.3 Notification of contamination events
  - 1.15.1.4 Notification of relevant quality events to include corrective actions

#### 1.15.1.5 Changes in staffing

- 1.16 All records submitted to the NSPCL shall follow the format and workflow developed by the NSPCL for acceptance of ownership of outsourced testing data.

## **2.0 CONFIDENTIALITY**

- 2.1 All NSPCL case information is confidential criminal justice information. The UNMC HDI records submitted for review and CODIS entry shall be held to the same confidentiality standards as all other NSPCL case information.
- 2.2 All records provided to the UNMC HDI Laboratory by the NSPCL shall be regarded as confidential. No information regarding CODIS to include, but not limited to, eligibility information, profile upload status, or hit confirmations shall be released by the UNMC HDI Laboratory without the express authorization of the NSPCL or by court order.
- 2.3 Entry of any DNA profile for which ownership has been accepted by the NSPCL and entered into CODIS shall not reside in another database. The UNMC HDI Laboratory shall notify the NSPCL if such a record is entered into another database and the NSPCL shall permanently delete the record from CODIS.

## **3.0 EVIDENCE HANDLING**

- 3.1 An item-by-item chain of custody shall be maintained by the UNMC HDI Laboratory and all evidence, extracts, and amplified DNA samples shall be stored in a secure location.

## **4.0 SCREENING FOR BIOLOGICAL EVIDENCE**

- 4.1 Appropriate evidence screening shall be performed in accordance to current UNMC HDI policies and procedures for all evidence from which DNA profiles considered for CODIS upload are generated.

## **5.0 DNA TESTING REQUIREMENTS**

- 5.1 The UNMC HDI Laboratory shall analyze forensic DNA casework samples to be considered for CODIS upload using the following methods:
- 5.1.1 Applied Biosystems GlobalFiler amplification kit and the Applied Biosystems 3500 or 3500XL Genetic Analyzer and GeneMapper ID-X analysis software.
  - 5.1.2 STRmix may be used to assist with mixture interpretation in accordance with approved policies and procedures.
  - 5.1.3 The NSPCL may approve the use of additional DNA amplification kits, instrumentation, and/or interpretation software if the system has been previously implemented by the NSPCL.

- 5.2 The UNMC HDI Laboratory shall use a minimum of a 25 µL amplification volume for DNA samples
- 5.3 All DNA extractions shall be performed using a validated and approved extraction technique.
- 5.4 A differential extraction technique is recommended on items determined to contain semen using a validated and generally accepted method. Samples determined to be only semen may be processed using a non-differential extraction method as appropriate.
- 5.5 Unknown evidence samples and known reference samples shall be extracted and amplified at different locations or times within the laboratory. The amount of human DNA in all evidentiary DNA extracts shall be evaluated prior to amplification using a generally accepted, validated procedure approved by the NSPCL such as the Applied Biosystems Quantifiler kit.
- 5.6 Each DNA sample shall be traceable to a Reagent (Extraction) Blank Control, a Positive PCR Control, a Negative PCR Control and a correctly sized allelic ladder. The Reagent Blank shall be extracted concurrently (all fractions as appropriate) and amplified using the same primers, instrument model as the forensic samples, and the same concentration as the sample with the least amount of DNA. Reagent blanks shall be typed using the same instrument model, injection conditions, and the most sensitive volume conditions as the forensic samples.
- 5.7 Controls shall be evaluated using the following criteria:
  - 5.7.1 Positive PCR Control – Peaks above the validated threshold and correct allele calls with no unconfirmed spikes, or ambiguous peaks.
  - 5.7.2 Negative PCR Control and Reagent Blank – Primer peak with no unconfirmed spikes, ambiguous peaks, or potential alleles above noise.
  - 5.7.3 Allelic Ladder – All peaks above the validated threshold, to be accurately sized with correct allele designations.
- 5.8 All data and documentation for all casework samples and the associated controls and ladders within a case shall be provided to the NSPCL.
- 5.9 Documented procedures for controlling contamination and sample switches shall be followed. This shall include the comparison of all profiles with those of the contracting laboratory staff and any identified contamination profiles. Instances of contamination or sample switches along with the associated troubleshooting and/or corrective actions shall be documented in accordance with §1.9 and all subsections.
- 5.10 The UNMC HDI Laboratory shall use the Relative Fluorescence Unit (RFU) thresholds established by the UNMC HDI validation for data interpretation.

- 5.11 Stutter peak assignments shall be based on the UNMC HDI Laboratory's validation studies.
- 5.12 Data interpretation shall be performed in accordance with the UNMC HDI Laboratory's validations and procedures.
- 5.13 All micro-variants and tri-alleles shall be confirmed. A micro-variant or tri-allele observed in multiple casework samples in the same case may be considered as confirmation.
- 5.14 Stutter and other artifacts that fall in the allele calling range shall be evaluated with extreme caution and shall be labeled accordingly on the electropherogram (e.g. spike, -A, dye blob, etc.).
- 5.15 Reasonable efforts shall be made to obtain results, improve marginal data, troubleshoot unexpected DNA results, evaluate and confirm micro variants, tri-alleles, spikes and ambiguous peaks. Efforts can include, but are not limited to re-injection, re-amplification, re-quantization and re-extraction.

## **6.0 CODIS SEARCH/DATA UPLOAD REQUEST**

- 6.1 A request for submission of a DNA profile to CODIS shall be received from the law enforcement agency that submitted the evidence for DNA testing.
  - 6.1.1 CODIS upload requests from law enforcement shall be made only after a final report has been issued from the UNMC HDI Laboratory.
- 6.2 The UNMC HDI Laboratory shall submit the pertinent case information along with the requested documentation.

## **7.0 CASE FILE DOCUMENTATION REQUIRED**

- 7.1 The UNMC HDI Laboratory shall provide quality data that can be easily reviewed for CODIS entry. The report and the associated case notes detailing the biological screening, DNA analysis performed, and the results of that testing shall be generated by the UNMC HDI Laboratory and submitted for review for CODIS submission by the NSPCL upon the request of the submitting law enforcement agency and the NSPCL.
- 7.2 Each case shall have an associated data package with the analyst's initials, the date, and the UNMC HDI Laboratory case number on each page. The data package shall include the following in the format requested by the NSPCL:
  - 7.2.1 Laboratory report that includes, at a minimum:
    - 7.2.1.1 Report date
    - 7.2.1.2 The original submitting agency case number

- 7.2.1.3 The UNMC HDI case number
- 7.2.1.4 Inventory of the evidence examined
- 7.2.1.5 Results of all serological and DNA testing (and legend, if applicable)
- 7.2.1.6 Description of the technology used
- 7.2.1.7 Indication of the kit or loci tested
- 7.2.1.8 Quantitative or qualitative interpretive statement(s)
- 7.2.1.9 Disposition of evidence
- 7.2.1.10 Signature of analyst
- 7.2.2 Casefile documentation to include, but not limited to:
  - 7.2.2.1 Case submittal forms
  - 7.2.2.2 Any documentation of communication with the investigating officer(s) and other officials regarding the case
  - 7.2.2.3 Sexual Assault Kit Forms/Forensic Medical Examination Forms (as appropriate)
  - 7.2.2.4 All screening, extraction, quantitation, amplification, and genetic analyzer data and associated documentation (e.g. worksheets)
  - 7.2.2.5 Bench notes
  - 7.2.2.6 Pictures
  - 7.2.2.7 Electropherogram data for all evidence and reference samples, ladders, positive and negative controls, and reagent blanks.
  - 7.2.2.8 Records of all mixture deconvolutions to include, but not limited to, the mixture interpretation data.
  - 7.2.2.9 Any re-analysis, trouble-shooting, and/or corrective action documentation
  - 7.2.2.10 Documentation of UNMC HDI technical review of the case file

**8.0 TECHNICAL REVIEW OF DATA AND UPLOAD OF PROFILES BY THE NSPCL TO THE NEBRASKA STATE DNA INDEX SYSTEM (SDIS) AND THE NATIONAL DNA INDEX SYSTEM (NDIS)**

- 8.1 The NSPCL shall review all case file data to determine the eligibility of the sample profile(s) for upload into SDIS and NDIS.
  - 8.1.1 The NSPCL reserves the right to decline to search a DNA profile against the database if the profile does not meet the requirements outlined in this MOU and/or if it fails to meet the NDIS standards and NSPCL procedures.
  - 8.1.2 The NSPCL shall issue a letter to the original submitting law enforcement agency stating what samples qualified for CODIS entry, if any.

**9.0 SUBSEQUENT TESTING/COMPARISONS**

- 9.1 The UNMC HDI Laboratory shall notify the NSPCL if subsequent testing of additional reference sample(s) results in an inclusion of the reference as a source of or contributor to a DNA profile for which ownership was accepted for CODIS entry. The case record of the subsequent testing and/or comparison shall be submitted to the NSPCL.
- 9.2 The UNMC HDI Laboratory shall notify the NSPCL of any amended or supplemental reports issued after submission to the NSPCL for CODIS entry. This includes any changes to data interpretations that do not result in an amended or supplemental report.

**10.0 ON-SITE VISIT**

- 10.1 The UNMC HDI Laboratory shall be subject to an on-site visit by NSPCL personnel at any time deemed necessary by the NSPCL. A minimum of one on-site visit shall be performed annually.

**11.0 MISCELLANEOUS PROVISIONS**

- 11.1 **Severability:** If any term of this MOU is inconsistent with law, regulation, or other authority, then that term shall be invalid, but the remaining terms and conditions of this MOU shall remain in full force and effect.
- 11.2 **Cancelation:** Either party may cancel this MOU, at any time, upon thirty (30) days written notice to the other party, with or without cause.
- 11.3 **Amendment:** This MOU may only be amended in writing after being signed by both parties. An amendment shall become effective immediately after being signed by authorized representatives of both parties, unless otherwise specified in the amendment.
- 11.4 **Funding Limitation:** It is agreed that the NSPCL is obligated under this MOU, only to the extent that public funds are made available for this purpose.
- 11.5 **Claims, Demands, Actions:** Neither party to this MOU assumes any responsibility for the actions, negligence or misconduct of the personnel and agents of the other party. It is agreed that each party to this MOU is responsible solely for the actions, negligence or misconduct of its own personnel and agents. Neither party waives or amends the

statutory process for filing a lawsuit, claim or action against it, by entering into this MOU.

11.6 **Third Parties:** This MOU is not intended and should not be construed to create any right or benefit, substantive or procedural, enforceable at law or otherwise by any third party against the parties to this MOU, to include the employees, agents, or other personnel of the parties.

11.7 **Representation and Authority:** The undersigned signatories to this MOU warrant they have full power and legal authority to enter into and abide by the terms and conditions contained therein and that this MOU is valid and legally binding and enforceable in accordance with its terms.

## 12.0 SIGNATURES

**I have read and agree with the terms and technical specifications set forth in this MOU for the acceptance of data generated by the University of Nebraska Medical Center Human DNA Identification Laboratory to the Combined DNA Index System (CODIS).**

\_\_\_\_\_  
Heidi Ellingson  
DNA Technical Leader  
Nebraska State Patrol Crime Laboratory

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mellissa Helligso  
DNA Technical Leader  
UNMC Human DNA Identification Laboratory

\_\_\_\_\_  
Date

**Pursuant to the authority granted by the Nebraska Interlocal Cooperation Act (Neb. Rev. Stat. § 13-801 to 13-827), the Parties have executed this Agreement, each duly authorized to do so, effective on the date of signature.**

NEBRASKA STATE PATROL

\_\_\_\_\_  
Colonel John A. Bolduc  
Superintendent of Law Enforcement  
and Public Safety

\_\_\_\_\_  
Date

THE BOARD OF REGENTS OF THE UNIVERSITY OF NEBRASKA  
on behalf of the UNMC Human DNA Identification Laboratory

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Timothy Clare, Chair  
Board of Regents

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Date



TO: The Board of Regents  
Executive Committee

MEETING DATE: June 22, 2023

SUBJECT: Amendments to Section 2.2 and Section 2.8 of the *Bylaws of the Board of Regents* relating to the responsibilities and authorities of the President of the University

RECOMMENDED ACTION: Approve the proposed amendments to Section 2.2 and Section 2.8 of the *Bylaws of the Board of Regents* relating to the responsibilities and authorities of the President of the University

PREVIOUS ACTION: May 31, 2023 – The proposed amendments to Section 2.2 and Section 2.8 of the *Bylaws of the Board of Regents* was presented for information only in accordance with the requirements of Section 1.11 of the *Bylaws*.

August 20, 1973 – The Board of Regents approved the modern *Bylaws of the Board of Regents*.

EXPLANATION: The proposed amendment to Section 2.2 of the *Bylaws* would assign responsibility for providing policy direction and oversight to the University's Department of Intercollegiate Athletics at the University of Nebraska-Lincoln to the President. The proposed amendment to Section 2.8 of the *Bylaws* would align the terminology used to describe the President and the Chancellors with state law.

It is proposed that Section 2.2 of the *Bylaws* be amended as follows:

2.2 **The President of the University.** The President shall be the chief executive officer of the University as defined in section 1.2 and shall exercise such executive powers as are necessary for the proper government of the University and for the protection and advancement of its interests in their entirety. The President shall enforce the regulations and orders of the Board and may issue directives and executive orders not in contravention of existing policies of the Board. The President shall be responsible for all personnel appointments subject to confirmation of the Board, as required, and shall make interim appointments to those positions normally requiring approval of the Board during the recesses of the Board, subject in each case to the approval of the Board at its next meeting. The President shall be an ex officio member of all faculties of the University. The President shall direct the planning, development, and appraisal of all activities of the University, and be responsible for their coordination and implementation, but may delegate authority in these areas to other officers who may be appointed by the Board upon his or her recommendation. The President shall be responsible for the preparation of the Annual Report of the Board and submission of

the total University budget to the Board for its review and approval. The President shall provide for regular periodic evaluations of all administrative officers at the system-wide level. All matters from any major administrative unit shall be forwarded to the Board through the Office of the President or the President's designated representatives. The President also shall be responsible for providing policy direction and oversight to the University's Department of Intercollegiate Athletics at the University of Nebraska-Lincoln.

It is proposed that Section 2.8 of the *Bylaws* be amended as follows:

- 2.8 **The Chancellors-Vice Presidents.** Each major administrative unit shall have a Chancellor as its chief ~~executive~~ administrative officer, who shall also be a Vice President of the University, and who shall report to the President of the University and through the President to the Board.
- 2.8.1 **Powers and Duties of the Chancellors.** Subject to the guidelines and policies of the Board and the President, the Chancellors shall do all things necessary for the development of the major administrative unit for which they are responsible, and shall be members of the President's staff for purposes of inter-unit cooperation and planning. In addition, the Chancellor shall have the following specific responsibilities:
- (a) Provide leadership in developing the total program under their jurisdiction;
  - (b) Establish offices of Vice Chancellors, Deans, directors, and other administrative offices as are required for the effective exercise of their responsibilities, subject to the approval of the President and the Board. The organization of each major unit with the duties and responsibilities of the administrative officers, when approved by the Board, shall be appended to these *Bylaws*;
  - (c) Recommend all personnel appointments requiring approval by the President and the Board;
  - (d) Provide for regular periodic evaluations of each administrative officer in their units, which may include consultation with faculty and students;
  - (e) Concern themselves with the planning and development of all activities of their units and be responsible for their coordination;

- (f) Submit annual budgets for operations and construction to the President covering all activities assigned to their units; and
- (g) Determine, under the guidelines of Section 2.8 through 2.15, the basic organization of the educational and administrative structure of the campus, subject to applicable law and approval by the President and the Board. Such administrative and educational organization may include departments, schools, institutes, centers, divisions, and all similar designations.

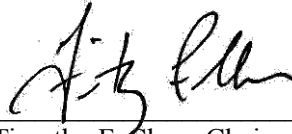
2.8.2 **Administrative Functions.** Each Chancellor shall provide for the following administrative functions within the structure of the major administrative unit:

- (a) General supervision of the faculties through the system of colleges and schools;
- (b) General supervision of all relationships between students and the major administrative unit. Such supervision includes, but is not limited to: admissions; registration and records; academic advising; counseling; housing; scholarships and financial aids; student activities and services; placement; foreign students; and the evaluation and certification of academic credit from other institutions;
- (c) The business and financial management of the major administrative unit and its component parts in conformity with University-wide management policies, practices, and controls established by the Office of the President and the Board. The management function should include, but is not limited to: budget preparation and implementation; keeping financial accounts for activities of the unit; auditing all expenditures and bills presented for payment; and such financial reports as may be required;

Personnel administration, including employment, termination, wage determinations, and conditions of employment for other than academic-administrative employees of the major administrative unit, in conformity with University-wide policies, practices, and procedures as may be required by the Board; and

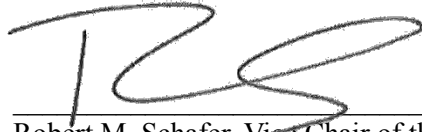
Operation and maintenance of the physical plant, purchase of supplies and equipment, and maintenance of appropriate inventories and records of real and personal properties under the jurisdiction of the major administrative unit.

SPONSORED:



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Timothy F. Clare, Chair of the Board



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Robert M. Schafer, Vice Chair of the Board

DATE:

June 8, 2023

## D. REPORTS

1. Report on expedited approval of Graduate Certificate in Entomology in the Department of Entomology in the College of Agricultural Sciences and Natural Resources at UNL, Addendum XI-D-1
2. Report on renaming the Ph.D. in Geography to the Ph.D. in Global Integrative Studies in the College of Arts and Sciences at UNL, Addendum XI-D-2
3. Report on expedited approval of Graduate Certificate in Urban Leadership in the School of Public Administration in the College of Public Affairs and Community Services at UNO, Addendum XI-D-3
4. Report on renaming the Center for Biosecurity, Biopreparedness, and Emerging Infectious Diseases (CBBEID) to the Center for Preparedness and Emergency Response Solutions (CPERS) in the College of Public Health at UNMC, Addendum XI-D-4
5. Annual Program Monitoring Reports, Addendum XI-D-5
6. Report on Current List of Professional Post-Baccalaureate Programs, Addendum XI-D-6
7. Report on Student, Laboratory, and Miscellaneous Fees for Academic Year 2023-2024, Addendum XI-D-7
8. Quarterly Personnel Reports for Q1: January, February, and March 2023, Addendum XI-D-8
9. Report on Spring 2023 Enrollment, XI-D-9
10. Report on Five-Year Strategy Accountability Measures, Addendum XI-D-10
11. Report on naming of the football locker room in the new Go B1G facility the “Frank Solich Locker Room” at UNL, Addendum XI-D-11
12. Intermediate Design Report for Neihardt Center LB384 Renovation at UNL, Addendum XI-D-12
13. Report on emergency extension of Memorandum of Understanding (MOU) between the Nebraska State Patrol Crime Laboratory and the UNMC Human DNA Identification Laboratory relating to forensic DNA casework data, Addendum XI-D-13
14. Intermediate Design Report for Health and Kinesiology LB384 Renovation for REACH project at UNO, 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 Queue, Addendum XI-D-18
19. Report on Student Health Insurance Policy, Addendum XI-D-19

TO: The Board of Regents Addendum XI-D-1  
Academic Affairs Committee

MEETING DATE: June 22, 2023

SUBJECT: Expedited Approval to establish a Graduate Certificate in Entomology administered by the Department of Entomology in the College of Agriculture Sciences and Natural Resources at UNL

RECOMMENDED ACTION: Report


PREVIOUS ACTIONS: April 16, 2010 – The Board approved a Graduate Certificate in Insect Biology for Educators administered by the Department of Entomology at UNL

EXPLANATION: The proposed 15-credit hour Graduate Certificate in Entomology is designed to familiarize students with the importance of insects in the ecosystem. The Certificate will serve as an entrance pathway towards a Master of Science (MS) in Entomology and will be of interest to professionals working in the pest control industry, the military, science teachers, lab technicians, agricultural (crop and animal) consultants, extension agents, and conservation biologists. Students can complete the Certificate online or in person, and all completed coursework credit is accepted towards UNL's MS in Entomology degree.

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

PROGRAM COST: \$0 (All Coursework Exists)

SPONSORS: Ronnie Green, Chancellor  
University of Nebraska-Lincoln

APPROVED:   
Walter E. Carter, President  
University of Nebraska System

DATE: May 16, 2023



March 20, 2023

Dr. Jeffrey Gold, Executive Vice President and Provost  
University of Nebraska  
3835 Holdrege Street  
Lincoln, NE 68583-0745

Dear Dr. Gold,

I am forwarding materials related to a proposal to create a new graduate certificate program in Entomology to be administered by the Department of Entomology in the College of Agriculture Sciences and Natural Resources. All courses are existing and part of the Entomology MS program, qualifying it for expedited review. No additional resources are needed.

This proposed program has the full endorsement of the Academic Planning Committee, and Executive Vice Chancellor for Academic Affairs, the Dean of the College of Agriculture and Natural Resources, the Graduate Council and Dean, the IANR Vice Chancellor, 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,

Ronnie D. Green, Ph.D.  
Chancellor

c: Ann Tschetter, Chair, Academic Planning Committee  
Kathy Ankerson, Executive Vice Chancellor  
Tiffany Heng-Moss, Dean, College of Agriculture and Natural Resources  
Deb Hope, Dean, Graduate Studies  
John Ruberson, Department Head, Entomology  
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 EVPP



## MEMORANDUM

TO: Ann Tschetter, APC Chair

FROM: Katherine Ankerson, Executive Vice Chancellor *KSA*

DATE: February 3, 2023

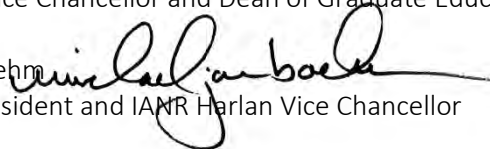
SUBJECT: New Graduate Certificate in Entomology

Attached please find a proposal to create a new Graduate Certificate in Entomology to be administered by the Department of Entomology in the College of Agricultural Sciences and Natural Resources. All courses are existing and a part of the Entomology MS program, qualifying it for expedited review. In addition, no additional resources are needed, given current capacity and expected enrollment. The Entomology graduate certificate program is expected to be attractive to current students and professionals in the field.

This new certificate program has the full support of the CASNR curriculum committees, Dean Tiffany Heng-Moss, Graduate Council and Dean Deb Hope, and VC Mike Boehm. I fully support this proposal.



TO: Debra Hope  
Associate Vice Chancellor and Dean of Graduate Education

FROM: Michael Boehm   
NU Vice President and IANR Harlan Vice Chancellor

SUBJECT: Proposal to Create a New Graduate Certificate in Entomology

DATE: February 28, 2022

I am pleased to approve, in my role as chief academic officer for the College of Agricultural Sciences and Natural Resources (CASNR), the proposal to create a new Graduate Certificate in Entomology as submitted by Tiffany Heng-Moss, Dean of CASNR. This new certificate was proposed by the faculty in the Department of Entomology and approved by the members of the CASNR Curriculum Committee on February 11, 2022. The CASNR faculty formally approved the certificate on February 25, 2022.

The Graduate Certificate in Entomology will increase access to the discipline and training, and enhance the post-graduate micro-credentials offered through the College of Agricultural Sciences and Natural Resources (CASNR).

Enclosed is a copy of the proposal and transmittal letters. If you need additional information, please do not hesitate to contact Dean Heng-Moss.

CC: Dean Tiffany Heng-Moss  
Dr. John Ruberson



TO: Michael Boehm  
NU Vice President and IANR Harlan Vice Chancellor

FROM: Tiffany Heng-Moss, Dean *Tiffany Heng-Moss*  
College of Agricultural Sciences and Natural Resources

SUBJECT: Proposal to Create a New Graduate Certificate in Entomology

DATE: February 28, 2022

I am pleased to support the proposal to create a new Graduate Certificate in Entomology. This certificate was approved by the CASNR Curriculum Committee on February 11, 2022, and by the CASNR Faculty on February 25, 2022.


The faculty in the Department of Entomology support creation of the certificate.

If you need additional information, please let me know.

Enclosure

December 16, 2022

To: Renee Batman  
Assistant Vice Chancellor and Chief Administrative Officer

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

Re: Graduate Certificate Entomology  
CIP Code: 26.0702 (Entomology)

Attached is a proposal for a new Graduate Certificate in Entomology to be administered by the Department of Entomology.

The Office of Graduate Studies has reviewed the documents and the UNL Graduate Council approved the proposal on April 7, 2022, pending minor revisions submitted and approved by me. The final documents were submitted on August 24, 2022 and reviewed by me on December 16, 2022. The courses are well established and part of existing degree programs in the department. The proposed certificate requires no additional or reallocated resources and appears to address a growing demand for expertise in the field. Therefore, I believe the proposal qualifies for an expedited review.

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

March 15, 2023

Chancellor Ronald Green  
201 Canfield Administration  
City Campus (0419)

Dear Chancellor Green:

The Academic Planning Committee (APC) considered a proposal to create a graduate certificate program in Entomology. The program will be administered by the Department of Entomology in the College of Agriculture Sciences and Natural Resources. The APC voted to recommend approval of the proposal at its March 8, 2023, meeting and I am forwarding this proposal for your consideration.

Sincerely,

*Ann Tschetter*

Ann Tschetter, Chair, Academic Planning Committee and Professor of Practice, History

c: Vice Chancellor Michael Boehm  
Executive Vice Chancellor Katherine Ankerson  
Dean Tiffany Heng-Moss  
Dean Deb Hope  
Professor John Ruberson  
Associate to the Chancellor Josh Davis  
Assistant Vice Chancellor Renee Batman  
Project Coordinator Suzi Tamerius

# University of Nebraska-Lincoln New Graduate Certificate

## I. Descriptive Information

<b>Name of Institution Proposing Graduate Certificate</b>
University of Nebraska-Lincoln
<b>Name of Proposed Graduate Certificate</b>
Entomology
<b>Name of Program</b>
Entomology
<b>Other Programs Offered in this Field by this Institution</b>
None
<b>CIP Code</b> [IEA can help with CIP codes or browse here: <a href="http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55">http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55</a> ]
26.0702
<b>Subject Code</b>
ENTO
<b>Primary Administrative Unit for the Proposed Graduate Certificate</b>
Entomology
<b>All Units Participating in the Graduate Certificate</b>
Entomology
<b>List of Faculty Members who will Serve on Certificate Advisory Committee</b>
Erin Bauer, Tom Weissling, John Ruberson
<b>Proposed Delivery Site</b>
Lincoln and Online
<b>Graduate Certificate will be offered</b> [full program, not individual courses]
<input type="checkbox"/> On-campus only <input type="checkbox"/> Distance only <input checked="" type="checkbox"/> Both (on-campus and distance)
<b>Graduate Certificate will be Offered to</b>
<input type="checkbox"/> UNL degree seeking <input type="checkbox"/> UNL non-degree seeking <input checked="" type="checkbox"/> Both <input type="checkbox"/> Other (please explain)
<b>Will this program be proposing tuition remission? (if yes, see tuition remission forms for additional actions)</b>
No
<b>Date Approved by the Governing Board</b>
[leave blank]
<b>Proposed Date the New Graduate Certificate will be Initiated</b>
Fall 2023

## II. Details

### A. Description of Proposed Certificate Program

The entomology graduate certificate program is a packaging of existing courses designed to familiarize students with entomology and the importance of insects in ecosystem and human resilience. All the courses and personnel are already in place and the offerings are diverse, allowing students to customize their program to their interests and needs while acquiring a baseline of knowledge in insect biodiversity and relevance of insects to human and ecosystem health. Three department of entomology faculty members will serve as the certificate advisory committee. These entomology department faculty members also will advise students in the certificate program.

This graduate certificate program will support the College of Agricultural Sciences and Natural Resources (CASNR) Master of Entomology program. Students do not need to be admitted to a degree program to enter the certificate program. Our ultimate goal is to attract students in the certificate program who will continue on, once they have completed their certificate, to earn an MS in entomology. Students who have already obtained an MS in another field may want to earn the certificate to build their credentials. Students in other UNL graduate degree programs may also be interested in the certificate program to enrich their training.

The certificate will also be of interest to others in the post-baccalaureate community, including people in the pest control industry and the military, science teachers, lab technicians, extension agents, or conservation biologists who would benefit from getting a certificate. They may have limited time, interest, or resources to complete a full graduate degree or may want to explore entomology courses before committing to a full degree program. The certificate program can also provide an opportunity for some who are not interested in pursuing further degrees or gaining credentials, but have an interest in learning more about insects.

The certificate would increase access to the discipline and training. Through the flexibility offered by online course design and development, students will be able to earn the certificate either online without leaving their jobs or families or as resident students, or a hybrid of both. The entomology master's program is already offered online. No additional resources are needed to offer the graduate certificate through distance education.

### B. Learning Outcomes

1. Recognize insects and related arthropods as important members of the global environment and gain a clear understanding of the value and contributions of insects to ecosystem stability and human life.
2. Demonstrate a broad range of knowledge and understanding of insect biology, physiology, classification, ecology and behavior, and insect pest management.
3. Identify insects to order and family, and for each taxonomic level be able to: (A) name hosts or habitats, (B) describe the general life history, (C) name, or describe, any unusual characteristics shared with other taxa, and (D) name taxa that share similar biological or morphological features.

### C. Admission

The entomology graduate certificate program will be administered through the Department of Entomology within CASNR. The entomology graduate committee will coordinate and manage the certificate program on a day-to-day basis.

The procedures, qualifications, and admission to the certificate program are:

- Students must be admitted through UNL Graduate Studies. They will enroll in graduate courses and must complete them according to the course syllabi for graduate students.

- Students must complete a minimum of 15 credit hours at UNL.
- Students must complete each course in accordance with grade requirements set by Graduate Studies to earn the certificate. Admission to the certificate program does not automatically mean that a student is admitted to the Master’s degree program in Entomology.

Requirements for Admission to the Entomology Certificate Program:

- Hold a B.S. or B.A. degree from an accredited college or university. Baccalaureate course work must include chemistry, mathematics, biology, and introductory entomology. A grade of C or better is required for all prerequisites. If any of the prerequisites are missing, a student can complete them concurrently during the first year of enrollment in the program. ENTO 805 can be taken in the program to resolve a lack of the “introductory entomology” requirement and can also be applied towards the 15 credit hours required for the certificate. Chemistry, biology, and mathematics prerequisites will need to be completed through online or on-campus classes either at UNL, other universities, or local community colleges.
- All graduate level coursework that is applied toward the certificate must have been taken within the last 10 years.
- Sufficient evidence of academic ability, typically a 3.0 grade point average on a 4.0 scale.
- Approval of the Master of Entomology Graduate Committee and the Graduate College.

Requirement for Enrollment in Listed Entomology Courses

- A background in biological sciences is preferred

Application Procedure:

If not already in a UNL graduate-degree program, applicants must submit:

- A completed UNL Graduate Studies application and payment of the current application fee.
- Official transcripts from each undergraduate and graduate institution attended.
- Three letters of recommendation.
- A letter stating background and professional goals in pursuing this certificate.
- International students must meet UNL English proficiency requirements.

**D. Certificate Program Curriculum**

*Along with the table below, explain other requirements (fieldwork, capstone experience, etc.). For an expedited review, the certificate coursework must be a subset of allowable coursework for an existing program.*

<i>List specific required or elective courses in the Master’s program and certificate program. Please identify prerequisites for the required courses, if applicable. Add lines as necessary.</i>			
<b>Course Code and Name for Required Courses (IP=In Person, O=Online, IP/O=Available in both resident and online formats)</b>	<b>Masters Credit Hours</b>	<b>Certificate Credit Hours **</b>	<b>Prerequisites, if applicable</b>
ENTO 805 Introduction to Entomology* (O)	1	1	
ENTO 806 Insect Ecology (IP/O)	3	3	
ENTO 818 Insect Identification and Natural History (O) <u>OR</u> ENTO 800 Insect Biodiversity (IP)	4	4	

Course Code and Name for Electives	Masters Credit Hours	Certificate Credit Hours	
ENTO 801 Insect Physiology (IP/O)	3	3	
ENTO 803 Management of Horticultural Crop Insects (O)	3	3	
ENTO 809 Insect Control by Host Plant Resistance (IP)	3	3	
ENTO 812 Entomology and Pest Management (O)	3	3	
ENTO 814 Forensic Entomology (O)	3	3	
ENTO 815 Medical Entomology (O)	3	3	
ENTO 816 Forensic Insect Succession (O)	1	1	
ENTO 810 Insects as Educational Tools in the Classroom (O)	3	3	
ENTO 813 Biological Control of Pests (O)	3	3	
ENTO 819 Insect Behavior (O)	3	3	
ENTO 820 Insecticide Toxicology (IP/O)	3	3	
ENTO 822 Cultural Entomology (O)	3	3	
ENTO 825 Management of Agronomic Insects (O)	3	3	
ENTO 828 Scientific Illustration (O)	3	3	
ENTO 835 Chemical Ecology of Insect-Plant Interactions (IP)	3	3	
ENTO 850 Forensic Insect Morphology (O)	1	1	
ENTO 905 Seminar (IP/O)	1	1	
ENTO 915 Presentation Methods (O)	3	3	
<b>Total</b>		15	

*\*If student has no previous training in entomology*

*\*\*Students select coursework totaling 15 credit hours*

#### **E. Completion of Requirements**

All coursework must be completed within 5 years of starting the certificate program. A review of earned academic credits will be done by the departmental Graduate Committee to determine completion of the certificate requirements. Students in the program will need to apply to the chair of the Graduate Committee for the review and certificate. Each student accepted into the Entomology graduate certificate program will be assigned an academic advisor to assist with choosing coursework relevant to the student's interests.

#### **F. Evaluation of Program**

A variety of methods, both quantitative and qualitative, will be used to assess students' gain in knowledge and skills related to entomology in education and their satisfaction with the courses, including student participation, student satisfaction surveys, course evaluations, and interviews with a sample of students in the program. Further, students will take a general entomology exam at the beginning and again at the end of the program to assess student knowledge.



Student employment opportunities or choices also will help to guide the curriculum in the program. Ongoing program implementation information will be collected to facilitate program improvement.

**G. Impact on Other Units and Programs**

No adverse impacts anticipated for other units or programs. The certificate may help strengthen some other programs, such as the Doctor of Plant Health, by providing an additional supporting credential.

**H. Impact on Course Subject Codes**

None

**Projected Enrollment**

	Resident in person	Resident Online	Non-Resident in person	Non-Resident Online
Year 1	1	1	0	1
Year 2	2	2	0	2
Year 3	3	4	0	4
Year 4	4	6	0	6
Year 5	5	8	0	8

### III. Review Criteria

**A. Adequacy of Resources:**

1. Faculty/Staff

All courses are currently being taught as part of the entomology master’s degree program which is offered online and in-person. Faculty and staff resources are sufficient to manage the graduate certificate program as a subset of existing effort.

2. Physical Facilities and Equipment

Equipment necessary will be computers, monitors, speakers, microphones, and other digital and A/V tools to continue producing and delivering high-quality resident and online materials and assessments. All these resources are currently in place, so no additional resources or facilities are necessary.

3. Instructional Equipment and Informational Resources

All materials are already available through the established courses and the UNL Libraries.

4. Course and Lab Fees

No changes expected

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

Table 1: Projected Expenses

Table 2: Revenue Sources for Projected Expense

No new expenses are expected as all resources, course, and personnel are currently in place. Should any expenses arise as a result of program growth, we would anticipate these to be covered by distance education revenues returned to the department.

**B. Evidence of Need and Demand**

Entomology training is a valuable supplement for people employed in a variety of areas – e.g., crop protection, human health, food processing industry, structural pest management (homes, businesses, educational facilities), environmental conservation, science education, beekeeping. Advanced credentials in Entomology can enhance professional development and advancement opportunity in a number of these professional areas (perhaps most notably in structural pest management, crop protection, conservation biology, and science education). Entomology is also an element of various avocations, such as citizen science pursuits, fly fishing, and art. Entomology is a complementary discipline for non-traditional students seeking to enhance their current employment opportunities or enrich avocational interests.



Ronda Hamm  
9330 Zionsville Road  
Indianapolis, IN 46268  
Tel: (317) 337-6987

April 19, 2022

Dr. Tom Weissling, Associate Professor  
Graduate Committee Chair  
Department of Entomology  
University of Nebraska-Lincoln

Dear Dr. Weissling:

I am pleased to support the Department of Entomology at the University of Nebraska-Lincoln's graduate Entomology Certificate.

Corteva Agriscience is a world leader in agriscience innovations including technologies in crop protection chemistry and biologicals (including insecticides, herbicides, fungicides, and nematicides), seeds (for 10+ crops), and digital. Corteva employs over 20,000 professionals worldwide, many of whom seek advanced degrees or post-graduate training in the tri-sciences (plant sciences, entomology, and weed sciences).

As presented, the proposed University of Nebraska graduate certificate in Entomology would be valuable as a credential for new employees when paired with degrees like agronomy, soil science, or plant science. This would provide students with the opportunity for a more well-rounded education and the ability for a student to distinguish themselves above and beyond disciplinary specialization of their degree. Additionally, the certificate may also support Corteva employees seeking advanced degrees and training in entomology. We would not expect the certificate to be a requirement, but an additional benefit to their training and experiences.

In summary, I believe a graduate certificate in entomology provides a unique and added benefit to potential and current employees in the agriscience industry. Therefore, I support the proposed Graduate Certificate in Entomology at the University of Nebraska-Lincoln.

Sincerely,

A handwritten signature in black ink that reads "Ronda Hamm".

Ronda Hamm, Global Academic Relations Leader  
Corteva Agriscience  
[Ronda.hamm@corteva.com](mailto:Ronda.hamm@corteva.com)  
317-337-6987

**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
Personnel Cost	\$0	\$0	\$0	\$0	\$0	\$0
Operating Costs	\$0	\$0	\$0	\$0	\$0	\$0
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0
Total Expenses	\$0	\$0	\$0	\$0	\$0	\$0

**Table 2: Revenue Sources for Projected Expenses – New Instructional Program**

	FY (2023-24) Year 1	FY(2024-25) Year 2	FY(2025-26) Year 3	FY(2026-27) Year 4	FY(2027-28) Year 5	Total
Tuition and Fees	\$8,244	\$16,488	\$30,930	\$45,372	\$59,814	\$160,848
Other Funding	\$0	\$0	\$0	\$0	\$0	\$0

Tuition only per schedule below

**Enrollment Projections**

	Resident in Person	Resident Online	Non-Resident in Person	Non-Resident Online	Total
Year 1	1	1	-	1	3
Year 2	2	2	-	2	6
Year 3	3	4	-	4	11
Year 4	4	6	-	6	16
Year 5	5	8	-	8	21

	6 Credit Hour/Year	Tuition Rate/SCH
Resident in Person	\$2,046	\$341
Resident Online	\$2,142	\$357
Non-Resident in Person	\$5,976	\$996
Non-Resident Online	\$4,056	\$676

TO: The Board of Regents Addendum XI-D-2

Academic Affairs Committee

MEETING DATE: June 22, 2023

SUBJECT: Renaming the Ph.D. in Geography to the Ph.D. in Global Integrative Studies in the College of Arts and Sciences to Global Integrative Studies at UNL

RECOMMENDED ACTION: Report

PREVIOUS ACTION: August 16, 2019 – The Board approved the continuation of the Master of Arts (MA) and Doctor of Philosophy (PhD) degrees in Geography at UNL and forward the monitoring report to the CCPE.


December 5, 2019 – The Board approved the creation of the School of Global Integrative Studies by merging the Department of Anthropology and programs in Geography and Global Studies in the College of Arts and Sciences at UNL.

EXPLANATION: The UNL School of Global Integrative Studies was established in 2019 by merging the Department of Anthropology and programs in Geography and Global Studies. The proposed name change for the School's PhD program from Geography to Global Integrative Studies recognizes the breadth of the discipline, mirrors the academic unit's name, and will help create a structure that fosters cross-disciplinary education of scholars to address local and global problems benefiting from an integrated approach.

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

SPONSORS: Katherine Ankerson  
Executive Vice Chancellor for Academic Affairs  
University of Nebraska-Lincoln

APPROVED:   
Ronnie D. Green, Chancellor  
University of Nebraska-Lincoln

  
Walter E. Carter, President  
University of Nebraska System

DATE: May 16, 2023



February 15, 2023

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 from the School of Global Integrative Studies in the College of Arts and Sciences to rename the PhD program in “Geography” to “Global Integrative Studies.” The proposed change reflects an expansion of the area of study beyond the traditional field of geography and includes a request to reflect this breadth of program. There are no changes to the program and no budgetary impact.

The proposal has the full endorsement of the College of Arts and Sciences Curriculum Committee, Dean Button, the Graduate Council and Dean Hope, Executive Vice Chancellor Anderson, the Academic Planning Committee, and it has my approval. I am requesting you approve it as well.

Sincerely,

A handwritten signature in black ink that reads "Ronnie D. Green".

Ronnie D. Green, Ph.D.  
Chancellor

c: Ann Tschetter, Chair, Academic Planning Committee  
Katherine Ankersen, Executive Vice Chancellor  
Mark Button, Dean, College of Arts and Sciences  
Deb Hope, Dean, Graduate Studies  
Sophia Perdikaris, Director, School of Global Integrative Studies  
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



## MEMORANDUM

TO: Ann Tschetter, APC Chair

FROM: Katherine Ankerson, Executive Vice Chancellor

DATE: February 1, 2023

SUBJECT: Geography PhD Proposal

Attached please find a proposal from the School of Global Integrative Studies, in the College of Arts and Sciences, which continues the innovative transformation of the School's offerings in the areas of geography, global studies, and anthropology. The proposal outlines a modification to the Geography PhD program by expanding the area of study beyond the traditional field of geography and includes a request to reflect this breadth of program by renaming the PhD major, *Global Integrative Studies*.

The College of Arts and Sciences has been working to strengthen the graduate program in Geography. The School of Global Integrative Studies was officially formed in February 2020. Since then, the School has accelerated the endemic inter-disciplinarily and trans-disciplinarily in research and student training among the three disciplines in the areas of migration, food, GIS and geo-data technologies, and digital humanities. Faculty in all three subareas collaborate in the classroom and in research and serve on the School's graduate committees.

The modifications to the geography doctoral program has the full support of the School faculty, CAS curriculum committees, Dean Mark Button, Graduate Council and Dean Deb Hope. Due to various leadership changes and the impact of the global pandemic, this proposal had stalled but has been recently updated and finalized by the School. The proposed doctoral program in Global Integrative Studies can be offered immediately with current faculty. I support this proposal and ask that it be reviewed at the Academic Planning Committee's earliest convenience.



January 30, 2023

TO: Renee Batman  
Assistant Vice Chancellor and Chief Administrative Officer

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

SUBJECT: PhD major name change from Geography to Global Integrative Studies  
CIP code: 30.2001 International/Globalization Studies

Attached is a proposal to change the major of the PhD in “Geography” to “Global Integrative Studies.” The current administrative home is the School of Global Integrative Studies. The UNL Graduate Council has approved the proposal.


This was previously approved under Tim Carr. I am confirming I also approve it going forward to the Academic Planning Committee.





February 5, 2020

TO: Renee Batman  
Assistant Vice Chancellor and Chief Administrative Officer

FROM: Tim Carr   
Associate Vice Chancellor and Dean of Graduate Education

SUBJECT: PhD major name change from Geography to Global Integrative Studies  
CIP code: 30.2001 International/Globalization Studies

Attached is a proposal to change the major of the PhD in “Geography” to “Global Integrative Studies.” The current administrative home is the School of Global Integrative Studies. The UNL Graduate Council has approved the proposal.

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

February 13, 2023

Chancellor Ronald Green  
201 Canfield Administration  
City Campus (0419)

Dear Chancellor Green:

The Academic Planning Committee (APC) considered a proposal to modify the Geography Ph.D. program. The program will be administered by the School of Global Integrative Studies in the College of Arts and Sciences. The APC voted to recommend approval of the proposal through an electronic vote which concluded on Friday, February 10, 2023, and I am forwarding this proposal for your consideration.

Sincerely,

*Ann Tschetter*

Ann Tschetter, Academic Planning Committee and Professor of Practice, History

c: Executive Vice Chancellor Katherine Ankerson  
Dean Mark Button  
Dean Deb Hope  
Director Sophia Perdikaris  
Associate to the Chancellor Josh Davis  
Assistant Vice Chancellor Renee Batman  
Project Coordinator Suzi Tamerius



July 19, 2021

Dean Tim Carr  
Dean of Graduate Studies  
123A SEH  
University of Nebraska-Lincoln

Dear Dr. Carr,

I am pleased to offer my support in transitioning the PhD in Geography to become the PhD in Global Integrative Studies at the University of Nebraska-Lincoln. The Graduate Faculty in the School of Global Integrative Studies have reviewed the proposal and have voted in support of this proposed modification. I join my colleagues in the School of Global Integrative Studies in supporting this proposal. This proposed modification has also received strong support from peer research institutions.

The PhD in Global Integrative Studies will have a positive impact on advancing the overall mission of the University of Nebraska-Lincoln and help to elevate the School of Global Integrative Studies at UNL.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mark Button', written in a cursive style.

Mark Button  
Dean, College of Arts and Sciences  
University of Nebraska-Lincoln

# University of Nebraska-Lincoln

## Modification of Graduate Major or Degree

*e.g. name change, merger/consolidation, etc.*

### I. Descriptive Information

<b>Name of Institution Proposing Modification</b>
University of Nebraska-Lincoln
<b>Name of Current Major or Degree</b>
Geography
<b>Degree to be Awarded to Graduates of the Program</b>
PhD
<b>Program is Currently Offered</b> <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)
<b>Name of Proposed Major or Degree</b>
Global Integrative Studies
<b>Degree to be Awarded to Graduates of the Proposed Program</b>
PhD
<b>Other Majors or Degrees Offered in this Field by Institution</b>
Anthropology BA, BS, MA, MS Geography BA, BS, MA, MS, Ph.D. Global Studies BA, BS
<b>CIP Code</b> <i>[IEA can help with CIP codes or browse here: <a href="http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55">http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55</a>]</i>
30.2001
<b>Current Subject Code</b>
GEOG
<b>Proposed Subject Code</b>
<b>Administrative Units for the Major or Degree</b>
School of Global Integrative Studies
<b>Proposed Delivery Site</b>
University Nebraska-Lincoln
<b>Program will be Offered</b> <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)
<b>Date Approved by the Governing Board</b>
<i>[leave blank]</i>
<b>Proposed Date Modifications will be Initiated</b>
Fall 2023

## II. Details

### A. Description of Proposed Modification:

We aim to modify the Ph.D. major in Geography, expanding it beyond its concern with society and space. Geography is the science of the spatial dimensions of human societies and the earth's environment. It provides insights about past, present and future issues involving natural resources, culture, economics, and politics around the globe. Originally conceived with a tripartite emphasis on society, place, and environment, in recent decades the spatial analytic aspect of geography has ascended with the development of geographic information science, which has become essential for capturing, analyzing, and presenting spatial trends. Here at the University of Nebraska-Lincoln, human geography and historical geography have remained vibrant foci.

We propose to add complementary elements from anthropology, which studies other crucial aspects of humans and humanity—their biology, behaviors and culture, heritage, and materiality. Our doctoral graduates will be outfitted with theory and concepts derived from these complementary disciplines and be 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, lie. Students will develop expertise in one or more methods, including those from geographic information science and those routinely used in anthropology (qualitative and quantitative analyses; augmented and virtual reality data presentations).

**Implementation Plan:** Upon approval, we will phase out the Geography major at the doctoral level. Extant students (currently numbering 12) in this major will be given the opportunity to either complete the Geography major or migrate to the Global Integrative Studies major. Currently, 12 students are enrolled in the Geography PhD. We will allow students currently in the Geography PhD program to complete their program of study or change to the new major. No new students will be admitted to the PhD-Geography major once the new major is activated.

**Program Structure:** The proposed PhD in Global Integrative Studies is very much like other doctoral programs offered at University of Nebraska-Lincoln in Human Sciences (specializations in Child, Youth and Family Studies, Leadership Education, Nutrition and Health Sciences, Special Education and Communication Disorders), Natural Resources Sciences (specializations in Adaptive Management, Applied Ecology, Bio-Atmospheric Interactions, Climate Assessment and Impacts, Hydrological Sciences), Modern Languages (specializations in Spanish and French), and Engineering (specializations in Biomedical Engineering, Materials Engineering, Computer Engineering). Students will apply to enter the Global Integrative Studies doctoral program and then will need to indicate a specialization in Geography or Anthropology with their application to the program.

All students will complete:

- Core courses in research design, professionalization, and ethics
- Methods courses tailored to their specialization
- Required course in their specialization
- Electives in their specialization
- Dissertation

Currently, the PhD in Geography requires that students complete GEOG 903 History and Philosophy of Geography. Students then work with their advisors to assemble a program of study that will best serve their career goals. The proposed PhD program of study in Global Integrative Studies is slightly more structured with one course common to the PhD and other courses specific to the specialization (Anthropology or Geography). Students complete a course in GIST 901 Pro-seminar in Research Methods and Professional Development, where they are introduced to various forms of professional writing, and which helps them develop their dissertation proposal. In addition, we require students to complete a course on history and theory based on specialization: ANTH 817 (History of Anthropological Theory) and GEOG 903 (History and Philosophy of Geography). Finally, students must complete 6 credits in methods courses that best serve their dissertation needs, with at least one course coming from their area of specialization.

## **B. Justification of Proposed Modification:**

Both intellectual and pragmatic reasons justify modifying the Ph.D. major in Geography. Intellectually, we seek to integrate the strengths of Geography and Anthropology to forge a major 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 father of American anthropology, Franz Boas, was a trained geographer; anthropologists and geographers have collaborated over the last century, finding common intellectual ground in multiple domains such as cultural ecology and, more recently, studies of resilience and vulnerability. Like Geography, Anthropology straddles the social, natural, and physical sciences, as well as the humanities. Anthropologists commonly make use of geographic information science tools in their research. Geographers commonly make use of concepts first developed in Anthropology.

Thus, in this modified major, faculty will work synergistically to train doctoral students in powerful concepts and tools utilized in both disciplines to address 21<sup>st</sup> century issues. Through doctoral training in Global Integrative Studies, we propose to maintain disciplinary rigor in Anthropology and Geography, but also create a structure that fosters cross-disciplinary education of scholars to address local and global problems benefiting from an integrated approach. The proposed program in Global Integrative Studies can be offered immediately with current faculty.

In 2018, we identified two action steps to strengthen the graduate program in Geography. The first was the creation of a new academic unit, the School of Global Integrative Studies, to house Anthropology, Geography, and Global Studies, with both operational and intellectual goals. The School was officially formed in February 2020. The School provides a strong administrative structure that has facilitated a more robust operations and an efficient use of resources. Intellectually, the School has accelerated the endemic inter-disciplinary and trans-disciplinary in research and student training among the three disciplines in the areas of migration, food, GIS and geodata technologies, and digital humanities (see Emergent Concentrations below). Faculty in all three subareas collaborate in the classroom and in research and serve on the School's graduate committees.

The second action step was collaboration on new faculty hires to expand curricular offerings and attract new graduate-level students. Assistant Professors Patrick Bitterman and Rob Shepard joined the faculty in 2019. Both have succeeded in these goals; four PhD and four Geography MA students joined in 2021. In 2022, an additional six PhD and five Geography MA students joined. In 2022, twelve Anthropology MA students entered the School reflecting the strong growth of Anthropology. The proposed modification further expands the number of graduate faculty for the Ph.D. in Global Integrative Studies and increases the potential to attract and support graduate students. Importantly, the emergent intellectual climate of inter- and trans-disciplinarity within the School offers the potential for UNL to build a graduate program for our times that provides solid disciplinary grounding, a strong methodological foundation, and mentoring in successfully leading transdisciplinary efforts. The result will be professionals equipped with a combination of advanced computational, theoretical, critical-thinking, and problem-solving skills that uniquely prepare them for a variety of employment opportunities in NGOs, academia, industry, and government that necessitate abilities to integrate a deep knowledge of cultural differences with technological and scientific skills.

Our goals continue to be a graduate program with a minimum of ten PhD students and seven MA students each year. We expect to fully meet the CCPE thresholds for a graduate program of an average of three graduates every five years.

Additional efforts to coordinate course offerings across areas of strength (e.g., School of Natural Resource, and the Community and Regional Planning program in the School of Architecture), a revitalized GIS Graduate Certificate program (currently in process of implementation), Accelerated MA programs (under development), are also expected to boost and support graduate recruitment efforts.

The proposed PhD in Global Integrative Studies is very much like other doctoral programs offered at the University of Nebraska-Lincoln in Human Sciences (specializations in Child, Youth and Family Studies, Leadership Education, Nutrition and Health Sciences, Special Education and Communication Disorders), Natural Resources Sciences (specializations in Adaptive Management, Applied Ecology, Bio-Atmospheric Interactions, Climate Assessment and Impacts, Hydrological Sciences), Modern Languages (specializations in Spanish and French), and Engineering (specializations in Biomedical Engineering, Materials Engineering, Computer Engineering). That is, the programs may have an unorthodox label but offer rigorous and deep disciplinary training that allows them to competitively place their graduates.

At both peer campuses and within the Big 10 Academic Alliance, doctoral level training remains somewhat traditional and is primarily offered via large and independent Departments of Anthropology and Departments of Geography (often with additional extensions such as “Sustainability”). The fundamental inter-disciplinary nature of both Anthropology and Geography, however, is such that hybrid PhD programs are not uncommon, with different programs emphasizing different kinds of hybrids. For example, at the peer campus of Colorado State University, students receive doctoral training in Anthropology with a specialization in Place, Space, and Adaptation via the Department of Anthropology and Geography. Here, students may elect to pursue dissertation work with a geographical component. And, within the Big 10 Academic Alliance, students at Purdue University receive doctoral training in geodata science and environmental geoscience, often offered via Departments of Geography, through the Department of Earth, Atmospheric, and Planetary Science.

Having noted these occurrences, upon entry into the Big Ten Academic Alliance, we were encouraged to explore initiatives that make us stand out. We know we cannot build an 18-person Anthropology program and a 20-person Geography program to compete with the likes of those at Wisconsin, Michigan and Penn State, where they cover the entire field. Thus, we elected to pursue a special niche program strategy to make us unique but also competitive and poised to address the grand challenges facing Nebraska and our world. The initiative to form the School and develop a doctoral training program that marries the disciplinary strengths of Anthropology and Geography is part of that strategy. Our hybrid degree program emphasizes inter-disciplinary and trans-disciplinary approaches to developing solutions to problems with human, environment, and technical dimensions. It will be unique on the Great Plains, among our peer institutions, and within the Big 10.

We highlight two other prominent programs and contrast our proposed program with them. At Louisiana State University, the [Department of Geography and Anthropology](#) offers the PhD in each of these two disciplines; there are no common themes, and no coursework is shared between these programs. In contrast, at Florida International University, the [Department of Global and Sociocultural Studies](#) offers doctoral training in the themes of Identity, Migration and Diaspora, and Nature-Society. It incorporates the disciplines of Geography, Sociology, and Cultural Anthropology and awards a PhD in Global and Sociocultural Studies. Students complete a set of four core courses that emphasize methods, research design, writing, and theory. They then complete courses in their discipline and pursue research under the guidance of their disciplinary advisor. The program we have proposed strikes a balance between these two extremes, wherein we build community in the initial shared course that emphasizes aspects of professionalization and then disciplinary competence in subsequent courses.

Given its emphasis on explicit, applied, trans-disciplinary research, the doctoral program we most seek to emulate, albeit at a much smaller scale and fundamentally incorporating the tenets of both Anthropology and Geography, is Arizona State University’s School of Human Evolution and Social Change. Here, students earn PhDs in Anthropology, Global Health, Applied Math for the Life and Social Sciences, and Environmental Social Science. Their faculty [web landing page](#) emphasizes “Our unit includes more than 60 experts whose work bridges cultural, geographic, and scientific boundaries, including four members of the National Academy of Sciences. We are a school filled with faculty looking forward into the future of social science. Most exciting is the large cohort of transdisciplinary-minded scholars who have joined us over the last decade. They are redefining in real time how social science research and training is imagined, so that its societal impact will be even greater in the years ahead.”

### C. Impact on Subject Codes:

*[Will any subject codes need to be created, modified, or deleted in relation to the modification of this program]*

Yes, GIST which was recently approved to support undergraduate coursework would also be used to designate core courses in methods and professionalization at the graduate level.

## III. Additional Details

### A. Purpose of the Proposed Major or Degree:

The purpose of the proposed Global Integrative Studies major is to provide advanced training in concepts, research methods, practices, and applications in anthropology and geography that would allow students to be successful in a career in government, NGOs, industry, or academia. Through the modified program, we aim to formalize the kind of cross-training we have already witnessed among our students, with students such as recent Geography PhD Christy Hyman marrying concepts and methods across the disciplinary boundaries of anthropology and geography to explore new domains of knowledge, for example, to understand the behavior of enslaved individuals in the Antebellum South seeking refuge and freedom. Dr. Hyman (PhD 2022) is now an Assistant Professor at Mississippi State University. Among our MA students, a similar interdisciplinarity has made students attractive to employers. For example, Mr. Mason McKinney incorporated geographical concepts to enhance the identification of missing service members and is now employed at the Department of Defense POW-MIA Accounting Agency. The external letter-writers provide additional testimony as to the desirability of those who are broadly trained at the doctoral level.

We anticipate increased interest and enrollment in the modified program because it will appeal to a broader group of prospective students and position them for a wider range of careers. We have partnered with the Defense POW-MIA Accounting Agency (DPAA), which anticipates hiring our PhDs in forensic anthropology, for example. And we point to the success in numbers of research dollars generated and numbers of students graduated by the novel, applied, and trans-disciplinary [School of Human Evolution and Social Change](#) program at Arizona State University.

The current PhD in Geography is the only Geography PhD granting program in Nebraska and currently has enrolled 12 students. In Nebraska, there is no PhD-granting program for Anthropology. Currently, no fields beyond Geography and Anthropology need to be considered but as the School and these disciplines evolve, other related Specializations might be added. We anticipate doubling our current PhD student population through the proposed modification of the program by being able to support the interests of a broader group of doctoral students, especially those residing in Nebraska.

We understand from our current cohort of Anthropology MA students, especially those with a Forensic Anthropology and Digital Archaeology interest, that they desire to continue in the modified PhD program at UNL, with a specialization in Anthropology. We also have superior strength in Digital Humanities that draws in both Anthropology and Geography students. In the last 5 years, seven of our Anthropology MA students with an interest in Digital Humanities have departed for doctoral training at Heidelberg University, the University of Kansas, University of Notre Dame, and the University of California-Merced, among others. Through the modified PhD program, we would aim to retain students such as these.

### B. Description of the Proposed Major or Degree:

The primary student learning outcome of the proposed Ph.D. major in Global Integrative Studies is demonstration of the mastery of current theory, concepts, methods, and practices in either the discipline of Anthropology or Geography as well as in emergent domains of inquiry informed by these disciplines.

- Through core coursework, students will be introduced to research design, methods, and ethical and professional conduct.



- In addition to being prepared to enter academia, students may prepare for employment in the public and private sectors.
- Through specialization coursework, students will gain knowledge of the history, theory, and development of their specialization in either Anthropology or Geography.
- Through specialized coursework and in consultation with their advisor, students will become expert in their field of interest.
- Doctoral students, through their dissertation and other research, will demonstrate their ability to design, ethically conduct, and present research at the cutting edge of the discipline.

Requirements for admission in the Global Integrative Studies program include:

- A BA, BS, MA, or MS degree (or equivalent) from an accredited college or university
- A cumulative GPA of 3.0 in their prior degree or any prior graduate courses
- A personal statement that describes educational and career goals, educational and experiential preparation for graduate school, and identifies a specialization in Anthropology or Geography
- Three letters of reference
- A writing sample (a research paper, an undergraduate thesis, etc.)
- Indication of intellectual interest from a SGIS faculty member who might serve as the student's advisor
- Satisfaction of other University of Nebraska Graduate School admission requirements

Submission of official GRE scores are optional. Such scores may testify to student ability and could offset a lower GPA, for example.

Admission

The steps for admission of a student in the Global Integrative Studies PhD program are:

1. Student completes application in ADMIT (CollegeNET), The graduate chair is automatically notified when an application is complete.
2. After the deadline date (January 15), the graduate chair will assign two Graduate Committee members to review each applicant's file whose status is "complete."
3. Reviewers complete checklist in ADMIT. Each student will receive one of three possible initial recommendations:
  - a. Admit (meets admission requirements)
  - b. Not admit (does not meet admission requirements)
4. The Graduate Committee will consider all applicants, making a final recommendation on each.
5. After the committee reviews applicants, the graduate chair sends to all graduate faculty a list of potential students who are recommended for admission and who are not already matched to faculty.
6. Students are notified of decision of Graduate Committee (change of status in ADMIT).
7. If a faculty member agrees to advise the graduate student:
  - a. The faculty member notifies the graduate chair that they agree to advise the student.
  - b. The student is admitted to the PhD program. Any deficiencies are noted in the letter of admission coming from Graduate Studies.
8. Letters are sent out by the Graduate Committee to students admitted and not admitted.

PhD Program Requirements

The Core Requirements in the PhD program is 9 credit hours.

**Core Requirements (9 credits)**

GIST 901 (proposal to create from ANTH/GEOG 901 is pending) Pro-seminar in Research Methods and Professional Development (3 credits)

Methods (6 credits, with 3 to come from disciplinary focus). Select from:

- ANTH 807 3D Imaging for Cultural Heritage
- ANTH 882 Field Methods in Ethnography
- ANTH 884 Data Analytics in Anthropology
- ANTH 889 GIS in Archaeology
- GEOG 814 Spatial Analysis and Modeling
- GEOG 815 Introduction to Computer Mapping
- GEOG 817 Web GIS
- GEOG 818 Introduction to Remote Sensing
- GEOG 820 Digital Image Analysis of Remote Sensing Data
- GEOG 822 Advanced Techniques in Geographic Information Systems
- GEOG 825 Geovisualization
- GEOG 832 Programming, Scripting, and Automation for GIS
- Other methods courses outside SGIS may also be considered in consultation with advisor

### **ANTH Specialization Requirements (81 credits)**

ANTH 817 History of Anthropological Theory (3 credits)

Electives (54-66 credits); Choose from:

- ANTH 804 Curation of Archaeological Collections
- ANTH 806 Visualizing the Ancient City
- ANTH 810 Gender: An Anthropological Perspective
- ANTH 811 Visual Anthropology
- ANTH 812 Family, Marriage, and Kinship
- ANTH 816 Digital Anthropologies
- ANTH 818 Ethnology and Museums
- ANTH 822 Medical Anthropology
- ANTH 830 Nutritional Anthropology
- ANTH 831 Historical Archaeology: Current Topics
- ANTH 832 History and Theory of Archaeology
- ANTH 833 North American Archaeology
- ANTH 834 Introduction to Great Plains Archaeology
- ANTH 835 Heritage Resource Protection and Management
- ANTH 836 The Ancient Maya
- ANTH 837 Cultural Heritage of the American Southwest
- ANTH 838 Archaeological of Europe
- ANTH 842 Human Variation
- ANTH 843 Dental Anthropology
- ANTH 844 Human Osteology
- ANTH 848 Human Growth and Development
- ANTH 851 Contemporary Issues of Indigenous Peoples in North America
- ANTH 855 Forensic Archaeology: Clandestine Burials, Mass Graves, and Human Rights
- ANTH 856 Forensic Taphonomy: An Anthropological Approach
- ANTH 861 Geospatial Approaches in Digital Humanities and Social Sciences
- ANTH 862 Forensic Anthropology
- ANTH 863 Museum Exhibit Design
- ANTH 871 Digital Humanities Practicum
- ANTH 872 Belief Systems: Animism to Zombies

- ANTH 873 Ecological Anthropology
- ANTH 874 Development in Theory and Practice
- ANTH 875 Experimental Archaeology
- ANTH 876 Human Rights, Environment, and Development
- ANTH 877 Hunters-Gatherers
- ANTH 881 Landscape Archaeology
- ANTH 886 Digital Heritage
- ANTH 887 Analysis of Archaeological Materials, 887A Ceramics, 887B Lithics, 887D Archaeofauna, 887E Historic Material Culture
- ANTH 888 Contemporary Issues in Anthropology
- May also select additional methods courses or courses in other disciplines in consultation with advisor.

Dissertation (12-24 credits)

### **GEOG Specialization Requirements (81 credits)**

GEOG 903 History and Philosophy of Geography (3 credits)

Electives (54-66 credits). Choose from:

- 803 Environmental Justice
- 806 Spatial and Environmental Influences in Social Systems
- 808 Microclimate: The Biological Environment
- 831 Cultural Geography
- 835 Cultural Survival: Indigenous People's Rights
- 841 Geographies of Health
- 844 Geo-demographic and Geographic Information Systems (GIS)
- 847 Political Geography
- 850 Climate and Society
- 884 Water Resources Seminar
- 897 Geography Field Tour
- 898 Research
- May also select additional methods courses or courses in other disciplines in consultation with advisor.

Dissertation (12-24 credits)

## **IV. Review Criteria**

### **A. Centrality to UNL Role and Mission**

One of the core missions of the University of Nebraska-Lincoln is the promotion of respect for and understanding of cultural diversity in all aspects of society. Doctoral training via the proposed major of Global Integrative Studies harnesses the concepts, methods, and knowledge of anthropology and geography to investigate and understand cultural diversity in all its dimensions. Moreover, we affirm that such diversity is critical to pursuing excellence in research and teaching. The School of Global Integrative Studies has been successful in diversifying its faculty and student body to expand the worldviews and approaches to problems and solutions that are critical to addressing 21<sup>st</sup> century issues. Our faculty is active in this research domain.

### **B. Relationship of the proposal to the 5-year Strategy**

The modified major relates to the 5-year Strategy in several ways:

- UNL offers the only Geography doctoral training available in the state; currently students seeking advanced training in Anthropology must exit the state as no such programs exist here. Frequent requests from students demonstrate that such a demand exists. We aim to offer doctoral level training to Nebraska residents with an expanded faculty that includes geographers, anthropologists, and geographic information scientists (NU Strategic Framework Goal 1).
- Our renewed transdisciplinary approach supports the production of students who both command an intellectual or methodological specialty, but importantly, also appreciate how that specialty is situated in generalist framework; this specialist-generalist duality allows them to be effective leaders and members of productive teams (NUSF Goal 2).
- The School of Global Integrative Studies has developed a strong partnership with the Department of Defense POW-MIA Accounting Agency (DPAA) located at Offutt AFB, which is responsible for the recovery, identification, and repatriation of service members lost in theaters of war. DPAA projects the ongoing need for forensic anthropologists with doctoral training to help them meet their mission of, which the proposed modified major could provide. Forensic anthropologists would receive their PhD in Global Integrative Studies: Specialization Anthropology, completing coursework in anthropology and, if appropriate, geography. Other students emphasizing geographic information science within the Geography specialization may find immediate employment in current efforts to “connect... to the vast network of devices providing data in real time” to visualize spatial information (Dangermond 2017; Dangermond is the founder of ESRI, maker of ArcMap, the industry standard in GIS). It is our hope that these highly trained professionals would remain in Nebraska—the former supporting the Department of Defense mandate and the latter supporting industry—honoring NU Strategic Objective 3a.
- We anticipate that our overall research capacity will increase as more of our faculty will be involved in doctoral training and will be able to embed graduate students in their research programs. Anthropology faculty currently unable to access funding sources for PhD level training will now be able to apply for such funds (NUSF Goal 4).
- Finally, our enhanced research capability will allow us to serve Nebraska in new ways, for example, addressing health issues through approaches that integrate spatial and social perspectives (NUSF Goal 5).

Dangermond, Jack (2017) Five GIS Trends Changing the World according to Jack Dangermond, President of Esri. *Geo Awesomeness*, January 2017.

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

Conversion of the Ph.D. major in Geography major into Global Integrative Studies, we propose to redeploy instructional and research talent in a way that supports the Comprehensive Statewide Plan for Post-Secondary Education:

- It maintains access to high-quality doctoral level training in Geography for Nebraska residents and expands this to allow for doctoral training in Anthropology. No other institution in Nebraska currently offers either of these.
- It enhances the research productivity of extant world-class faculty by creating opportunities for doctoral students to assist with such research. Moreover, it opens doors to new funding sources that are only available to doctoral students.
- The challenges presently facing Nebraska—in economic development, changing demographics, health inequities, and so forth—require framing and problem-solving that are transdisciplinary. The modified major furthers collaboration among faculty, building the potential for new research and education efforts that are, in the words of the Plan, “vital, vigorous, and visionary.” It exhibits the responsiveness of the University of Nebraska to “changing academic, workforce, societal, economic, cultural, and community development needs.” U.S. News & World Report list of Top Ten Best Science Jobs includes three from Anthropology and Geography:

#5 Forensic Science Technician (2700 projected jobs per year), #6 Anthropologist (600 projected jobs per year), #7 Archaeologist (600 projected jobs per year), and #10 Geography (projected 1600 per year). Nebraska (#4) is one of the top five paying states for Anthropologists and Archaeologists according to the Bureau of Labor with an annual mean salary of \$78,020 (May 2021); it is also classified as having a high concentration of jobs and location quotient above 1.0, which means it has a higher share of employment than average for Anthropologists and Archaeologists. According to the Bureau of Labor, the annual mean salary for Geographers is \$85,220. There is no specific employment data for Geography in Nebraska.

- The Industry Profile (Bureau of Labor) lists the following five areas as having the highest levels and concentration of employment for Anthropologists and Archaeologists: (1) Scientific Research and Development Services, (2) Federal Executive Branch (OEWS Designation), (3) Management, Scientific, and Technical Consulting Services, (4) Architectural, Engineering, and Related Services, and (5) State Government, excluding schools and hospitals (OEWS Designation). The Industry Profile (Bureau of Labor) for Geography complements Anthropology and Archaeology. The five highest employment areas are: (1) Federal Executive Branch (OEWS Designation), (2) State Government, excluding schools and hospitals (OEWS Designation), (3) Colleges, Universities, and Professional Schools, (4) Management, Scientific, and Technical Consulting Services, and (5) Local Government, excluding schools and hospitals (OEWS Designation).
- In academic positions, according to the NSF’s 2017 Survey of Doctorate Recipients, the unemployment rate of anthropology PhDs is only 2.5%, and over 80% of employed anthropology PhDs work full time (National Science Foundation 2017). Importantly, as Figure 1 shows, anthropologists are finding full-time employment in many positions outside Anthropology, highlighting the critical relevance of the field across a variety of professions. The unemployment rate of geography PhDs is not available; however, over 87% of employed geography PhDs work full time (National Science Foundation 2017).

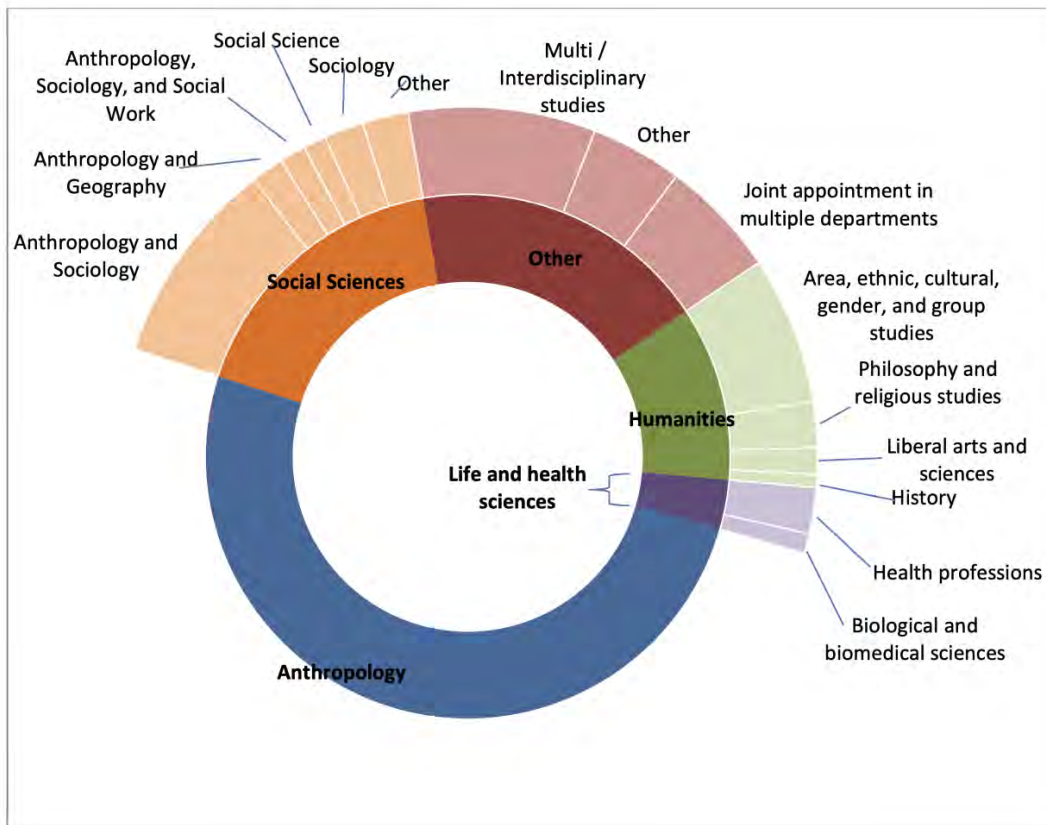


Figure 1: Distribution of

Hiring Departments in Academia for Anthropology PhDs, 2016-2018

<http://s3.amazonaws.com/rdcms-aaa/files/production/public/FileDownloads/pdfs/Job%20bank%20report%202018.pdf>

**D. Adequacy of Resources:**

1. Faculty/Staff

All faculty in SGIS eligible for graduate faculty status will be a part of the revised Ph.D. program as well as eligible courtesy faculty from other departments and colleges at UNL.

2. Physical Facilities and Equipment

No new facilities or equipment are needed to support the modified major.

3. Instructional Equipment and Informational Resources

No new instructional equipment and informational resources will be needed. There are adequate library resources to support the program.

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

	Year 1	Year 2	Year 3	Year 4	Year 5
Projected Enrollment (see III.A. above)	5 New Students	5 New Students	5 New Students	5 New Students	5 New Students
	17 Total Students	20 Total Students	25 Total Students	25 Total Students	25 Total Students

Table 1: Projected Expenses

[https://ccpe.nebraska.gov/sites/ccpe.nebraska.gov/files/doc/NewProgram\\_Expenses\\_0.pdf](https://ccpe.nebraska.gov/sites/ccpe.nebraska.gov/files/doc/NewProgram_Expenses_0.pdf)

Table 2: Revenue Sources for Projected Expenses

[https://ccpe.nebraska.gov/sites/ccpe.nebraska.gov/files/doc/NewProgram\\_Revenue\\_0.pdf](https://ccpe.nebraska.gov/sites/ccpe.nebraska.gov/files/doc/NewProgram_Revenue_0.pdf)

**TABLE 1: PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM**

	(FY____) Year 1		(FY____) Year 2		(FY____) Year 3		(FY____) Year 4		(FY____) Year 5		Total	
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
<b>Personnel</b>												
Faculty <sup>1</sup>											0	\$0
Professional <sup>2</sup>											0	\$0
Graduate assistants											0	\$0
Support staff											0	\$0
Subtotal	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
<b>Operating</b>												
General Operating <sup>3</sup>												\$0
Equipment <sup>4</sup>												\$0
New or renovated space <sup>5</sup>												\$0
Library/Information Resources <sup>6</sup>												\$0
Other <sup>7</sup>												\$0
Subtotal		\$0		\$0		\$0		\$0		\$0		\$0
<b>Total Expenses</b>	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00

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

<sup>1</sup> Show the number of additional full-time equivalent faculty and related salary and fringe benefit expenditures needed to implement and maintain the program.

<sup>2</sup> Show the number of additional full-time equivalent professional staff (post-docs, non-faculty academic administrators, etc.) and related salary and fringe benefit expenditures needed to implement and maintain the program.

<sup>3</sup> Include allowances for faculty development, laboratory supplies, travel, memberships, office supplies, communications, data processing, equipment maintenance, rentals, etc.

<sup>4</sup> Show anticipated expenditures for the acquisition of new or upgrades or replacement of existing equipment necessary for the implementation and/or operation of the program.

<sup>5</sup> Show projected expenditures for any facilities (general classroom, laboratory, office, etc.) that will be required. Include renovation of existing facilities and construction of new facilities.

<sup>6</sup> Show anticipated expenditures for library materials or other informational resources directly attributable to the new program.

<sup>7</sup> Additional Other Expenses: Show other expenses not appropriate to another category.

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

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

	FY2023-24 Year 1	FY2024-25 Year 2	FY2025-26 Year 3	FY2026-27 Year 4	FY2027-28 Year 5	<b>Total</b>
Reallocation of Existing Funds						\$0
Required New Public Funds						\$0
1. State Funds						\$0
2. Local Tax Funds (community colleges)						\$0
Tuition and Fees <sup>1</sup>	\$92,835	\$148,536	\$241,372	\$241,372	\$241,372	\$965,487
Other Funding						\$0
1						\$0
2						\$0
3						\$0
<b>Total Revenue</b>	<b>\$92,835</b>	<b>\$148,536</b>	<b>\$241,372</b>	<b>\$241,372</b>	<b>\$241,372</b>	<b>\$965,487</b>

<sup>1</sup> Gross tuition only per enrollment schedule below.

CCPE; 11/19/08

Student Type	FY2023-24 Year 1		FY2024-25 Year 2		FY2025-26 Year 3		FY2026-27 Year 4		FY2027-28 Year 5	
	R	NR	R	NR	R	NR	R	NR	R	NR
Est. Tuition per student	\$8,184	\$23,904	\$8,184	\$23,904	\$8,184	\$23,904	\$8,184	\$23,904	\$8,184	\$23,904
Est. Total Enrollment in Major	17		20		25		25		25	
Est. Total New Students in Major	5		8		13		13		13	
Est. New Enrollment - Student Type	2	3	3	5	4	9	4	9	4	9
Est. New Tuition & Fees	\$13,892	\$78,943	\$22,228	\$126,309	\$36,120	\$205,252	\$36,120	\$205,252	\$36,120	\$205,252
Est. New Tuition & Fees	\$92,835		\$148,536		\$241,372		\$241,372		\$241,372	
<b>Est. New Total Tuition &amp; Fees</b>	<b>\$965,487</b>									



## V. Appendices

- A. Abstract
- B. Emergent Concentrations
- C. Letters of Support

## Appendix A

### Abstract

UNL offers the only Geography doctoral training available in the state; currently students seeking advanced training in Anthropology must exit the state as no such programs exist here. Frequent requests from students demonstrate that such a demand exists. We aim to modify the Ph.D. major in Geography, expanding it beyond its concern with society and space to add complementary elements from anthropology. Geography is the science of the spatial dimensions of human societies and the earth's environment and anthropology studies other crucial aspects of humans and humanity—their biology, behaviors and culture, heritage, and materiality. Together they provide insights about past, present and future issues involving natural resources, culture, economics, and politics around the globe. Our doctoral graduates will be uniquely outfitted with theory and concepts derived from these complementary disciplines and be 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, lie. Students will develop expertise in one or more methods, including those from geographic information science and those routinely used in anthropology (qualitative and quantitative analyses; augmented and virtual reality data presentations).

Here at the University of Nebraska-Lincoln, human geography and historical geography have remained vibrant foci but coinciding with growing emphases of the geospatial analytical aspects, both geography and anthropology at UNL have grown our emphasis on geographic information science, which has become essential for capturing, analyzing, and presenting spatial trends across disciplines. We envision that the proposed Global Integrative Studies major will: (1) provide advanced training in concepts, research methods, practices, and applications in anthropology and geography that would allow students to be successful in a career in government, NGOs, industry, or academia; (2) be known as an innovative program of excellence in doctoral education; and (3) be nationally recognized for interdisciplinary research cross-cutting the spatial, societal, cultural, biological, and material domains to address global challenges.

## Appendix B

### Emergent Concentrations

#### University of Nebraska

#### Proposal for a Doctoral Program in Global Integrative Studies

### Emergent Concentrations

#### Anthropology

Digital Heritage (building on the expertise of Carrie Heitman, Effie Athanassopoulos and Heather Richards-Rissetto)

Forensic Anthropology (building on the expertise of William Belcher, Emily Hammerl)

Heritage Archaeology (building on the expertise of Effie Athanassopoulos, Phil Geib, Carrie Heitman, Heather Richards-Rissetto, Sophia Perdikaris, LuAnn Wandsnider)

Medical Anthropology (building on the expertise of Roberto Abadie, William Belcher, Elizabeth Clausing, Raymond Hames, Emily Hammerl, Taylor Livingston)

#### Geography

Human Geography (building on the expertise of Rebecca Buller, Rob Shepard, and David Wishart)

Geographic Information Science and Geovisualization (building on the expertise of Patrick Bitterman, Rob Shepard, Heather Richards-Rissetto)

#### Inter- and Trans-disciplinary Concentrations Involving both Anthropology and Geography Expertise

Digital Humanities (building on the expertise of Effie Athanassopoulos, Carrie Heiman, Heather Richards-Rissetto, Rob Shepard)

Food (building on the expertise of William Belcher, Taylor Livingston, Sophia Perdikaris, Rob Shepard)

Great Plains (building on the expertise of Effie Athanassopoulos, William Belcher, Rebecca Buller, Phil Geib, Rob Shepard, LuAnn Wandsnider, David Wishart)

Human-Environmental Interaction (building on the expertise of Patrick Bitterman, Sophia Perdikaris, and LuAnn Wandsnider)

Migration (building on the expertise of Effie Athanassopoulos, William Belcher, Rebecca Buller, Rob Shepard)

Museum Studies (building on the expertise of Phil Geib, Carrie Heitman, Effie Athanassopoulos, Sophia Perdikaris, Heather Richards-Rissetto)

#### Methods

Geospatial (Patrick Bitterman, Heather Richards-Rissetto, Rob Shepard)

Qualitative (Roberto Abadie, Rebecca Buller, Taylor Livingston, Rob Shepard, David Wishart)

Quantitative (William Belcher, Patrick Bitterman, Ray Hames, LuAnn Wandsnider)

Specialized: Computational Modeling (Patrick Bitterman, Heather Richards-Rissetto); Material Studies (Effie Athanassopoulos, Phil Geib); Zooarchaeology (William Belcher, Sophia Perdikaris); 3D Remote

Sensing (Heather Richards-Rissetto); Machine Learning (Heather Richards-Rissetto); Virtual Reality and 3D Modeling (Patrick Bitterman, Heather Richards-Rissetto, Robert Shepard)

## Appendix C

### Letters of Support

- LuAnn Wandsnider, Professor of Anthropology
- John Osterman, former Associate Dean for Academic Programs
- William G. Thomas III, Associate Dean for Research and Graduate Education
- Jon Harbor, Provost, Purdue University Global
- Budhendra Bhaduri, Director Geospatial Science and Human Security Division
- Martin W Doyle, Professor, Duke University
- Daniel Hruschka, Professor and Associate Director, Arizona State University
- Siobhán M. Mattison, Associate Professor and Director, University of New Mexico
- Franklin E. Damann, DPAA Nebraska Laboratory Director, Offutt Air Force Base



9 November 2020

Dear Madams and Sirs,

On 30 October, 2020, the Graduate Faculty in the School of Global integrative Studies voted on the proposal to modify the PhD in Geography to a PhD in Global Integrative Studies. This vote followed several months of discussion by Anthropology and Geography faculty on the complexion of this degree and the implications for students and student success as well as faculty success in research.

The twelve Graduate Faculty members voted: 9 yea, 1 nay, and 3 did not vote. The Graduate Committee reviewed these results, focusing on the objection raised in the nay vote, which expressed a concern about admitting BA/BS students to our PhD program. Our committee felt that this objection is mitigated by the fact that any applicant may be denied if the applying student is reviewed and found to be unprepared.

On this basis, we support the proposal to modify the PhD in Geography.

Sincerely,

LuAnn Wandsnider  
Professor of Anthropology  
SGIS Graduate Chair  
SGIS Associate Director

December 2, 2020

Dear Dean Carr,

On behalf of the College of Arts & Sciences I have reviewed the proposal from the School of Global and Integrative Studies to modify the PhD in Geography to become a PhD in Global Integrative Studies. I can lend the endorsement of the College of Arts & Sciences to this proposal. We believe that this proposal will create a strong degree program by utilizing the faculty expertise in SGIS in Geography and Anthropology.

Sincerely,



John C. Osterman  
Associate Dean for Academic Programs



*November 17, 2022*

Dr. Heather Richards-Rissetto  
Graduate Chair  
School of Global Integrative Studies  
University of Nebraska-Lincoln  
Lincoln, NE 68502

Dear Dr. Richards-Rissetto:

I am pleased to approve the proposed changes to the Ph.D. in Geography to create an interdisciplinary doctoral degree program in Global Integrative Studies. The changes proposed by the School of Global Integrative Studies are aimed at enhancing interdisciplinary research and teaching within the school, expanding and complementing the program with anthropology, and positioning the program to combine spatial, societal, cultural, biological, and material approaches to the study of human societies. The program is intended to appeal to more prospective students and will train graduate students in the methods, skills, and theories necessary to conduct truly interdisciplinary research in this area.

The College of Arts and Sciences supports and approves these changes. We are confident that with recent hires in place the School of Global Integrative Studies has the faculty capacity to teach the requisite courses, advise Ph.D. students, and mentor and train them for a broad range of professional opportunities. We are also confident that this interdisciplinary doctoral program provides valuable partnership opportunities in research and teaching for other departments and colleges and sets the University of Nebraska-Lincoln apart in the Big Ten Academic Alliance. Thank you for the work you and your faculty members have done to put together such a strong interdisciplinary program.

Sincerely,

A handwritten signature in blue ink that reads "William G. Thomas III".

William G. Thomas III  
Associate Dean for Research and Graduate Education  
Angle Chair in the Humanities and Professor of History





July 11<sup>th</sup>, 2021

Dr. LuAnn Wandsnider  
School of Global Integrative Studies  
University of Nebraska-Lincoln

Dear Professor Wandsnider,

I am writing in response to our discussion of the proposed transition of the current PhD in Geography to a PhD in Global Integrative Studies that would include specializations in geography and anthropology. In particular, the likely employability of graduates with a PhD in Global Integrative Studies given the complexion of the job market in academia and non-academic areas.

For context, I serve on the Healthy Departments committee of the American Association of Geographers (AAG) (<http://www.aag.org/cs/healthydepartments/committee>). Committee members support the growth and development of academic leaders as they address strategic and leadership issues in their work to build and continuously evolve vibrant academic units in changing environments. This includes both standalone geography departments and units that combine geography with related disciplines.

My background includes BA and MA degrees in Geography and a PhD in Geological Sciences, then faculty appointments in both single discipline departments (Department of Geography, Department of Geology), as well as combined units (Department of Earth, Atmospheric, and Planetary Sciences), as well as joint appointments across departments in different colleges. In addition to a productive faculty career in research, teaching, and service, I have been involved in leading traditional academic units and university-wide academic support organizations (head, dean, associate vice president for research, associate vice president for teaching and learning) as well as founding and supporting thematic centers and institutes that bring together faculty and students from a wide range of disciplinary backgrounds. I have mentored graduate students with diverse backgrounds in both traditional disciplinary programs as well as in multi-college interdisciplinary graduate programs and NSF-supported interdisciplinary graduate training initiatives. I have seen these former students thrive in careers in a range of types of universities and colleges, national labs, consulting, and government agencies both in the US and internationally. As a department head and dean, I have also been involved in hiring many faculty both in traditional departmental processes and in cluster-hire programs designed to grow thematic strength through coordinated and joint appointments.

Most recently, as provost at the University of Montana and now provost at Purdue University Global (the Purdue system's fully online university), I have been actively involved in strategies around leveraging disciplinary and interdisciplinary strengths and programs in challenging environments.

I go through this background to give you a sense of my experience and knowledge relative to the current proposal around UNL's Geography PhD program.



For a PhD program to thrive it is important to have a critical mass of students – their interactions with each other are often at least as important as their interactions with their advisors – as well as faculty. Equally, the PhD program must prepare students for success in range of current and future jobs. From my perspective, the proposed PhD in Global Integrative Studies, with specializations in geography and anthropology, represents a thoughtful and positive approach given the current context of the School and of the state. UNL offers the only Geography doctoral training available in the state, and this is a key resource for Nebraska. With impending faculty retirements and a challenging resource environment, the proposal offers a path to ensuring a critical mass of students and faculty by expanding the doctoral training to include Anthropology (for which there are currently no doctoral programs in the state), as well as Geography, and leveraging the talents of a larger group of faculty that includes geographers, anthropologists, and geographic information scientists. However, a key question is the degree to which students with a PhD in Global Integrative Studies (and a specialization in geography or anthropology) will be competitive for academic and non-academic positions requiring a PhD.

Although our traditional disciplines have great strength and value, in recent decades many universities have seen the value of complementing these with collaborations or structures that cut across the disciplines (multi/inter/trans disciplinary programs, centers, institutes, schools). Funding organizations have also increasingly focused resources on thematic areas, in addition to disciplinary programs, reflecting both academic and societal needs to address complex problems that cannot be solved with insights from only one discipline. While, traditionally, the disciplinary degree was encouraged to ensure employability, and this continues to be particularly true in fields with strong accreditation traditions (such as engineering, health fields, public administration, and law), there have been growing opportunities for graduates from interdisciplinary programs in other areas.

Employers of PhD graduates, including universities, are looking for individuals with experience and capabilities that include interdisciplinary teams and knowledge – individuals who can contribute to multiple areas and can bridge between expertise in single disciplines. In teaching-focused institutions, faculty often must cover a wide range of topical areas, and there is strong and growing need for faculty who can teach “great issues” type thematic courses to address general education outcomes, as well as authentic capstone experiences that combine multiple areas of skill and knowledge. In research-focused institutions, the growth of institutes, centers, university-industry partnerships, innovation campuses, and the competition for large research awards focused on key societal issues have all encouraged hiring of new types of faculty in addition to those with a traditional disciplinary training. In industry, business, and government agencies there is increasing emphasis on evaluating for a set of skills and knowledge that is needed for success, rather than simply the title of the degree, and thus it is the combination of research, coursework, publications, and other experiences that a PhD graduate communicates in their cv and cover letter that are of most importance.

In this environment, the title of the PhD-granting unit is less relevant than the PhD research project focus, the advisor and committee the student has worked with, and the set of courses and other experiences the graduate has in their total background. Many of the PhD students I have supervised identify as geographers and are active in our professional societies yet did not graduate from a traditional geography program. However, the research they did for their dissertations included fundamentally geographic dimensions, their advisor has held leadership positions in the AAG and published in geographic journals, they were recognized with awards from geographic professional

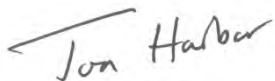
organizations and have published in geographic journals, and they interacted with colleagues with both geography and other backgrounds.

As a former department head and dean who has been involved in hiring dozens of faculty, I can say that the institutions I have been associated with (Purdue University, University of Montana, University of Colorado Denver, Kent State University) would not have any hesitation in considering applicants with a PhD in Global Integrative Studies for appropriate positions. While there may be some positions in other universities and organizations that would require a PhD in Geography specifically, a quick review of current and recent positions in the “Jobs in Geography” section of the AAG web site shows that position listings almost always describe their requirement as “an earned PhD in geography or a closely-related field”, or similar language – opening the process for applications from individuals from a range of possible PhD-granting units.

While my intent has been to provide a perspective on the employability of PhD graduates Global Integrative Studies with a specialization in geography, I should note that my comments assume continuation of a critical mass of faculty at UNL who are grounded in geography to teach the core of courses that are provided in the geographic specialization. This will be key to ensuring that the PhD students have a strong grounding in geographic thought, perspectives, and methods. It will also ensure that they will have access to advisors and committee members who can mentor dissertations that have fundamentally geographic dimensions, help them network with appropriate professional societies and employers in Nebraska and nationally, advise them on publication in geographic journals, and promote them for awards in geographic societies.

I hope that this helps in your evaluation. I would be happy to provide additional information as needed.

Sincerely,

A handwritten signature in cursive script that reads "Jon Harbor". The signature is written in black ink and is positioned to the right of the word "Sincerely,".

Jon Harbor, Ph.D.  
Provost, Purdue University Global  
AAG Fellow

June 22, 2021

Coordinating Commission for Postsecondary Education  
140 N. 8th Street  
Suite 300  
Lincoln, NE 68508

Dear Review Committee Members:

**Re: Recommendation for a Doctoral Program in Global Integrative Studies**

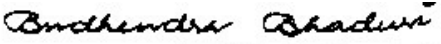
I recently became aware of the School of Global Integrative Studies that was created at the University of Nebraska-Lincoln, housing programs in Anthropology, Geography, and Global Studies. I was delighted to learn from Dr. LuAnn Wandsnider (Associate Director and Professor) that the university proposes to transition the current PhD in Geography to a PhD in Global Integrative Studies, with specializations in Anthropology and Geography. The intent of this letter is to extend my strongest support for their proposal and the new PhD program.

As the Director of the Geospatial Science and Human Security Division and a Corporate Research Fellow at Oak Ridge National Laboratory, I am responsible for administering a large and diverse staff of researchers pursuing wide-ranging interdisciplinary projects focused on human dynamics, geographic data science, remote sensing, scalable geocomputation, and special communications and autonomous systems. My primary expertise is in the fields of geographic information science (GIScience) and remote sensing, and applications of these technologies across disciplinary domains including disaster management and critical infrastructure. My division's research portfolio directly supports mission-critical goals for the U.S. Department of Energy, Department of Defense and other federal agencies and involves significant collaborations with international academic and research organizations. One of my key role and responsibility is to recruit research and technical staff members for my division and more broadly for other divisions at the laboratory which utilizes geographical sciences. Hence, I am familiar with the requirements and expectations for such positions and feel confident to provide a perspective from an employer.

In our division we perform applied research and development that support the three critical missions of the Department of Energy: namely energy, environment, and national security. Most of our projects are highly interdisciplinary and require multidisciplinary expertise. While we have traditionally recruited many staff with graduate degrees in geography, they have all cultivated a multidisciplinary expertise as part of their career at the laboratory. It will be of significant benefit if we could have access to talent pools who are broadly trained across multiple disciplines that provide education and training in quantitative as well as qualitative analyses in physical and social sciences and well-balanced perspectives of science, humanities, and ethics. I admit that the University of Nebraska has recognized this opportunity to develop a transdisciplinary program that will train graduate students who can operate at the interface of several disciplines and help address major societal challenges facing us today. I commend their vision to train intellectual leaders and practitioners in anthropological, geographical, and transdisciplinary areas and commit to collaborate with them in employing those students as potential research interns and future staff at Oak Ridge National Laboratory. We are one of Department of Energy's seventeen national laboratories, most of whom have research and development programs that rely on similar expertise of integrated global assessments, and I can assure you that every one of them will be keenly interested in such cohort of multidisciplinary graduate students as part of their workforce.

Please feel free to contact me should you have questions.

Sincerely,

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Budhendra Bhaduri, Ph.D.  
Corporate Research Fellow  
Director, Geospatial Science and Human Security Division  
National Security Sciences Directorate

June 5, 2021

LuAnn Wandsnider  
School of Global Integrative Studies  
University of Nebraska-Lincoln

Professor Wandsnider:

I am writing in response to your request for outside perspective regarding the transition of the current PhD in Geography to a PhD in Global Integrative Studies. By way of background, I am currently a Professor at Duke University with my primary appointment in the School of Environment, Division of Environmental Sciences and Policy. I also have an appointment in the School of Engineering (Department of Civil & Environmental Engineering), and an appointment as a PhD advisor for students in the University Program in Ecology and University Program in Environmental Policy. Prior to my being at Duke, I was a professor at UNC-Chapel Hill, where I had a primary appointment in Geography, but advised students in the university's Curriculum in Ecology and Environment, and the School of Public Health's Department of Environmental Engineering. PhD students coming through all of these programs still had me as their primary advisor, and have moved on to a range of careers with similar training yet widely disparate PhD-granting units.

I go through this background of appointments in part because the situation of UN-L's Geography PhD program is not at all unusual; the formality of disciplines has been, and continues to be less and less relevant. At both UNC-CH and at Duke, it has become common to house PhD programs in cross-university programs in recognition that much research does not sit comfortably in traditional academic units, particularly as some of these units have declined (e.g., Geology at Duke). At Duke, cross-campus programs granting PhDs, not associated with a single department or unit, are noted by "University Program in..." and include University-wide programs in Ecology, Environmental Policy, Toxicology, Literature, among others. At UNC-CH, these were noted as, for example, "Curriculum in Ecology". And even within the Nicholas School, I advise students obtaining a PhD in "Environment", with students pursuing PhDs in topics varying from landscape genomics to infrastructure finance to satellite and drone-based remote sensing algorithms, yet all of these PhDs have the same title; PhD in Environment. The point being, the title of the PhD-granting unit has, in many cases, lost both its importance and its relevance.

There are advantages and disadvantages of this approach. The disadvantage is that there is some identity of a field, and training within that field that a student receives when pursuing a PhD in a traditionally defined discipline such as Geology, Geography, Political Science, or Anthropology. The theory is that "you know what you are getting" when you hire someone with a known PhD discipline. That said, our experience at Duke is that this identity is losing relevance and importance, particularly as these traditional disciplines are merged or absorbed into new identities. Duke, for instance, no longer has distinct programs in oceanography or geology,

instead housing these under broader umbrella of earth/climate/marine systems. UNC just announced that will be merging its geology, marine, and environmental science departments into a broader program as well; and many other schools are moving in similar directions within the natural and social sciences (I am not as familiar with the humanities and so cannot speak to that). Stanford is moving into a similar direction, and Columbia is merging traditional programs into a broader 'climate' school. The point being that at some of the most elite universities in the world, there is a general trajectory toward broader disciplinary homes, *particularly for PhD programs*. Moreover, with regard to the 'identity' of a discipline, I would say that we are moving into a time period when the identity of the discipline of Environment or Global Studies may have more coherence than Geology or Geography (Geology departments like UC-Berkeley have been as likely to hire a physicist, electrical engineer, statistician or a microbial ecologist as they have been to hire someone with a PhD in "geology"). Natural and physical science disciplines are being shaped far more by emerging questions and emerging techniques as they are being shaped by traditional, long-standing, 'classic' questions that were presumed to be a centralizing focus of a discipline and department.

I will note that there is a contrast with some social sciences, particularly economics and political science. In these fields, there is still a strong tradition and expectation that PhD students should be fully grounded in the 'canon' of the field, with high expectations for a particular set of techniques, skills, and literature familiarity before being even considered as a PhD candidate, let alone be hired into a department. Thus, PhD students at Duke (and our counterparts) who are in the University Program in Environmental Policy but focusing on economics or political science will have a very different trajectory: they will go through a more traditional PhD disciplinary experience, and they and their advisor will be sure to identify that student as being trading in that discipline and not in the broader, more emerging discipline (this is my perspective as an outsider). I will note as a criticism of this approach that our students in political science are more likely to leave Duke with a PhD without expertise in emerging, cutting-edge techniques compared to their counterparts working on similar problems in less traditional programs or less traditional advisors.

Thus, there is a growing sense that the coherence or traditional identity of a discipline is less relevant now than perhaps in the past. To be clear, this is not the case in disciplines that are associated with forms of accreditation; engineering departments will typically prefer to hire a student with their undergraduate or terminal degree in an accredited engineering school, as will public administration, law, and even forestry. This does not seem to apply to your situation, and so is less relevant.

In most cases within academia, a PhD student will be evaluated far more by their research and their advisor, the topic of their dissertation, and the discipline (i.e. society) with which they self-identify rather than the identity of their PhD-granting unit. My own PhD students (most of which have undergraduate degrees in physics or engineering) typically attend geography conferences, and self-identify as geographers while getting a PhD in either Environment or Ecology, yet they have then moved on to obtain positions in a wide range of academic units or sectors.

Thus, overall, how would Duke (or UNC) perceive such a degree as is being considered at UN-L? Probably without a second glance (with exception of the Engineering school). In fact, I have noted recently that many applicants for faculty positions or post-docs are increasingly listing their PhD without a discipline; just listing the university and the topic of their dissertation rather than the granting unit as students are more quickly recognizing the irrelevance compared to faculty, and I think that they are correct. For better or worse, faculty, in evaluating a prospective hire, are far more likely to skip the granting unit and jump straight to the publications and presentations, as this has become far more indicative of the type and theme of research than the granting unit within a university.

I hope that this helps in your evaluation. I would be happy to provide additional information if it would be helpful.

Best regards,

A handwritten signature in blue ink, appearing to read 'Martin W Doyle', with a stylized flourish at the end.

Martin W Doyle, PhD  
Professor  
Nicholas School of the Environment (primary appointment)  
Pratt School of Engineering (secondary appointment)

Duke University

May 28, 2021

Dear Coordinating Commission for Postsecondary Education:

I am writing in support of the proposed PhD in Global Integrative Studies at University of Nebraska-Lincoln. The program's design combines the best of two approaches. At the degree level, it will train students in an interdisciplinary environment and give them experience working with students and professors across disciplines. At the concentration level, it will provide training in the methods and theories of traditional disciplines (e.g., geography, archaeology, medical anthropology, forensic anthropology), ensuring that students will have the knowledge and skills necessary to pursue careers in those fields. Moreover, cross-training in methods from different fields within the degree program (e.g., GIS for anthropologists and behavioural observation for geographers) will enrich graduates' repertoire of research skills.

**As a potential employer of our graduates, how would your organization perceive such a degree?** At my university and school, such cross-training is highly valued, and so a degree following the approach outlined above would be perceived in a positive light.

**Would you consider such graduates well prepared and employable?** For the reasons outlined above, graduates of the program would be well-prepared to pursue a wide range of careers—including careers within their academic disciplines, careers in interdisciplinary academic environments, and careers in private and public sectors which value methods-trained and problem-oriented employees who can work in diverse teams.

**If the graduate fit your needs, would you be allowed to hire them given these credentials?** The minimum qualifications for most academic jobs in our school are usually framed as a PhD in a range of applicable fields (including a generic "or equivalent field"). Different area concentrations in the Global Integrative Studies PhD degree would be equivalent to PhDs in many of the key areas in our school—including anthropology, global health, and environmental social science.

Please do not hesitate to contact me if you have any questions.

Daniel Hruschka



Professor of Global Health and Anthropology  
Associate Director, School of Human Evolution and Social Change  
dhruschk@asu.edu

**School of Human Evolution and Social Change**  
An academic unit of The College of Liberal Arts and Sciences

P.O. Box 872402 Tempe, AZ 85287-2402  
p: 480-965-6215 f: 480-965-7671 email: shesc@asu.edu web: shesc.asu.edu





The University of New Mexico

Department of Anthropology  
MSC01 1040, 1 University of New Mexico  
Albuquerque, NM 87131-1086  
Telephone (505) 277-4524  
FAX (505) 277-0874



May 23, 2021

**Coordinating Commission for Postsecondary Education**

140 N. 8th Street  
Suite 300  
Lincoln, NE 68508

To Whom It May Concern:

I write in support of the University of Nebraska-Lincoln (UNL) proposal to transition its PhD program in Geography to a PhD program in Global Integrative Studies, with specializations in Anthropology and Geography. I am an associate professor in anthropology at the University of New Mexico and have additional experience as a program officer for one of the nation's largest science funding agencies. I have served on many search committees and have employed several students and postdoctoral scholars. I thus have both the breadth and depth of expertise necessary to evaluate the likely success of the proposed program's graduates. As detailed below, I believe that students who graduate with a PhD in Global Integrative Studies from UNL would be poised for success in and beyond academia.

The University of New Mexico's anthropology department is internationally renowned for its exceptional faculty and graduates; it is also among the most successful departments in graduate placement into academic jobs (Kawa et al., 2019). Our department seeks to hire faculty with the ability to answer 'big picture' questions of broad significance to understanding humanity; there is also a preference for candidates who have mastered cutting-edge methods and who are likely to continue to innovate and refine methodologies over the course of their careers. We often care less about specific content and more about general capacities to engage with important societal issues carefully and clearly.

Graduates of UNL's proposed interdisciplinary program would be highly qualified for positions in our department. The proposed emphases on forensics, digital humanities, applied, and quantitative approaches, and geospatial modeling represent important trends that would make UNL's graduates competitive for both academic and non-academic positions. Indeed, as scholarship increasingly tilts toward convergent approaches, graduates who are trained in interdisciplinary programs are likely to be better positioned to succeed than those pursuing more traditional training opportunities. An emphasis on methods is also clearly warranted; such an emphasis increases graduate 'marketability' for non-academic positions and ensures that research has translational potential. There is also no question that applied training in the social sciences and humanities will continue to grow in importance as we continue to grapple with the social, cultural, behavioral, and spatial contributions to major humanitarian crises (e.g., pandemics, health and wealth inequities, etc.). Finally, UNL's proposed program would enable doctoral level training in anthropology at UNL, building on prior successes in the MA Program, and allowing UNL's eminent faculty to retain talented students who have previously sought doctoral training elsewhere. I would encourage my own students to consider the program and I would consider the program's graduates strong candidates for faculty positions in our department.

In sum, I am confident that UNL's proposed interdisciplinary PhD program would be successful in terms of student training and subsequent job placement in both academic and non-academic positions. Such a program would reap immediate rewards as talented students enrich the already outstanding scholarship represented by UNL's contributing departments, as well as longer-term benefits as graduates contribute their talents to understanding vexing societal problems.

Please do not hesitate to contact me should you have any questions on this endorsement.

Sincerely,

Siobhán M. Mattison | Associate Professor of Evolutionary Anthropology  
Director, Human Family & Evolutionary Demography Lab



## DEFENSE POW/MIA ACCOUNTING AGENCY

2300 DEFENSE PENTAGON  
WASHINGTON, D.C. 20301-2300

27 July 2021

Dr. LuAnn Wandsnider  
School of Global Integrative Studies  
University of Nebraska-Lincoln

Dear Dr. Wandsnider and the Coordinating Committee for Postsecondary Education:

I am writing in support of a newly designed doctoral program offered by the University of Nebraska Lincoln (UNL) School of Global Integrative Studies (SGIS).

I am the Laboratory Director for the Defense POW/MIA Accounting Agency's Nebraska Laboratory (DPAA Nebraska). In the laboratory we have a mission to identify our nation's missing service members and rely on our partnership with the University of Nebraska to successfully accomplish our mission. A doctoral program in SGIS that allows for specializations in anthropology or geography would further contribute to the mission of the DPAA while simultaneously benefitting UNL.

The DPAA Nebraska Laboratory has experienced rapid growth over the past five years. The laboratory now makes over a hundred identifications a year and consists of dozens of professional scientific staff. Nearly all of the current scientific staff have been trained and hired from outside of Nebraska. A doctoral program in anthropology at UNL SGIS would provide the following opportunities to DPAA and UNL:

1. Develop a training program of paid and unpaid volunteer positions, and paid fellowships to allow DPAA to leverage the expertise of UNL while providing one-of-a-kind, hands-on training to UNL students,
2. Offer doctoral research projects to UNL students that support the DPAA mission and the global humanitarian effort to recover and identify the missing,
3. Create opportunities to hire UNL post-doctorates to perform scientific and technical work and grow the expertise of DPAA laboratories while also retaining individuals with advanced degrees in state, and
4. Provide professional collaborative exchange among UNL SGIS graduate staff and DPAA in research and teaching.

On a personal note, I received my undergraduate and master's degrees from one of the few U.S. universities that combine geography and anthropology into a single department. While the value

of an integrated department is evidenced by my positive experience and success in my career, I believe the program suffered by having a doctoral program in Geography only. The newly developed doctoral programs within SGIS will be a credit to the entire University of Nebraska system and will have direct positive impact on students, faculty, and university partners, including DPAA.

Sincerely,

A handwritten signature in black ink, appearing to read "Franklin E. Damann". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

FRANKLIN E. DAMANN, Ph.D., D-ABFA  
DPAA Nebraska Laboratory Director  
Offutt AFB, Nebraska 68113

TO: The Board of Regents Addendum XI-D-3

Academic Affairs Committee

MEETING DATE: June 22, 2023

SUBJECT: Expedited Approval to establish a Graduate Certificate in Urban Leadership administered by the School of Public Administration in the College of Public Affairs and Community Services at UNO

RECOMMENDED ACTION: Report

PREVIOUS ACTIONS: June 14, 2007 – The Board approved the expedited approval of the UNO Graduate Certificate in Public Management in the School of Public Administration.


October 5, 2017 – The Board approved the Nonprofit Management Graduate Certificate in the School of Public Administration in the College of Public Affairs and Community Service at UNO.

EXPLANATION: The proposed 15-credit hour Graduate Certificate in Urban Leadership is designed to provide students with the skills required to respond to the needs of urban and small communities. Significant coursework is devoted to leadership and communication studies, with optional coursework focusing on municipal administration, ethics, and conflict mediation. The certificate will also serve as an entrance pathway toward a Masters in Urban Studies (MSUS) for those desiring additional educational expertise. Students can complete the certificate online or in person and, with the appropriate selection of electives, all coursework credit is accepted towards UNO's MSUS degree.

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

PROGRAM COST: \$0 (All Coursework Exists)

SPONSORS: Joanne Li, Chancellor  
University of Nebraska at Omaha

APPROVED:   
Walter E. Carter, President  
University of Nebraska System

DATE: May 16, 2023



MEMORANDUM

DATE: April 28, 2023

TO: Jeffrey Gold, Executive Vice President and Provost  
CC: David Jackson, Vice Provost  
Angela Iwan, Executive Assistant to the Provost

FROM: Joanne Li, Chancellor 

RE: Urban Leadership Certificate

The University of Nebraska at Omaha has completed the campus review process and endorsed the proposal for the Expedited Graduate Certificate for Urban Leadership from the Urban Studies Program in the School of Public Administration.

This additional credential will help to meet the increasing need for urban leadership upskilling and re-skilling as the Omaha metropolitan area faces the same challenges as other communities that are growing, responding to community conditions, and making decisions on how to use resources. I fully support this proposal and request your approval, as well.

cc: Phil He, SVC, Office of Academic Affairs  
John Bartle, Dean, College of Public Affairs and Community Service



February 8, 2023

Dr. Ni He  
Office of Academic Affairs  
University of Nebraska at Omaha

Dear Dr. He,

This is a letter of support for the proposal to create a graduate certificate in Urban Leadership administered by the School of Public Administration (SPA). The courses are drawn from the School of Communication, Department of Black Studies, Department of Political Science, and SPA. We believe the graduate certificate responds to an important social need and has good market potential.

The staffing for the courses is available. One new class, UBNS 8400: Urban Leadership, will be offered, and I plan to teach it for free. If additional resources are needed, I will ensure they are provided.

This proposal has my full support, as well as that of faculty in the associated departments. It has been approved by the College Academic Standards and Curriculum Committee. I urge the Educational Policy Advisory Committee to approve it. Thank you for your consideration.

Sincerely,

***John R. Bartle***

John R. Bartle  
Dean, College of Public Affairs and Community Service  
jbartle@unomaha.edu



February 13, 2023

Dr. Sarah Edwards  
Assistant Vice Chancellor for Curriculum & Programs, Office of Academic Affairs

Dear Dr. Edwards,

From Friday, February 10 through Tuesday, February 14, 2023, the College of Arts and Sciences' Educational Policy Committee considered and approved the proposed graduate certificate in Urban Leadership offered through the College of Public Affairs and Community Service. This is an important offering that will enhance UNO's metropolitan mission, and I look forward to other opportunities for collaborations with this new program.

Sincerely,

A handwritten signature in black ink that reads "Mel. Bloom".

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



# Expedited Graduate Certificate Proposal Form for Urban Leadership

## Descriptive Information

- Name of institution proposing the program: *The University of Nebraska at Omaha*
- Name of the program proposing the certificate: *Urban Studies Program in the School of Public Administration*
- Name of the proposed certificate program: *Urban Leadership Certificate*
- List the participating department(s): *Urban Studies/School of Public Administration, School of Public Administration, School of Communication, Department of Black Studies, Department of Political Science. The Urban Studies Program in the School of Public Administration will host the Urban Leadership Certificate Program.*
- CIP code: 45.1201
- Proposed delivery site(s), and type(s) of delivery, if applicable (Note: If including online delivery, please contact online learning for additional information): *University of Nebraska at Omaha in-person, via zoom, and on-line.*
- Proposed date (term/year) the program will be initiated: *Fall 2023*
- List names of faculty members who will serve on the advisory committee: *Urban Studies Advisory Committee faculty members: Nuri Heckler (PA faculty), Barbara Pickering (Communication faculty), Cynthia Robinson (Black Studies faculty), Lissette Aliago-Linares (Sociology faculty), John Bartle (PA faculty), Von Nebbitt (Social Work faculty), and Barbara Hewins-Maroney (Urban Studies/PA faculty)*
- 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?

*First, it should be known that UNO has the urban mission for the University of Nebraska system, and CPACS (College of Public Affairs and Community Service) was specifically created to respond to the needs of the urban communities in the state. Thus programs like the Master's in Urban Studies and the Master's in Public Administration were organized to help lead the state and the metro areas in addressing urban and small-town issues. The certificate program will complement the Master's in Urban Studies (MSUS) by providing students an opportunity to be credentialled in urban leadership work in one year. Typically, it takes students a minimum of two years to complete the 37 credit hours needed to finish the MSUS degree. A certificate provides up-to-date training, re-skilling, and upskilling giving students access to "just-in-time" information to enhance their career skills. The certificate will also enable students an opportunity to determine if they want to build on the new knowledge and skills obtained while working on the certificate and apply those skills to the full MSUS program. Courses taken by certificate participants can be applied to satisfy credit requirements for the MSUS once the student has applied and been accepted into the MSUS program.*

### 2. What is the student, community or market demand for this certificate?

- Why is the proposed program needed?

- *The Omaha metropolitan area is on the brink of dramatic social and economic change. The proliferation of nonprofits in the area is expected to double as they prepare to administer inherited wealth in Omaha. Exact numbers are not known, but major nonprofits are restructuring to handle the influx of funds.*
- *Upcoming legislative bills will necessitate the need for more trained urban professionals. **LB424: Create the Department of Housing and Urban Development** introduced by Senator Wendy DeBoer on January 13 calls for the establishment of a Department of Housing and Urban Development for the state. In recent years, there has been discussion of the need for such a department. Senator DeBoer of Bennington, Nebraska believes it is time for the state to grapple with and understand urbanization issues that may be holding the state back.*
- *Last year **LB1024: Economic Recovery Act** was passed providing over \$255 million to support economic and social development in North and South Omaha. At the legislature's Urban Affairs Committee on January 9, North and South Omaha projects receiving funding were identified. (See **Nebraska Legislature: The Economic Recovery Grant Program Coordination Plan, Omaha NE**) The administration of the over \$255 million in these sectors will require reskilling and upskilling of urban professionals.*
- *During the week of January 9 all state senators were sent a copy of **Nebraska's 2022 Strategic Housing Framework**. The plan examines what needs to be done in urban and rural areas to meet the demand for affordable housing. Nebraska needs a minimum of 35,000 housing units to meet the demand. Many of those units will be in urban areas throughout the state. Small communities will need their housing issues addressed as detailed in a CPAR (Center for Public Affairs Research) report on housing (**Housing Perceptions in Nebraska, 2022**) which was a part of the Strategic Housing Framework. The Strategic Housing Framework reflects the city of Omaha's **Affordability Action Plan** passed on December 13 by the city council which calls for leadership and a blueprint for affordable housing in the state.*
- *Transportation is an issue that urban communities struggle with. Omaha took steps to initiate an Omaha Rapid Bus Transit (ORBT) public transportation system in 2020. The bus system does not fully address public transportation needs, so a **streetcar system** like found in Kansas City, Minneapolis, Denver, and St. Louis has been suggested. There is much discussion about the proposal so upskilled leadership is needed to join government and nonprofit teams to address the city's transportation needs.*

*The preceding are a few examples rationalizing the need for urban leadership upskilling and re-skilling. In a community of 1 million people, the Omaha metropolitan area faces the same challenges as other communities that are growing, responding to community needs, and making decisions on how to best use its resources.*

- What are employment and educational advancement opportunities for graduates of the proposed program?

- *Recent events in the Omaha metropolitan area like those enumerated in the first part of the question indicate that there will be employment opportunities for holders of the certificate. Although there are well-trained professionals in government and nonprofits, the expansion of programs and needs in the city call for additional trained staff and leaders. The community is diversifying with more refugees and immigrants arriving daily needing urban support. These new populations seek leadership from their ethnicities to guide them as they become acculturated to American and Midwestern ways. Past Urban Studies graduates are fulfilling this role, but more are needed. In addition, there is a regional endeavor to coordinate urban planning for four counties in Nebraska and Iowa under the umbrella of Heartland 2050. The UNO Urban Studies Program is a Heartland 2050 participant. Students holding the certificate will have access to job and educational advancement as Heartland 2050 builds a network of urban leadership professionals. The city of Omaha and surrounding urban and suburban communities are expanding their workforces to take advantage of the many changes being experienced in the region. Not only is the metropolitan area expanding to meet growing demand, but the state of Nebraska adopted a **Blueprint Nebraska** initiative in 2019 that identifies urban and small-town issues that will require additional local and statewide leadership to build capacity for the construction of an inland logistical and industrial hub, more targeted investments in the arts and culture, better air service, and additional opportunity zones. All of these will require urban professionals learning about strategic issues and getting leadership training to help the metro area and the state address the issues.*
- What are the enrollment projections:
  - *In the first year of the certificate program, enrollment is expected to be a minimum of 5 students. The number is expected to gradually increase each year. By the end of the 5<sup>th</sup> year, it is anticipated that enrollment will be from 10 – 12 students. Other certificate programs in the School of Public Administration indicate that certificate programs are embraced by professionals wanting more knowledge in the field but who are not certain if they want to participate in a full-blown master’s program. These programs attract about 10 students each year. Given the dynamics of urban change in the area, the demand for the certificate should be high.*
  - *The minimum number of students required to make the program viable is 5.*

### **3. What are the procedures and stated qualifications for admission of students to the certificate program?**

*In addition to the requirements for admission set by Graduate Studies, applicants for admission to the certificate program must meet the following requirements:*

- a. *Earned a baccalaureate degree with a cumulative GPA of 3.0, or 3.0 in the final 50 hours of their baccalaureate degree of study.*
- b. *If the cumulative GPA is a 2.7-2.99, applicants may be considered for provisional admission.*

- c. *Personal statement (one to two pages) in which the applicant describes their interest in the certificate program and how completing the certificate will help them achieve their professional goals.*
- d. *Current resume with employment history and community involvement.*

**4. What is the curriculum of the certificate program?**

- *The attached form indicates the required and elective courses for the Certificate in Urban Leadership.*
- *There are no other requirements for the Certificate in Urban Leadership.*

**5. What are the measures and procedures for verification of completion of the certificate requirements?**

*Each graduate student in the Urban Leadership Program will meet with the Urban Studies senior advisor prior to the start of the program to discuss the student's plan of study and its completion. A written plan will be developed. In the student's final semester, the advisor will meet with the student again to ensure that all program requirements have been met.*

**6. What are the measures and procedures for ongoing evaluation of the certificate program?**

*Starting Fall 2023 all certificate participants will receive a pre-test to ascertain their basic knowledge of leadership and cities. An end of term post-survey will be sent to assess the certificate program.*

*The surveys will provide an indication of learning. The pre-and post-surveys will ask students to assess the program, its strengths, and needed areas of improvement. This information will be discussed with the Advisory Committee and faculty in Urban Studies and Public Administration to determine where improvement is necessary.*

## Proposed Graduate Certificate Curriculum

*(Nine hours of required classes and six hours of electives to total 15 credit hours)*

<b>Courses in the Proposed Graduate Certificate in Urban Leadership</b>	<b>Certificate program - number of credit hours</b>	<b>Certificate courses not a part of the MSUS degree curriculum</b>
<b>Required</b>		
UBNS 8000: Seminar in Urban Studies	3	
UBNS 8400: Urban Leadership	3	
CMST 8186: Communication, Leadership, and Power in Organizations	3	
<b>Electives (Any Two Classes Below)</b>		
BLST 8886: Black Leadership in America	3	*
CMST 8126: Communication and Social Protest	3	*
CMST 8516: Persuasion and Social Influence	3	*
CMST 8536: Intercultural Communications	3	*
CMST 8576: Intercultural Communications in the Global Workplace	3	*
CMST 8806: Advanced Conflict Mediation	3	*
PA 8436: Municipal Administration	3	
PA 8470: Administrative Ethics and Leadership	3	
PSCI 8015: Urban Politics	3	
PSCI 8120: Seminar in Leadership	3	
<b>Total proposed certificate credit hours</b>	<b>15</b>	

Courses in the above table marked with a \* are not courses currently eligible to be counted toward the Master of Urban Studies (MSUS) degree; if the other electives are selected, all certificate credit hours earned are eligible to count towards the MSUS degree.

**Name of the existing master's program**  
*Master of Urban Studies (MSUS)*

<b>Courses in the existing master's program (list course numbers)</b>	<b>Master's program - number of credit hours</b>	<b>Certificate program Coursework (15 CH)</b>
<b>Required</b>		
UBNS 8000: Seminar in Urban Studies	3	Required
UBNS 8020: Race, Ethnicity, and American Urban Culture	3	
UBNS 8200: Community Organizing and Social Change	3	
PA 8010: The Public Economy	3	
PA 8120: Analysis and Decision Making	3	
GEOG 8056: Geographic Information Systems I	4	
<b>Electives</b>		
UBNS 8060: Introduction to Urban Planning	3	
UBNS 8400: Urban Leadership	3	Required
UBNS 8500: Urban Policy	3	
UBNS 8820: Comparative Urban Studies	3	
PA 8436: Municipal Administration	3	Elective*
PA 8470: Administrative Ethics and Leadership	3	Elective*
PA 8826: Intro to Environmental Law and Regulation	3	
PA 8990: Capstone	3	
ENVN/CACT 8316: Our Energy Future: Society, the Environment and Sustainability	3	
PSCI 8015: Urban Politics	3	Elective*
PSCI 8120: Seminar in Leadership	3	Elective*
GEOG 8126: Urban Geography	3	
GEOG 8166: Urban Sustainability	3	
GEOG 8210: Seminar in Cultural Geography	3	
GEOG 8616: Environmental Monitoring and Assessment	3	
SOC 8100: Social Inequality	3	
SOC 8146: Urban Sociology	3	
SOC 8200: Health and Society	3	

SOC 8746: Social Justice and Social Change	3	
PHHB 8360: Community Health	3	
CMST 8186: Communication, Leadership, and Power in Organizations	3	Required
CACT 8326: Ecological Sustainability and Human Health	3	
<b>Total for MSUS:</b>	<b>37</b>	

\*Certificate Students take six credit hours of elective certificate coursework (two courses).

**TABLE 1: PROJECTED EXPENSES - Urban Studies Leadership Certificate**

	(FY 2023-24) Year 1	(FY2024-25) Year 2	(FY 2025-26) Year 3	(FY2026-27) Year 4	(FY 2027-28) Year 5	
<b>Personnel</b>						<b>Cost</b>
Faculty						\$0
Professional						\$0
Graduate assistants						\$0
Support staff						\$0
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0
<b>Operating</b>						
General Operating <sup>3</sup>						\$0
Equipment <sup>4</sup>						\$0
Other <sup>7</sup>						\$0
Subtotal	\$0		\$0	\$0		\$0
<b>Total Expenses</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	<b>\$0.00</b>

MSUS.2023



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

	(FY 2023-24) Year 1	(FY2024-25) Year 2	(FY 2025-26) Year 3	(FY2026-27) Year 4	(FY 2027-28) Year 5	Total
Reallocation of Existing Funds <sup>1</sup>	\$0	0	0	0	0	\$0
Required New Public Funds <sup>2</sup>	\$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 <sup>3</sup>	\$21,480	\$30,072	\$38,664	\$42,960	\$51,552	\$184,728
Other Funding <sup>4</sup>						\$0
1	\$5	\$7	\$9	\$10	\$12	\$43
2						\$0
3						\$0
Total Revenue <sup>5</sup>	\$21,485	\$30,079	\$38,673	\$42,970	\$51,564	\$184,771

Projected enrollments   5   7   9   10   12

We used the average resident tuition for on-campus and on-line ((341+375)/2) = \$358

This conservative estimate is solely based on 2022-23 tuition and is assuming that students enroll into two courses (6 credit hours) per semester = 12 credits per FY.

TO: The Board of Regents Addendum XI-D-4  
Academic Affairs Committee

MEETING DATE: June 22, 2023

SUBJECT: Renaming the Center for Biosecurity, Biopreparedness, and Emerging Infectious Diseases (CBBEID) to the Center for Preparedness and Emergency Response Solutions (CPERS) in the College of Public Health (COPH) at UNMC

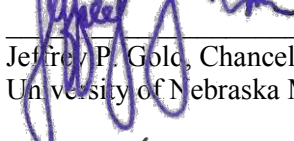
RECOMMENDED ACTION: Report


PREVIOUS ACTION: September 9, 2011 – The renaming of the Center of Biopreparedness Education to the Center for Biosecurity, Biopreparedness, and Emerging Infectious Diseases within UNMC’s College of Public Health was reported to the Board.

EXPLANATION: Changing the name of the Center for Biosecurity, Biopreparedness, and Emerging Infectious Diseases to the Center for Preparedness and Emergency Response Solutions will more accurately reflect the current goals, objectives, and capabilities of the Center. The new name reflects the evolution of the Center from a focus on post-9/11 biological terrorism to more general healthcare and public health emergency preparedness and response. This alignment of the name with the Center’s goals and activities will improve local, regional, and national recognition.

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

SPONSORS: H. Dele Davies  
Senior Vice Chancellor for Academic Affairs  
University of Nebraska Medical Center

APPROVED:   
\_\_\_\_\_  
Jeffrey P. Gold, Chancellor  
University of Nebraska Medical Center

  
\_\_\_\_\_  
Walter E. Carter, President  
University of Nebraska System

DATE: May 16, 2023



February 8, 2023

H. Dele Davies, M.D.  
Senior Vice Chancellor for Academic Affairs  
Dean of Graduate Studies  
University of Nebraska Medical Center  
2022 Academic and Research Services  
Omaha, NE 68198-7810  
[dele.davies@unmc.edu](mailto:dele.davies@unmc.edu)

Dear Dr. Davies:

I have received the request to change the name of the Center for Biosecurity, Biopreparedness, and Emerging Infectious Diseases (CBBEID) to the Center for Preparedness and Emergency Response Solutions (CPERS). Based on the information provided, I understand a name change will more accurately reflect the goals, objectives, and capabilities of the Center.

I concur with this decision and 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



October 20, 2022

Jeffrey Gold  
Chancellor, University of Nebraska Medical Center  
Executive Vice President and Provost  
University of Nebraska  
3835 Holdrege Street  
Lincoln, NE 68583

Dear Provost Gold:

I am forwarding you the materials relating to a proposed name change to an existing Board of Regents approved Center.

The College of Public Health (COPH) at the University of Nebraska Medical Center is requesting permission to change the name of the Center for Biosecurity, Biopreparedness, and Emerging Infectious Diseases (CBBEID) to the Center for Preparedness and Emergency Response Solutions (CPERS). Changing the name of the Center for Biosecurity, Biopreparedness, and Emerging Infectious Diseases to the Center for Preparedness and Emergency Response Solutions will more accurately reflect the goals, objectives, and capabilities of the Center. The new name will also more accurately reflect the ways in which the center has expanded in a post 9-11 and post-pandemic world, and improve recognition.

This proposal has been reviewed by us, and it has our approval. We are requesting your review and approval, that of the Chief Academic Officers, and that it be reported to the Board of Regents at an upcoming meeting.

Sincerely,

A handwritten signature in black ink, appearing to read 'H. Dele Davies', with a small flourish at the end.

H. Dele Davies, MD, MS, MHCM  
Senior Vice Chancellor  
University of Nebraska Medical Center



September 1, 2022

University of Nebraska Board of Regents  
Varner Hall  
3835 Holdrege Street  
Lincoln, NE, 68583

RE: Official Name Change Request for Center for Biosecurity, Biopreparedness, and Emerging Infectious Diseases (CBBEID) to Center for Preparedness and Emergency Response Solutions (CPERS).

Dear Board of Regents,

The College of Public Health (COPH) at the University of Nebraska Medical Center is requesting permission to change the name of the Center for Biosecurity, Biopreparedness, and Emerging Infectious Diseases (CBBEID) to the Center for Preparedness and Emergency Response Solutions (CPERS).

CBBEID was first approved by the Board of Regents in 2007 and was reapproved in 2011, 2016, and 2021. Each review concluded that “Center status should be retained”. CBBEID was formed in response to the Anthrax attacks of 2001 with the goal of serving the public health emergency responders in Nebraska with planning, training, and exercise services. The original focus was, as the name suggests, biological incidents and how public health departments should respond to them.

The 2021 review of CBBEID identified the following Areas of Improvement: “*The Center should consider creating stronger links between itself, the National Emerging Special Pathogens Training and Education Center, and the Global Center for Health Security to provide diverse student education and research opportunities. At the same time, CBBEID should work diligently to define itself from other UNMC programs. The research areas and opportunities for the faculty and students can be better defined and leveraged to keep the UNMC at the forefront of preparedness advancing practice and science. CBBEID should continue to strengthen relationships with industry as the potential to have internships and master's students working with private entities on business continuity and preparedness activities may open significant doors to research, collaboration, and additional funding.*”

CBBEID is working diligently to address these areas of improvement. For example, we cross-market between the Global Center for Health Security (GCHS) and the CBBEID Critical Access Hospital ECHO program and the Association of Healthcare Emergency Preparedness Professionals (AHEPP), an activity of CBBEID. CBBEID personnel worked closely with GCHS on their Crisis Standards of Care program and currently serve on their Regional Disaster Health Response Ecosystem project.

Since its creation, however, CBBEID has evolved and adapted to new threats and opportunities. This evolution is evident in four significant ways.

- First, the list of hazards we help prepare for has grown. Preparing for biological incidents has expanded to include tornadoes, floods, active shooters, cyber-attacks, and many other threats to the residents of Nebraska.
- Second, the target audience within Nebraska has expanded. The focus on public health has expanded to include hospitals, long-term care, law enforcement, emergency management, emergency medical services, and others.



- Third, our geographic reach now extends not only nationally, but internationally. We work with emergency responders across the country as well as the World Health Organization's Global Outreach and Response Network.
- Finally, we have worked with UNeHealth to create two professional associations. AHEPP and the Public Health Emergency Preparedness Professional Association (PHEPPA), another activity under CBBEID, provide opportunities for funding, research, and student opportunities.

Changing the name of the Center for Biosecurity, Biopreparedness, and Emerging Infectious Diseases to the Center for Preparedness and Emergency Response Solutions will more accurately reflect the goals, objectives, and capabilities of the Center. The new name will also reflect the evolution of the Center from a focus on post-9/11 biological terrorism to more general healthcare and public health emergency preparedness and response. This alignment of the name with Center goals and activities will improve recognition on a local, regional, and national level.

Thank you for your time and consideration of this request.

Sincerely,

Keith Hansen, MBA  
Co-Director, Center for Biosecurity, Biopreparedness, and Emerging Infectious Diseases  
Department of Epidemiology  
College of Public Health

Deborah A. Levy, Ph.D., MPH  
Professor and Co-Director, Center for Biosecurity, Biopreparedness, and Emerging Infectious Diseases  
Department of Epidemiology  
College of Public Health

Rachel Lookadoo, JD  
Deputy Director, Center for Biosecurity, Biopreparedness, and Emerging Infectious Diseases  
Department of Epidemiology  
College of Public Health



August 29, 2022

University of Nebraska Board of Regents  
Varner Hall  
3835 Holdrege Street  
Lincoln, NE, 68583

RE: Official Name Change Request for Center for Biosecurity, Biopreparedness, and Emerging Infectious Diseases (CBBEID) to Center for Preparedness and Emergency Response Solutions (CPERS).

Dear Board of Regents,

The College of Public Health (COPH) at the University of Nebraska Medical Center is requesting permission to change the name of the Center for Biosecurity, Biopreparedness, and Emerging Infectious Diseases (CBBEID) to the Center for Preparedness and Emergency Response Solutions (CPERS).

As the Dean of the College of Public Health, I approve of the name change for the reasons stated in the supporting letter.

Thank you for your time and consideration.

Respectfully,

A handwritten signature in black ink, appearing to read 'Ali S. Khan', written over a light blue horizontal line.

Ali S. Khan, MD, MPH, MBA  
Dean  
College of Public Health  
University of Nebraska Medical Center



July 19, 2022

University of Nebraska Board of Regents  
Varner Hall  
3835 Holdrege Street  
Lincoln, NE, 68583

*RE: Official Name Change Request for Center for Biosecurity, Biopreparedness, and Emerging Infectious Diseases (CBBEID) to Center for Preparedness and Emergency Response Solutions (CPERS).*

Dear Board of Regents,

The College of Public Health (COPH) at the University of Nebraska Medical Center is requesting permission to change the name of the Center for Biosecurity, Biopreparedness, and Emerging Infectious Diseases (CBBEID) to the Center for Preparedness and Emergency Response Solutions (CPERS).

As the Chair of the Department of Epidemiology and supervisors of the CBBEID Directors, I approve of the name change for the reasons stated in the supporting letter.

Should you have any questions, please do not hesitate to ask.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ed Peters', with a stylized flourish at the end.

Edward S. Peters, DMD, SM, ScD  
Harold M Maurer Distinguished Chair in Public Health  
Department of Epidemiology  
College of Public Health  
University of Nebraska Medical Center



TO: The Board of Regents Addendum XI-D-5

Academic Affairs Committee

MEETING DATE: June 22, 2023

SUBJECT: Annual Program Monitoring Reports to the Board of Regents

RECOMMENDED ACTION: Report

PREVIOUS ACTIONS: June 23, 2022 – The Board received monitoring reports for the University of Nebraska at Omaha (UNO) Bachelor of Science (BS) in Black Studies and the Bachelor of Arts (BA) in Art History.

June 23, 2022 – The Board approved the monitoring reports and forwarded them to the Nebraska Coordinating Commission for Postsecondary Education (CCPE) for the following programs: UNK Master of Arts degree in English Literature, UNL Master of Arts degree in Art History, UNL Doctor of Philosophy in Music, UNL Bachelor of Science in Natural Resource and Environmental Economics, UNMC Doctor of Philosophy in Biostatistics.

EXPLANATION: Ongoing monitoring is required for programs that have been continued by the Board of Regents and CCPE, following receipt and acceptance of a required in-depth report [Neb. Rev. Stat. § 85-1414(5)]. The attached reports are provided to document the monitoring process and to show progress towards meeting CCPE performance standards.

This proposal has been reviewed by the Council of Academic Officers; it also has been reviewed by the Academic Affairs Committee

SPONSORS: Katherine Ankerson  
Executive Vice Chancellor  
University of Nebraska-Lincoln

Michael Boehm  
Vice Chancellor, Institute of Agriculture and Natural Resources  
University of Nebraska-Lincoln

H. Dele Davies  
Senior Vice Chancellor for Academic Affairs  
University of Nebraska Medical Center

Phil He  
Senior Vice Chancellor for Academic Affairs  
University of Nebraska at Omaha

APPROVED:   
Jeffrey P. Gold  
Executive Vice President and Provost  
University of Nebraska System

DATE: May 16, 2023

**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):

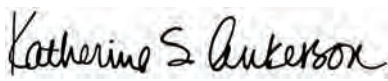
December 8, 2022 – The CCPE approved continuation of the program; the next program review will be due to the CCPE in June 2025.

Next Action Due:

A monitoring report, due only to the BoR, should be submitted to the Provost's Office by **April 6, 2023** for the **June 22, 2023** BoR agenda.

Note:

Monitoring will cease if the CCPE declares that the program meets its performance standards during the next regular review cycle.

Signed:  4/3/23  
(Chief Academic Officer or designated representative) (Date)

Please provide the following:

1. Degrees Awarded:

2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23 (estimated)
3	3	1	2	1	0	1

2. Majors (formal enrollments, including double majors):

2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23 (estimated)
7	6	4	3	2	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. The impact of external funding could be transformational in its support of the MA in Art History.

**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 6, 2023** for the **June 22, 2023** BoR agenda.

Note:

Monitoring will cease if the CCPE declares that the program meets its performance standards during the next regular review cycle.

Signed:  4/3/23  
 (Chief Academic Officer or designated representative) (Date)

Please provide the following:

1. Degrees Awarded:

2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23 (estimated)
1	1	3	1	2	2	2

2. Majors (formal enrollments, including double majors):

2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23 (estimated)
9	8	10	10	9	9	7

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. The significant changes imposed by the pandemic and the opportunities presented by a new Dean (who took office July 2022) and a new Director (expected to begin July 2023) have necessitated that we take a new look at the action plan that was presented in 2019. We will be undertaking that review in the coming months as the new Director is appointed.

In the meantime, construction of the new Westbrook Music Building is well under way, with a design that will no doubt create a far more attractive learning and working environment for graduate students in this program, as detailed in the original action plan. 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.

4. Additional strategies employed (if any) to ensure the CCPE's degrees-awarded threshold is achieved:

**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 6, 2023** for the **June 22, 2023** BoR agenda.

Note:

Monitoring will cease if the CCPE declares that the program meets its performance standards during the next review cycle.

Signed:  4/3/23  
 (Chief Academic Officer or designated representative) (Date)

Please provide the following:

1. Degrees Awarded:

2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23 (estimated)
6	0	6	3	2	5	1

2. Majors (formal enrollments, including double majors):

2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23 (estimated)
22	19	18	17	11	10	4

3. Progress towards full implementation of strategies outlined in the in-depth report:

- Faculty conducted several discussions regarding our NREE major with Lincoln Northeast students at campus visits during 2022. The economics card game was again used to teach students about public goods to introduce them to our NREE major.
- Faculty (Simanti Banerjee, Karina Schoengold, and Chris Gustafson) worked with Bailey Feit and Tammera Mittelstet to arrange for a set of high school instructors in economics,

political science, environmental studies, and others to act as our advisory board to obtain feedback on our proposed conservation curriculum which we hope to beta test in their classrooms Fall 2023. Funding was identified to compensate these instructors for their time. This 1-3 week high school curriculum and adjoining poster competition will introduce high school students to our NREE major and to the career opportunities available.

4. Additional strategies employed (if any) to ensure the CCPE's degrees-awarded threshold is achieved:

- Requests have been sent to several alumni to have them video what they do for their profession and how their NREE degree has assisted them in their chosen career. A communications student was hired to edit these videos and post them on our YouTube channel so they can be linked to our high school curriculum and recruitment efforts.
- All students requesting admission to the NREE major are being contacted by faculty to answer questions and invite them for a campus visit (both virtual and in person).

**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, 2022 – 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 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 6, 2023** for the **June 22, 2023** BoR agenda.

Note:

Monitoring will cease if the CCPE declares that the program meets its performance standards during the next regular review cycle.

Signed:  4/6/2023  
 (Chief Academic Officer or designated representative) (Date)

Please provide the following:

1. Degrees Awarded:

2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23 (estimated)
0	0	0	1	3	1	2

2. Majors (formal enrollments, including double majors):

2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23 (estimated)
8	9	9	9	9	11	13

3. Progress towards full implementation of strategies outlined in the in-depth report:

a. Faculty resources:

1. Since the last monitoring report, the Department has hired a new Assistant Professor with expertise in Bayesian statistics and imaging data analysis. The recent addition of faculty brings the Department to an adequate number of faculty to maintain the department's capacity for balance in teaching,



methodology research, collaborative research, and graduate student supervision. All faculty are eligible to mentor PhD students. However, new faculty (0-3 years) are teamed with an 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 of biostatistics support for UNMC research.

b. Admissions / Recruitment:

1. Academic year 2022/2023 PhD applications held steady from 2021/2022 (35 vs 33). Based on applicant personal statements and interviews, the UNMC PhD in Biostatistics is 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”, 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 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. This provides even greater competition for qualified applicants, but does not negate the importance of PhD-trained biostatisticians as master’s training is not sufficient for research and higher level positions.
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 have developed a 15-minute presentation on Biostatistics graduate education at UNMC. We have targeted visiting colleges and universities in Nebraska. Most recently, the group met with 10 math and science majors at Midland University. Our next presentation is in March 2023 with College of Saint Mary’s. The College of Public Health recruits for all programs, include the MS and PhD in Biostatistics, at fairs and student education events hosted by the University of Nebraska Lincoln, University of

Nebraska Omaha, University of Nebraska Kearney, Creighton, Doane University, Peru State College, Wayne State College, Chadron State College, Hastings College, Nebraska Wesleyan.

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 of 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 Creighton University's Clinical Research Office in AY2023/2024, with an option to add a 2<sup>nd</sup> GRA in AY 2024/2025.
4. The Department is continuing to work with UNMC investigators to identify opportunities on supporting PhD students through long-term research projects.

d. PhD Curriculum revision:

1. The new qualifying exam format with a focus on both application and theory was implemented for the first time in summer of 2021. The new qualifying exam format was received well by students. To date, 5 students have completed the new qualifier with 4 of the 5 passing both sections on the first try. One student passed the application section and will retake the theory section in July 2023.
2. Three new 900 level elective courses have been developed and are offered every other year: Causal Inference; Bayesian Theory and Methodology; and High Dimensional Inference.

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 determine their dissertation topic and Supervisor before the end of their first (second) year. Thus, ensuring there is no lag between qualifying exam and commencing work on their dissertation.

**University of Nebraska at Omaha (UNO)**  
**Annual Program Monitoring Report to the Board of Regents**  
**Bachelor of Science (BS) in Black Studies**

Last Action by the University of Nebraska Board of Regents (BoR):

June 25, 2021 – The BoR approved continuing the BS in Black Studies and forwarding the in-depth report and monitoring plan to the CCPE.

Last Action by the Nebraska Coordinating Commission for Postsecondary Education (CCPE):

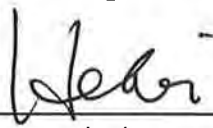
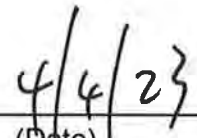
December 2, 2021 – The CCPE approved continuation of the program; the next program review will be due to the CCPE in June 2024.

Next Action Due:

An Annual Program Monitoring Report to the BoR should be submitted to the Provost’s Office by April 6, 2023 for the June 22, 2023 BoR agenda.

Note:

Monitoring will cease if the CCPE declares that the program meets its performance standards during the next regular review cycle.

Signed: \_\_\_\_\_  \_\_\_\_\_   
 (Chief Academic Officer or designated representative) (Date)

Please provide the following:

1. Degrees Awarded:

2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-2023 (estimated)
2	3	3	3	3	4	3

2. Majors (formal enrollments, including double majors):

2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-2023 (estimated)
9	14	13	12	17	13	12

3. Progress towards full implementation of strategies outlined in the in-depth report:

The program leadership has continued to engage in planning to expand enrollment. This report provides an update to the strategies that were outlined in last year’s monitoring report. These include a) Clarifying the process for students to double major, b) Connecting with the Interdisciplinary Studies' concentration in Exploratory Studies, and c) Reviewing

and revising the Introduction to Black Studies course. Specific action steps are elaborated below.

- A. Clarifying the process for students to double major: The program worked with the Associate Dean for Social Sciences and the Assistant Dean for Student Success to develop student-friendly language that clarified how students can double major in Black Studies. This information has been published in the department's promotional and advising materials.
- B. Connecting with the Interdisciplinary Studies' concentration in Exploratory Studies: In the Spring of 2021, a faculty member in the Department of Black Studies taught a "sheltered" section of BLST 1000, Introduction to Black Studies. Sheltered sections of introductory courses are helpful to "Explorers" as they navigate their choice of a major. Unfortunately, there was not sufficient enrollment in the Exploratory Studies program in spring 2022 to warrant offering a sheltered section of BLST 1000 as well as other general education courses.
- C. Reviewing and revising the Introduction to Black Studies course: Since the last report, instructors for the course have applied for and received an internal grant for course redevelopment for BLST 1000. They will be holding a retreat in May 2023 to work on course revisions with full implementation planned for the Fall 2023 semester.

Once again, the expectation is that these actions will contribute to increase interest in Black Studies as a field of study.

4. Additional strategies employed (if any) to ensure the CCPE's degrees-awarded threshold is achieved:

This past year, the department began to implement additional strategies, which include a) Increasing recruitment efforts, and b) Expanding engagement on campus and in the community. Again, specific action steps are elaborated below.

- A. Increasing recruitment efforts: The department leadership has participated in or made plans to attend area events focused on recruitment. For example, the department attended the Sixth Annual African American Professionals Day and Career Fair at Omaha North High School in March 2023. They have made additional plans to visit area middle and high schools for recruiting purposes in spring and fall 2023.
- B. Expanding engagement on campus and in the community: The Black Studies department is currently in the process of developing both a campus and a community advisory board to increase engagement on campus and beyond. The department has also significantly increased its presence in the community through target engagement opportunities. For example, in 2022 they participated in the Juneteenth parade in Omaha. They also co-sponsored the award-winning *Charting our Path* exhibit that has traveled the state of Nebraska, providing increased visibility to the program.

**University of Nebraska at Omaha (UNO)  
Annual Program Monitoring Report to the Board of Regents  
Bachelor of Arts (BA) in Latino/Latin American Studies**

**Next Action Due:**

An Annual Program Monitoring Report to the BoR should be submitted to the Provost's Office by April 6, 2023 for the June 22, 2023 agenda.

Signed: \_\_\_\_\_ *J. Lebr* \_\_\_\_\_ 4/4/23  
(Chief Academic Officer or designated representative) (Date)

Please provide the following:

1. Degrees Awarded:

2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23 (estimated)
2	2	4	4	5	8	6

2. Majors (formal enrollments, including double majors):

2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23 (estimated)
12	14	14	18	17	19	14

3. Progress towards full implementation of strategies outlined in the in-depth report:

Latino/Latin American Studies at UNO is currently the only program in the state of Nebraska that awards a degree in Latino/Latin American Studies. Converting this stand-alone program to an interdisciplinary program will allow UNO to maintain this distinction.

The Latino/Latin American Studies leadership has taken steps toward finalizing the interdisciplinary program designation. First, the leadership has decommissioned courses to be removed from the course catalog. At the time of this report, all seven courses targeted for deactivation have been routed through UNO's campus systems. Second, the program pages for UNO's 2023-2024 Undergraduate Catalog have been revised to recognize the changes in course offerings and the interdisciplinary program designation. These changes were submitted to the College of Arts and Sciences Educational Policy Committee on November 4<sup>th</sup> and were approved by that committee on November 11<sup>th</sup>. These revised catalog pages have now been submitted for inclusion in the 2023-2024 catalog, a step that finalizes the conversion of the major to an interdisciplinary program.

The program would like to recognize that the SCH by department per FTE, which currently meets or exceeds CCPE standards, is likely to drop with this conversion.


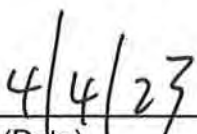
4. Additional strategies employed (if any) to ensure the CCPE's degrees-awarded threshold is achieved:

Not applicable at this time.

**University of Nebraska at Omaha (UNO)**  
**Annual Program Monitoring Report to the Board of Regents**  
**Bachelor of Arts (BA) in Women's and Gender Studies**

Next Action Due:

An Annual Program Monitoring Report to the BoR should be submitted to the Provost's Office by April 6, 2023 for the June 22, 2023 agenda.

Signed: \_\_\_\_\_  \_\_\_\_\_   
 (Chief Academic Officer or designated representative) (Date)

Please provide the following:

1. Degrees Awarded:

2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-2023 (estimated)
4	1	3	2	7	2	2

2. Majors (formal enrollments, including double majors):

2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-2023 (estimated)
16	15	15	19	13	15	11

3. Progress towards full implementation of strategies outlined in the in-depth report:

The Women's and Gender Studies leadership has taken steps toward finalizing the interdisciplinary program designation. First, the leadership started to decommission six courses to be removed from the course catalog. This process will be completed by the end of the spring 2023 semester. Second, the program has identified 12 courses that need to be housed in the cross-listed academic unit. The leadership will work with the cooperating academic programs this summer to complete this process. Finally, the program pages for UNO's 2023-2024 Undergraduate Catalog have been revised to recognize the changes in course offerings and the interdisciplinary program designation. These changes were submitted to the College of Arts and Sciences Educational Policy Committee on March 3<sup>rd</sup> and were approved by that committee on March 10<sup>th</sup>. These revised catalog pages have now been submitted for inclusion in the 2023-2024 catalog, a step that finalizes the conversion of the major to an interdisciplinary program.

4. Additional strategies employed (if any) to ensure the CCPE's degrees-awarded threshold is achieved:



To ensure that the new CCPE degrees-awarded threshold is maintained, the Director of the Women's and Gender Studies program will begin holding regular meetings with directors of other interdisciplinary programs on the UNO campus to discuss recruitment strategies and retention efforts. In addition, the leadership is undertaking a renewed effort to engage in community outreach, to sponsor programming on campus, and to revitalize the student honorary society.

TO: The Board of Regents Addendum XI-D-6  
Academic Affairs

MEETING DATE: June 22, 2023

SUBJECT: Current List of Professional Post-Baccalaureate Programs 2023


RECOMMENDED ACTION: Report

PREVIOUS ACTION: December 2, 2022 – A revision to the University of Nebraska Graduate College’s Bylaws and Policies was reported to the Board.

EXPLANATION: 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 report lists the University of Nebraska’s Professional Programs as of April 2023.

This report has been reviewed by the Council of Academic Officers; it also has been reviewed by the Academic Affairs Committee.

SPONSOR: Jeffrey P. Gold  
Executive Vice President and Provost  
Dean of the University of Nebraska Graduate College  
University of Nebraska System

RECOMMENDED:   
Walter E. Carter, President  
University of Nebraska System

DATE: May 16, 2023

## *Post-Baccalaureate Professional Credentials (Degrees)*

### *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 Medical Sciences (DMSc, currently in the approval process)  
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 Rehabilitation Science (MRS, currently in the approval process)  
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

TO: The Board of Regents Addendum XI-D-7  
Academic Affairs

MEETING DATE: June 22, 2023

SUBJECT: Laboratory, Student, and Miscellaneous Fees for Academic Year  
2023-2024

RECOMMENDED ACTION: Report

PREVIOUS ACTION: 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:

Following an audit in 2017 of student fees, it was recommended by the Board of Regents Audit Committee that the language of *Regents Policy* 5.9 be modified to include the following: (1) student fees must be expended for the purpose for which they were collected; (2) student fees revenues must be expended for purposes that directly benefit students from whom they were collected; and (3) a definition of mandatory fees, including the understanding that students paying the fee must have the opportunity to benefit from the activity supported by the fee.

Additionally, the President requested that the Executive Vice President and Provost and the Campus Chief Academic Officers review *Regents Policy* 5.9.4, which requires that all fees be reviewed no less than once every four years.

EXPLANATION: The changes in student fees approved by the President of the University of Nebraska for the 2023-2024 academic year are listed in the attached reports.

This report includes information on all categories of fees, as requested by the Board, and all changes to fees that would affect the campus student body. On several campuses, a screening committee, often with student representatives, has reviewed proposed changes. Each item on the report has been reviewed and approved by campus administration and the Executive Vice President and Provost.

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

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

Ronnie D. Green  
Chancellor  
University of Nebraska-Lincoln

Jeffrey P. Gold  
Chancellor  
University of Nebraska Medical Center

Joanne Li  
Chancellor  
University of Nebraska at Omaha

APPROVED:



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Walter E. Carter  
President, University of Nebraska System

DATE:

May 16, 2023

Dept	Course	Current Fee	Proposed Fee	UNK Lab/Student/Misc Fees 2023-24 Notes
<b>College of Arts &amp; Sciences</b>				
Art & Design	ART 244	\$ 150	\$ 200	<b>Glass I</b> The cost of glass raw material has gone up 27 percent. Supplies and shipping costs have increased as well. Repairs and maintenance and replacement of some glassblowing equipment and tools has been factored into the cost.
Art & Design	ART 344A	\$ 150	\$ 200	<b>Glass II</b> The cost of glass raw material has gone up 27 percent. Supplies and shipping costs have increased as well. Repairs and maintenance and replacement of some glassblowing equipment and tools has been factored into the cost.
Art & Design	ART 344B	\$ 150	\$ 200	<b>Glass III</b> The cost of glass raw material has gone up 27 percent. Supplies and shipping costs have increased as well. Repairs and maintenance and replacement of some glassblowing equipment and tools has been factored into the cost.
Art & Design	ART 344C	\$ 150	\$ 200	<b>Glass IV</b> The cost of glass raw material has gone up 27 percent. Supplies and shipping costs have increased as well. Repairs and maintenance and replacement of some glassblowing equipment and tools has been factored into the cost.
Art & Design	ART 403	\$ 150	\$ 200	<b>Individual Problems in Art – Glass 3D</b> The cost of glass raw material has gone up 27 percent. Supplies and shipping costs have increased as well. Repairs and maintenance and replacement of some glassblowing equipment and tools has been factored into the cost.
Art & Design	ART 444A	\$ 150	\$ 200	<b>Glass V</b> The cost of glass raw material has gone up 27 percent. Supplies and shipping costs have increased as well. Repairs and maintenance and replacement of some glassblowing equipment and tools has been factored into the cost.
Art & Design	ART 444B	\$ 150	\$ 200	<b>Glass VI</b> The cost of glass raw material has gone up 27 percent. Supplies and shipping costs have increased as well. Repairs and maintenance and replacement of some glassblowing equipment and tools has been factored into the cost.
Art & Design	ART 444C	\$ 150	\$ 200	<b>Glass VII</b> The cost of glass raw material has gone up 27 percent. Supplies and shipping costs have increased as well. Repairs and maintenance and replacement of some glassblowing equipment and tools has been factored into the cost.
Art & Design	ART 450	\$ 150	\$ 200	<b>Special Topics – Glass 3D</b> The cost of glass raw material has gone up 27 percent. Supplies and shipping costs have increased as well. Repairs and maintenance and replacement of some glassblowing equipment and tools has been factored into the cost.
Art & Design	ART 499	\$ 150	\$ 200	<b>Senior Project: BFA – Glass 3D</b> The cost of glass raw material has gone up 27 percent. Supplies and shipping costs have increased as well.

Dept	Course	Current Fee	Proposed Fee	UNK Lab/Student/Misc Fees 2023-24 Notes
Art & Design	ART 833P	\$ 10	\$ 0	Loom Weaving
Art & Design	ART 843	\$ 60	\$ 0	Independent Study in Art – Ceramics
Art & Design	ART 851A	\$ 100	\$ 0	Sculpture
Art & Design	ART 851B	\$ 100	\$ 0	Sculpture
Art & Design	ART 851C	\$ 100	\$ 0	Sculpture
Art & Design	ART 851D	\$ 100	\$ 0	Sculpture
Art & Design	ART 851E	\$ 100	\$ 0	Sculpture
Art & Design	ART 851F	\$ 100	\$ 0	Sculpture
Art & Design	ART 852A	\$ 80	\$ 0	Ceramics
Art & Design	ART 852B	\$ 80	\$ 0	Ceramics
Art & Design	ART 852C	\$ 80	\$ 0	Ceramics

Dept	Course	Current Fee	Proposed Fee	UNK Lab/Student/Misc Fees 2023-24 Notes
Art & Design	ART 852D	\$ 80	\$ 0	Ceramics
Art & Design	ART 852E	\$ 80	\$ 0	Ceramics
Art & Design	ART 852F	\$ 80	\$ 0	Ceramics
Art & Design	ART 853A	\$ 90	\$ 0	Printmaking
Art & Design	ART 853B	\$ 90	\$ 0	Printmaking
Art & Design	ART 853C	\$ 90	\$ 0	Printmaking
Art & Design	ART 853D	\$ 90	\$ 0	Printmaking
Art & Design	ART 853E	\$ 90	\$ 0	Printmaking
Art & Design	ART 853F	\$ 90	\$ 0	Printmaking
Art & Design	ART 870	\$ 10	\$ 0	Independent Study – Fiber Construction
Art & Design	ART 870	\$ 10	\$ 0	Independent Study – Loom Weaving



Dept	Course	Current Fee	Proposed Fee	UNK Lab/Student/Misc Fees 2023-24 Notes
Art & Design	ART 870	\$ 15	\$ 0	Independent Study - Drawing
Art & Design	ART 870	\$ 15	\$ 0	Independent Study - Painting
Art & Design	ART 870	\$ 15	\$ 0	Independent Study - Painting
Art & Design	ART 870	\$ 20	\$ 0	Independent Study – Design Illustration
Art & Design	ART 870	\$ 20	\$ 0	Independent Study - Graphic Design
Art & Design	ART 870	\$ 25	\$ 0	Independent Study - Photography
Art & Design	ART 870	\$ 55	\$ 0	Independent Study - Printmaking
Art & Design	ART 870	\$ 60	\$ 0	Independent Study - Ceramics
Art & Design	ART 870	\$ 100	\$ 0	Independent Study - Sculpture
Art & Design	ART 870	\$ 100	\$ 0	Independent Study - Glass
Art & Design	ART 896	\$ 10	\$ 0	Fiber Construction

Dept	Course	Current Fee	Proposed Fee	UNK Lab/Student/Misc Fees 2023-24 Notes
Art & Design	ART 896	\$ 10	\$ 0	Loom Weaving
Art & Design	ART 896	\$ 15	\$ 0	Drawing
Art & Design	ART 896	\$ 15	\$ 0	Painting
Art & Design	ART 896	\$ 15	\$ 0	Surface Design
Art & Design	ART 896	\$ 20	\$ 0	Design Illustration
Art & Design	ART 896	\$ 20	\$ 0	Graphic Design
Art & Design	ART 896	\$ 25	\$ 0	Photography
Art & Design	ART 896	\$ 55	\$ 0	Printmaking
Art & Design	ART 896	\$ 60	\$ 0	Ceramics
Art & Design	ART 896	\$ 100	\$ 0	Sculpture
Art & Design	ART 896	\$ 100	\$ 0	Glass

Dept	Course	Current Fee	Proposed Fee	UNK Lab/Student/Misc Fees 2023-24 Notes
Modern Languages	FREN 201	\$ 0	\$ 15	<b>Intermediate French II</b> The fee will cover the cost of AAPPL proficiency exams to be administered to all students in FREN 201. These exams provide students with a nationally recognized proficiency score that can be used to demonstrate second-language skills to prospective employers and other academic institutions.
Modern Languages	GERM 201	\$ 0	\$ 15	<b>Intermediate German II</b> The fee will cover the cost of AAPPL proficiency exams to be administered to all students in GERM 201. These exams provide students with a nationally recognized proficiency score that can be used to demonstrate second-language skills to prospective employers and other academic institutions.
Modern Languages	JAPN 201	\$ 0	\$ 15	<b>Intermediate Japanese II</b> The fee will cover the cost of AAPPL proficiency exams to be administered to all students in JAPN 201. These exams provide students with a nationally recognized proficiency score that can be used to demonstrate second-language skills to prospective employers and other academic institutions.
Modern Languages	SPAN 201	\$ 0	\$ 15	<b>Intermediate Spanish II</b> The fee will cover the cost of AAPPL proficiency exams to be administered to all students in SPAN 201. These exams provide students with a nationally recognized proficiency score that can be used to demonstrate second-language skills to prospective employers and other academic institutions.
Music, Theatre & Dance	THEA 135	\$ 30	\$ 50	<b>Introduction to Stage Technology</b> This fee increase will cover the additional costs of supplies (paint, basic drafting tools, wood, and luan).
Music, Theatre & Dance	THEA 335	\$ 0	\$ 18	<b>Scenic Painting</b> The fee will cover the costs for a variety of paint and hardboard for students to learn the technique of scenic painting.
Physics & Astronomy	PHYS 100L Online	\$ 0	\$ 23	<b>Physical Science Laboratory Online</b> The fee will cover the cost of supplies in laboratory kits shipped to PHYS 100L online students. Supplies include digital calipers, flexible ruler, digital thermometer, AA batteries, mirrors, etc. These kits and costs are specific to online students.
<b>College of Business &amp; Technology</b>				
Industrial Technology	ITEC 170	\$ 0	\$ 461	<b>Private Pilot Theory</b> The Jeppesen GFD Private Pilot Kit and associated VFR flight publications will be used by ITEC 170, and the course culminates in students taking the FAA Private Pilot Knowledge Exam.
Industrial Technology	ITEC 171	\$ 0	\$ 357	<b>Introduction to Flight</b> Students will take their flight physical as part of ITEC 171 during the fall term so they are medically qualified to fly as part of ITEC 172 in the spring. This course also includes a "discovery flight" that provides the student with in-flight experience and helps confirm a student's interest in pursuing a career in flying. This flight is one hour in duration and requires an instructor and airplane.
Industrial Technology	ITEC 172	\$ 10959	\$ 10617	<b>Professional Flight 1</b> The course fee for ITEC 172 will cover the minimum hours required by the FAA to obtain the Private Pilot Certificate. It will also provide the necessary equipment/materials needed by students for flight such as an aviation headset and iPad. Some costs previously part of this fee better align with other courses due to when they are actually incurred. The private pilot kit and FAA knowledge exam expenses were moved to ITEC 170. Due to increases in fuel, Nebraska Flight Schools has increased the hourly aircraft rental fee from \$140/hr to \$157/hr.

Dept	Course	Current Fee	Proposed Fee	UNK Lab/Student/Misc Fees 2023-24 Notes
Industrial Technology	ITEC 291	\$ 0	\$ 456	<b>Instrument Pilot Theory</b> The Jeppesen Instrument/Commercial Kit and associated IFR flight publications will be used by ITEC 291, and the course culminates in students taking the FAA Instrument Pilot Knowledge Exam.
Industrial Technology	ITEC 292	\$ 6020	\$ 9671	<b>Professional Flight 2</b> The Aviation Program switched to the Jeppesen Commercial Pilot Syllabus at the direction of the FAA, and this course has become Stage 1 of that syllabus. Per the new course requirements, the number of flight hours has increased. Additionally, Nebraska Flight Schools has increased the hourly aircraft rental fee from \$140/hr to \$157/hr due to increased fuel costs.
Industrial Technology	ITEC 293	\$ 11685	\$ 11307	<b>Professional Flight 3</b> The course fee for ITEC 293 covers the minimum hours required by the FAA to obtain the Instrument Pilot Rating. A change in course syllabus occurred due to switching from Gleim to Jeppesen. Nebraska Flight Schools has increased the hourly aircraft rental fee from \$140/hr to \$157/hr due to increased fuel costs. The commercial pilot kit and FAA knowledge exam expenses previously attached to this course better align with ITEC 291 and have been moved to that course.
Industrial Technology	ITEC 375	\$ 0	\$ 175	<b>Commercial Pilot Theory</b> This course culminates in students taking the FAA Commercial Pilot Knowledge Exam. The exam cost was previously included in ITEC 376 but has been moved to ITEC 375 to better align with course requirements.
Industrial Technology	ITEC 376	\$ 13960	\$ 16217	<b>Professional Flight 4</b> A change in course syllabus occurred due to switching from Gleim to Jeppesen. This results in an increase in flight hours required. Nebraska Flight Schools has increased the hourly aircraft rental from \$140/hr to \$157/hr due to increased fuel costs. The FAA knowledge exam previously under this course has been moved to ITEC 375 where it more properly fits.
Industrial Technology	ITEC 377	\$ 6283	\$ 7783	<b>Professional Flight 5</b> This course fee needs to be increased due to increases in aircraft fuel costs. Nebraska Flight Schools has increased the hourly aircraft rental fee from \$279/hr to \$309/hr..
Industrial Technology	ITEC 378	\$ 5180	\$ 5592	<b>Professional Flight 6</b> There is a change in the course syllabus to use the Jeppesen Flight Instructor Kit. Nebraska Flight Schools has increased the hourly aircraft rental from \$140/hr to \$157/hr due to increased fuel costs.
Industrial Technology	ITEC 379	\$ 4205	\$ 4452	<b>Professional Flight 7</b> The course fee for ITEC 379 needs to be increased due to increases in fuel costs. Nebraska Flight Schools has increased the hourly aircraft rental fee from \$140/hr to \$157/hr.
Industrial Technology	ITEC 380	\$ 5373	\$ 5733	<b>Professional Flight 8</b> This course fee needs to be increased due to increases in aircraft fuel costs. Nebraska Flight Schools has increased the hourly aircraft rental fee from \$279/hr to \$309/hr.
Industrial Technology	SFED 462	\$ 125	\$ 129	<b>Supervision of Construction Safety Programs</b> The cost for the OSHA 30-hour training associated with SFED 462 has increased to \$129.

Dept	Course	Current Fee	Proposed Fee	UNK Lab/Student/Misc Fees 2023-24 Notes
<b>College of Education</b>				
Communication Disorders	CDIS 410	\$ 0	\$ 47	<b>Introduction to Audiology</b> CDIS 410 students spend about 5 hours throughout the semester using the Clinical Audiology Lab completing work outside of class time. The equipment is purchased and maintained by the UNK INSpRE Core Facility. The hourly rate for the audiology equipment in core facility is \$9.38.
Communication Disorders	CDIS 818P	\$ 0	\$ 10	<b>Diagnostic Methods</b> This course fee will cover the license fee for the Q-Interactive online assessment platform and 2 formal test protocols per student.
Communication Disorders	CDIS 840P	\$ 0	\$ 63	<b>Augmentative Alternative Communication</b> CDIS 840P students spend about 10 hours throughout the semester using the AAC Lab completing work outside of class time. The equipment is purchased and maintained by the UNK INSpRE Core Facility. The hourly rate for the AAC equipment in core facility is \$6.25/hr.
Kinesiology & Sports Science	PE 110-02	\$ 0	\$ 20	<b>Basic Sports Activity – Spinning</b> The fee will cover the professional maintenance costs and replacement costs of the spin bikes utilized by students in the course.
Kinesiology & Sports Science	PE 301	\$ 0	\$ 29	<b>School Connectedness and Emotional Health</b> Students in this course will be certified in Youth Mental Health First Aid. In order to be certified, each student must have a manual from the National Council for Behavioral Health as well as a Participant Processing Guide. The National Council only allows a certified instructor to purchase the books, so they cannot be purchased through the campus bookstore.
Kinesiology & Sports Science	PE 461	\$ 13	\$ 35	<b>Physiology of Exercise</b> Costs for supplies such as lactate strips, electrodes, mouthpieces, and filters for PE 461 have increased. Additionally, students use other departmental exercise equipment such as bikes, treadmills, and strength equipment that need to be maintained and replaced.
Kinesiology & Sports Science	PE 467	\$ 13	\$ 50	<b>Fitness Testing</b> The cost of supplies such as Cholestec blood lipid analysis kit and electrodes have increased for PE 467/867P. Additionally, students use other departmental exercise equipment such as bikes, treadmills, and strength equipment that need to be maintained and replaced.
Kinesiology & Sports Science	PE 808	\$ 10	\$ 40	<b>Therapeutic Modalities in Athletic Injury</b> The course uses expendable medical supplies such as ultrasound gels, electrotherapy pads, a reusable cryotherapy pack, manual therapy cream/lotion, toe covers, and Mueller ice bags. In addition, students also use Laser Therapy equipment; the equipment is purchased and maintained by the UNK INSpRE Core Facility. The rate for the LT equipment use is \$10/hr and students are trained for one hour.
Kinesiology & Sports Science	PE 820	\$ 0	\$ 30	<b>General Medical Conditions in Sports and Exercise</b> This course requires students practice diagnosing general medical conditions. To implement medical diagnosis, the department must purchase consumable supplies such as exam gloves and urinalysis exam kits. Additionally, diagnostic equipment utilized by students such as stethoscopes and otoscope/ophthalmoscope diagnostic kits must be replaced on an annual basis.
Kinesiology & Sports Science	PE 867P	\$ 0	\$ 50	<b>Fitness Testing</b> The cost of supplies such as Cholestec blood lipid analysis kit and electrodes have increased for PE 467/867P. In addition, students use a Metabolic Cart; the equipment is purchased and maintained by the UNK INSpRE Core Facility. The rate for the Cart's use is \$10/hr and students are trained for 1/2 hour. Additionally, students use other departmental exercise equipment such as bikes, treadmills, and strength equipment that need to be maintained and replaced.

Dept	Course	Current Fee	Proposed Fee	UNK Lab/Student/Misc Fees 2023-24 Notes
<b>Miscellaneous Other Fees</b>				
Calvin T. Ryan Library	Student Library Enhance--ment Fee	\$6.25/cr hr	\$8.25/cr hr	<b>The University of Nebraska Consortium of Libraries (UNCL)</b> is recommending a standard increase across all campuses so that it can provide access to resources and services necessary for students to complete coursework and research projects.
UNK Police	Admin Parking Permit	\$ 235	\$ 242	The fee increases will be used for parking services operations and renewal of parking lots on campus.
UNK Police	Faculty / Prof Permit	\$ 150	\$ 155	The fee increases will be used for parking services operations and renewal of parking lots on campus.
UNK Police	Staff Permit	\$ 120	\$ 124	The fee increases will be used for parking services operations and renewal of parking lots on campus.
UNK Police	Residence Parking Permit – Zones A&C	\$ 135	\$ 139	The fee increases will be used for parking services operations and renewal of parking lots on campus.
UNK Police	Commuter & Village Flats Parking Permit	\$ 110	\$ 114	The fee increases will be used for parking services operations and renewal of parking lots on campus.
UNK Police	Perimeter Parking Permit	\$ 80	\$ 83	The fee increases will be used for parking services operations and renewal of parking lots on campus.
UNK Police	Motorcycle Parking Permit	\$ 50	\$ 52	The fee increases will be used for parking services operations and renewal of parking lots on campus.

Dept	Course	Current Fee	Proposed Fee	UNL Lab/Student/Misc Fees 2023-24 Notes
<b>College of Agricultural Sciences and Natural Resources</b>				
Entomology	ENTO 818	\$10	\$20	<b>Insect Identification and Natural History</b> teaches the biology and identification of major insect orders, families, classification, and ecology. The collection of insects helps to reinforce proper curation of specimens as well as their proper identification. Collections need to be seen by the instructor to confirm curation and identification. After grading, the collections are returned to students. Collections are packed in large boxes so that contents are well cushioned to minimize breakage of insect specimens during transit. The current average cost to return each collection is \$20 for packing materials and shipping.
Natural Resources	NRES 115	\$0	\$70	<b>Introduction to Environmental Science</b> emphasizes understanding the natural world and improving science literacy by learning the scientific method. Hands-on lab activities include assessments that quantify baseline knowledge and increased knowledge throughout the semester. The proposed fee will pay for four field trips and lab supplies including methylene blue stain, ethanol, eosin and diosodium, petri dish, bromothymol blue, sulfuric acid, methyl rec, brmcresol grn-meth red, sodium sulfite, and a lab notebook.
Agronomy & Horticulture	PLAS 261	\$100	\$125	<b>Floral Design I</b> teaches the principles, interpretation, and emotional responses of floral design including explored and practical experience in all aspects of flower arranging. The requested increase is needed due to ongoing increase of supply costs. Product is perishable and is received from FL, CA, CAN, or South America and shipping costs have also increased significantly. The proposed fee increase will continue to cover flowers and greens provided to students to assure product availability, cost savings, delivery, timeliness and uniformity. Various materials for use in creating the student projects include wire, plant forms, rocks, ribbon, twine, floral foam, glue, paper wrap, plastic bags, sheet moss and dried materials.
Agronomy & Horticulture	PLAS 262	\$100	\$125	<b>Floral Design II</b> teaches advanced styles of floral design, foliage plant care and retail shop layout, and practical business knowledge in managing a small business. An increase of supply costs, fresh materials, and shipping of product for use in student development of compositions has prompted the proposal to increase the fee. The proposed fee increase will continue to cover flowers and greens provided to students to assure product availability, cost savings, delivery, timeliness and uniformity. Various required materials include: vases and containers, wire, plant forms, rocks, ribbon, twine, floral foam, glue, paper wrap, plastic bags, sheet moss and dried materials.
<b>College of Arts and Sciences</b>				
Global Integrative Studies	ANTH 462/862	\$0	\$35	<b>Forensic Anthropology</b> teaches human skeletal identification and trauma analysis as a model for understanding the applied field of forensic anthropology. The proposed fee is to have replacement materials for the current casts of human skeletal material for training; due to heavy use by students as part of this experiential learning; many of the current specimens are missing portions or are broken. The items, on a 5-year replacement cycle, include: Turner-Scott Dental Anthropology Collection; Human Skeletal Casts; Fetal Human Skull Set; Fetal Human Skeleton; and Trauma skulls.
<b>College of Education and Human Sciences</b>				
Campus Recreation	*COMB 102B	\$0	\$125	<b>Introduction to Boxing</b> covers the basic history of the sport and skills to allow beginners to safely train with various boxing techniques. This class requires active participation. The proposed fee will give students access to the space and the necessary equipment to apply basic boxing language and safety precautions while performing various footwork techniques, punches, and defensive movements. Expenses include boxing gloves, boxing hand wraps, and leased space at a boxing venue. NEW COURSE.
Child, Youth & Family Studies	CYAF 271L	\$15	\$0	<b>Infancy Laboratory</b> studies human growth and behavior from conception to three years of age. The materials previously used for this course are no longer being purchased so the fee is no longer needed.
Child, Youth & Family Studies	CYAF 497J/897J	\$25	\$0	<b>Student Teaching in Family and Consumer Sciences</b> is a supervised teaching experience in schools. Te fee has not been charged in recent semesters and is no longer needed.
Child, Youth & Family Studies	CYAF 954 - pending misc. fee approval	\$50	\$0	

Dept	Course	Current Fee	Proposed Fee	UNL Lab/Student/Misc Fees 2023-24 Notes
Child, Youth & Family Studies	CYAF 955 - pending misc. fee approval	\$35	\$0	
Child, Youth & Family Studies	CYAF 997 - pending misc. fee approval	\$55	\$0	
Campus Recreation	FITN 100E	\$210	\$235	<b>Scuba Diving I</b> teaches the basics of open water diving including equipment preparation, pre-dive safety check, assembly and maintenance, underwater swimming, descents, and ascents. The proposed fee increase is being requested to accommodate the recently increased cost of the pool rental. Other expenses include equipment (regulatory system, BCD, computer, tanks, compass, retractors, mouthpieces), disinfection and sanitizing agents for equipment, and airfills.
Nutrition and Health Sciences	NUTR 344	\$45	\$140	<b>Nutrition and Food for Optimal Health</b> teaches the implementation of dietary guidelines and recommendations, nutrient assessment methodologies, concepts of healthy menu planning, and scientific principles of food preparation in promotion of optimal health. The cost of food purchased at local grocery stores has gone up significantly. The fee hasn't been changed since the current class fee was established 23 years ago. The proposed increase will cover: food for labs; disposable tasting paper and plastic ware; cleaning supplies including dish soap, bleach, sanitizer, hand soap; large equipment upkeep and repair costs for dishwasher, freezer, refrigerator, microwaves, etc.; and small equipment and appliance upkeep for pots, pans, utensils, service ware, etc.
Nutrition and Health Sciences	NUTR 484/884	\$40	\$110	<b>Physiology of Exercise</b> emphasizes underlying scientific and physiological processes related to exercise. The fee will be used for consumable/disposable clinical quality supplies used by students including supplies for collection of blood, urine, saliva, and breath collection; test tubes, adapters, tubing, disposable electrodes, and chart paper for data collection from equipment; breathing tubes, mouth pieces and other supplies for respiratory measures; sanitary wipes, leaning agents, disinfectants, facemasks, and protective clothing; repair, maintenance, and replacement of lab equipment (including treadmills, metabolic systems and carts, nueromuscular carts, Biodex dynamometer, EKG station, under water weighting tank, Monarch ergometer exercise testing bike, squat racks, bench press stations, leg extension machine station, and a reclining chair for blood draws). [Equipment and costs are shared with NUTR 486/886]
Nutrition and Health Sciences	NUTR 486/886	\$40	\$110	<b>Exercise Testing and Exercise Programming in Adult Fitness and Cardiac Rehabilitation</b> focuses on the application of the underlying scientific principles of exercise as applied to the techniques and knowledge that are pre-requisites for certification in adult fitness and cardiac rehabilitation. Students build on what they learned in NUTR 484/884 (above). The fee will be used for Consumable/disposable clinical quality supplies used by students including supplies for collection of blood, urine, saliva, and breath collection, test tubes; adapters, tubing, disposable electrodes, and chart paper for data collection and read outs from equipment; breathing tubes, mouth pieces and other supplies for respiratory measures; and sanitary wipes, leaning agents, disinfectants, facemasks, and protective clothing; Repair, maintenance, and replacement of laboratory equipment (including treadmills, metabolic systems and carts, nueromuscular carts, Biodex dynamometer, EKG station, under water weighting tank, Monarch ergometer exercise testing bike, squat racks, bench press stations, leg extension machine station, reclining chair for blood draws). [Some equipment and costs are shared with NUTR 484/884]
Special Ed & Communication Disorders	SLPA 150	\$45	\$50	<b>Communication Processes and Disorders</b> is the introduction to the speech, language, and hearing problems of children and adults. The fee allows students to observe speech language sessions through a subscription to Master Clinician Network, which increased its subscription fee.
<b>College of Engineering</b>				
Computing	CSCE 231	\$0	\$20	<b>Computer Systems Engineering</b> is the introduction to organization, structure, and applications of computer systems. This course requires special hardware components that the department purchases for students use providing students with platforms to work on low-level hardware in a modern computing system. This consumable specialized hardware kit contains a mix of components that last from 1-3 years. Students were previously able to purchase these materials for \$30 from the Electrical Engineering shop, our proposed fee of \$20 will be a cost savings for students.



Dept	Course	Current Fee	Proposed Fee	UNL Lab/Student/Misc Fees 2023-24 Notes
Electrical and Computer Engineering	ECEN 102	\$0	\$25	<b>Introduction into Electrical Engineering</b> is an overview of the electrical engineering field. The proposed fee will be used for consumables to build a lab-robot.
Electrical and Computer Engineering	ECEN 103	\$15	\$20	<b>Electrical and Computer Engineering Fundamentals</b> is the introduction to DC circuit analysis and digital logic. The costs of electronic parts have increased significantly in the past several years. The student is charged this fee to offset the cost to the department of parts and materials that are provided to the student for them to keep, or that are consumed in the lab activities.
Electrical and Computer Engineering	ECEN 123	\$0	\$30	<b>Introduction to Electrical and Computer Engineering Laboratory</b> covers design projects introducing some basic concepts and skills needed in electrical and computer engineering. The costs of electronic parts have increased significantly in the past several years. The student is charged this fee to offset the cost to the department of parts and materials that are provided to the student for them to keep, or that are consumed in the lab activities.
Electrical and Computer Engineering	ECEN 220	\$0	\$25	<b>Introduction into Embedded Systems</b> teaches basic hardware and software concepts of embedded microprocessor systems. Students design and build hardware and write drivers in assembly or C programming languages. The costs of electronic parts have increased significantly in the past several years. The student is charged this fee to offset the cost to the department of consumable parts and materials
Electrical and Computer Engineering	ECEN 231	\$10	\$15	<b>Electrical Engineering Laboratory</b> teaches basic circuit analysis including direct and alternating currents and operational amplifiers along with digital signals and circuits. The costs of electronic parts have increased significantly in the past several years. The student is charged this fee to offset the cost to the department of consumable parts and materials.
Electrical and Computer Engineering	ECEN 235	\$10	\$15	<b>Introductory Electrical Laboratory I</b> introduces students to electrical engineering circuit theory. The costs of electronic parts have increased significantly in the past several years. The student is charged this fee to offset the cost to the department of consumable parts and materials.
Electrical and Computer Engineering	ECEN 236	\$10	\$15	<b>Introductory Electrical Laboratory II</b> teaches steady state power calculations for sinusoidal single-phase and balanced three-phase circuits. The student is charged this fee to offset the cost to the department of consumable parts and materials.
Electrical and Computer Engineering	ECEN 325	\$25	\$30	<b>Communication Systems</b> covers relevant communication systems; principles of transmission and reception; amplitude; frequency and phase modulation. The student is charged this fee to offset the cost to the department of consumable parts and materials.
Electrical and Computer Engineering	ECEN 327	\$0	\$15	<b>Discrete Systems Lab</b> allows students to work on discrete systems. The student is charged this fee to offset the cost to the department of consumable parts and materials.
Electrical and Computer Engineering	ECEN 347	\$0	\$10	<b>Electrical Engineering Lab II</b> works on electromagnetics, fields and waves, solid state devices and control systems. The student is charged this fee to offset the cost to the department of consumable parts and materials.
Electrical and Computer Engineering	ECEN 461 / 861	\$60	\$0	<b>Digital Communications Media</b> cover topics related to the transport of bit streams from one geographical location to another over various physical media such as wire pairs, coaxial cable, optical fiber, and radio waves. The instructor of this course has transitioned it to a software only laboratory, so the fee that was previously used for electronic parts is no longer needed.

Dept	Course	Current Fee	Proposed Fee	UNL Lab/Student/Misc Fees 2023-24 Notes
<b>College of Law</b>				
<b>Applicable to law courses listed below:</b> Nebraska's clinical law programs maintain a local server and shared user accounts for data storage and student client communications. This method for data management was established many years ago and does not meet current data security practices. The clinical law programs cannot continue to operate with this system. Considering Executive Memorandum 16, the clinics will make the transition to client management software (SaaS), as is common in a typical law firm practice. Client management software will meet the operational goals of each clinical program, complies with EM 16, and provides adequate security to satisfy attorney-client privilege while operating within the University. The discounted software fee is \$54.25 per student per month.				
College of Law	LAW 658	\$0	\$250	<b>Clinical Practice – Entrepreneurship</b> is a clinic where Law students, under close faculty supervision, advise and represent startup business clients.
College of Law	LAW 695	\$0	\$250	<b>Clinical - Children's Justice</b> is a clinic in which third year law students, under the direct supervision of clinic director, serve as guardian ad litem (GAL) for children involved in child welfare system.
College of Law	LAW 735	\$0	\$250	<b>Clinical Practice: Housing Justice</b> is a clinic where students, under close faculty supervision, represent tenants in eviction matters and other legal matters related to housing.
College of Law	LAW 794	\$0	\$250	<b>Clinical Practice – Immigration</b> is a clinical where students represent low-income clients with immigration problems under close faculty supervision.
College of Law	LAW 798	\$0	\$250	<b>Clinical Practice – Civil</b> is a clinical where students, under close faculty supervision, represent clients in a variety of civil cases. Typical cases include domestic cases, bankruptcy, collection, landlord-tenant, housing, administrative appeals, conversion and replevin, adoption, name changes, and negligence.
<b>Hixson-Lied College of Fine and Performing Arts</b>				
Johnny Carson Theatre and Film	EMAR 446	\$0	\$40	<b>Digital Fabrication and Physical Computing</b> is the introduction to digital fabrication techniques and physical computing hardware through emerging media arts topics. This fee will allow the program to purchase electronics kits at a lower cost to students, as well as provide filaments and materials in bulk for students to use in producing their work using 3D printers and our laser cutter.
Art, Art History and Design	PANT 151	\$0	\$45	<b>Beginning Painting for Non-Majors</b> is the introduction to oil painting, stressing the creative use of form, light, color and space as basis for expression and observed facts. This is a new course that uses multiple consumable materials necessary in order to learn how to paint.
<b>Miscellaneous Fees</b>				
Marriage and Family Therapy Clinical Training Program Fee		\$0	\$499	The University of Nebraska's MFT clinical training program is the only MFT training program in the State of Nebraska. As part of our program, students take specialized clinical trainings at a reduced student rate. Historically, we have used course fees to pay for part of these trainings. However, students are often required to pay out of pocket when course fees do not cover the entire training cost, or the training happens independent of a course. This is an unexpected financial burden that students often complain about. To remedy this, we would like to remove all course fees, and implement a program fee, spread across six semesters of study, which would cover the cost of training and program materials no matter when they happen during the student's program of study.

Dept	Course	Current Fee	Proposed Fee	UNL Lab/Student/Misc Fees 2023-24 Notes
University Libraries Fee		\$6.25/cr hr	\$8.25/cr hr	<p>The University of Nebraska-Lincoln Libraries (UNL Libraries) joins our colleagues in the University of Nebraska Consortium of Libraries (UNCL) in requesting an increase to the library credit hour fee (CHF). We are requesting a minimum increase from \$6.25 per credit hour to \$8.25 per credit hour effective for the 2023-2024 academic year. This is a \$2, or 32%, increase to the library CHF. This fee has not increased in 7 years; it was last increased for academic year 2016-2017, when it increased from \$4.00 to \$6.25, a 56% increase. Prior to the 2016 increase, the previous increase had been from \$3 to \$4 (33% increase) at the start of the 2012-2013 academic year.</p>

Dept	Course	Current Fee	Proposed Fee	UNO Lab/Student/Misc Fees 2023-24 Notes
<b>College of Arts and Sciences</b>				
Geography / Geology	GEOG 1030	\$5	\$0	<b>Our Dynamic Planet: Introduction to Physical Geography</b> no longer takes the field trip the fee was used for.
Mathematics	MATH 1130	\$5	\$8	<b>Quantitative Literacy</b> fee is used to cover the cost of materials for class activities (e.g., wikistix, tape measures, graph paper, colored pens/markers) and gradescope.
Mathematics	MATH 1210	\$5	\$8	<b>Intermediate Algebra</b> fee is used to cover the cost of materials for class activities (e.g., wikistix, tape measures, graph paper, colored pens/markers) and gradescope.
Mathematics	MATH 1300	\$0	\$8	<b>College Algebra with Support</b> New course - replaced MATH 1220. Fee is used to cover the cost of materials for class activities (e.g., wikistix, tape measures, graph paper, colored pens/markers) and gradescope.
Mathematics	MATH 1320	\$5	\$8	<b>Pre-calculus Algebra</b> Fee is used to cover the cost of materials for class activities (e.g., wikistix, tape measures, graph paper, colored pens/markers) and gradescope.
Mathematics	MATH 1340	\$5	\$8	<b>Algebra and Trigonometry for Calculus</b> Fee is used to cover the cost of materials for class activities (e.g., wikistix, tape measures, graph paper, colored pens/markers) and gradescope.
Mathematics	MATH 1370	\$5	\$8	<b>Applied Algebra and Optimization with Data Analysis</b> Fee is used to cover the cost of materials for class activities (e.g., wikistix, tape measures, graph paper, colored pens/markers) and gradescope.
Mathematics	STAT 1530	\$5	\$8	<b>Elementary Statistics</b> Fee is used to cover the cost of materials for class activities (e.g., wikistix, tape measures, graph paper, colored pens/markers) and gradescope.
<b>Academic Career and Development Center</b>				
ACDC	US 1010	\$30	\$13	<b>Critical Thinking and Problem Solving for the Modern Day Student Course</b> fee will be utilized to cover the expenses of purchasing and administering the Gallup Strengths Assessment for students participating in US 1010.

Dept	Course	Current Fee	Proposed Fee	UNO Lab/Student/Misc Fees 2023-24 Notes
<b>College of Business Administration</b>				
Management	MGMT 4480	\$25	\$33	<b>Corporate and Business Strategy</b> As part of our AACSB Accreditation assessment we have administered the ETS Undergraduate Business Exam every semester. The ETS Undergraduate Business Field Test used for AACSB accreditation assessment increased \$8 this year.
<b>College of Communication, Fine Arts and Media</b>				
Art & Art History	ART 2100	\$55	\$110	<b>Life Drawing I</b> Fee covers cost for live models. Life Drawing fee has not changed in 20 years, currently the unit has absorbed the shortfall between the amount collected and amount paid for models.
Art & Art History	ART 2110	\$55	\$110	<b>Life Drawing II</b> Fee covers cost for live models. Life Drawing fee has not changed in 20 years, currently the unit has absorbed the shortfall between the amount collected and amount paid for models.
Art & Art History	ART 2910	\$0	\$25	<b>Observational Drawing for Sketchbook</b> Covers consumable materials used to complete assignments and class activities. The fee will cover items that we use and purchased in bulk. This will help reduce the overall expense for students.
Art & Art History	ART 2920	\$0	\$30	<b>Illustration 1: Introduction to Illustration</b> Covers consumable materials used to complete assignments, and class activities. Also, the fee covers current illustration publications which allow students to research contemporary trends in illustration.
Art & Art History	ART 3920	\$0	\$35	<b>Illustration 2: The Static Image</b> Covers consumable materials used to complete assignments, and class activities. Also, the fee will also pay for replacement Wacom stylus and other technology that break periodically from frequent use.
Art & Art History	ART 4220	\$0	\$35	<b>Illustration 3: Sequential Images</b> Covers consumable materials used to complete assignments, and class activities. Also, the fee will also pay for replacement Wacom stylus and other technology that break periodically from frequent use.
Theatre	THEA 1050/JMC 1050	\$14	\$0	<b>Film History and Appreciation</b> THEA 1050 As the availability of streaming services, these fees are not currently needed.
Theatre	THEA 1650 formerly THEA 1550	\$100	\$110	<b>Stage Costume</b> Renumbered course. Purchase of consumable materials and cannot reused in subsequent semesters. The fees for these items provide students the necessary equipment and materials sewing, costume design and lessons in drawing and painting.
Theatre	THEA 1660	\$0	\$150	<b>Stage Makeup</b> New course number, course was separated from THEA 1550. Purchase of supplies are consumable for applying stage and basics of creating simple prosthetics to the face. The cost of the makeup kits has risen significantly over the last several years.

Dept	Course	Current Fee	Proposed Fee	UNO Lab/Student/Misc Fees 2023-24 Notes
Theatre	THEA 2600 formerly THEA 2510	\$65	\$85	<b>Costume Patterning and Draping</b> Renumbered course. Purchase of consumable materials and each student will need a French curve and sewing shears.
Theatre	THEA 4050	\$160	\$0	<b>Shakespeare on Film</b> THEA 4050 This fee covered the cost for purchasing films, and renting off campus film viewing locations when no viewing facilities were available on campus, these fees are not currently needed.
Writers Workshop	WRWS 1010	\$10	\$0	<b>Contemporary Writes: In Person in Print</b> Removal of current writing lab fee.
Writers Workshop	WRWS 2000	\$10	\$0	<b>Special Studies in Writing</b> Removal of current writing lab fee.
Writers Workshop	WRWS 2200	\$10	\$0	<b>Basic Poetry Studio</b> Removal of current writing lab fee
Writers Workshop	WRWS 3000	\$10	\$0	<b>Selected Topics in Writing</b> Removal of current writing lab fee
Writers Workshop	WRWS 3200	\$10	\$0	<b>Intermediate Poetry Studio</b> Removal of current writing lab fee
Writers Workshop	WRWS 4200 / 8206	\$10	\$0	<b>Advanced Poetry Studio I</b> Removal of current writing lab fee
Writers Workshop	WRWS 4210	\$10	\$0	<b>Advanced Poetry Studio II</b> Removal of current writing lab fee until current balance is utilized
Writers Workshop	WRWS 2100	\$15	\$10	<b>Basic Fiction Studio</b> Reduction of current writing lab fee
Writers Workshop	WRWS 2300	\$15	\$10	<b>Basic Creative Nonfiction Studio</b> Reduction of current writing lab fee

Dept	Course	Current Fee	Proposed Fee	UNO Lab/Student/Misc Fees 2023-24 Notes
Writers Workshop	WRWS 2600	\$18	\$10	<b>Basic Screenwriting and Television Writing Studio</b> Reduction of current writing lab fee
Writers Workshop	WRWS 3100	\$15	\$10	<b>Intermediate Fiction Studio</b> Reduction of current writing lab fee
Writers Workshop	WRWS 3300	\$15	\$10	<b>Intermediate Creative Nonfiction Studio</b> Reduction of current writing lab fee
Writers Workshop	WRWS 3600	\$18	\$10	<b>Intermediate Screenwriting Studio</b> Reduction of current writing lab fee
Writers Workshop	WRWS 4100/4110/8116	\$15	\$10	<b>Advanced Fiction Studio I</b> Reduction of current writing lab fee
Writers Workshop	WRWS 4300	\$15	\$10	<b>Advanced Creative Nonfiction Studio</b> Reduction of current writing lab fee
Writers Workshop	WRWS 4600	\$18	\$10	<b>Advanced Screenwriting Studio I</b> Reduction of current writing lab fee
Writers Workshop	WRWS 8106	\$15	\$10	<b>Fiction Studio</b> Reduction of current writing lab fee
<b>College of Information and Technology</b>				
Information Science Technology	CIST 1300	\$10/cr hr-\$30 total	\$0	<b>Introduction to Web Development</b> Elimination of all 12 of these course fees while replacing them with a flat fee assessed once each semester to all undergraduate students enrolled in 1 or more IS&T homed classes (which are virtually all of the majors in the college), this is a substantial reduction in their overall fees.
Information Science Technology	CIST 1400	\$10/cr hr-\$30 total	\$0	<b>Introduction to Computer Science I</b> Elimination of all 12 of these course fees while replacing them with a flat fee assessed once each semester to all undergraduate students enrolled in 1 or more IS&T homed classes (which are virtually all of the majors in the college), this is a substantial reduction in their overall fees.

Dept	Course	Current Fee	Proposed Fee	UNO Lab/Student/Misc Fees 2023-24 Notes
Information Science Technology	CIST 1404	\$10/cr hr-\$10 total	\$0	<b>Introduction to Computer Programing Laboratory</b> Elimination of all 12 of these course fees while replacing them with a flat fee assessed once each semester to all undergraduate students enrolled in 1 or more IS&T homed classes (which are virtually all of the majors in the college), this is a substantial reduction in their overall fees.
Information Science Technology	CIST 2500	\$10/cr hr-\$30 total	\$0	<b>Introduction to Applied Statistics for IS&amp;T</b> Elimination of all 12 of these course fees while replacing them with a flat fee assessed once each semester to all undergraduate students enrolled in 1 or more IS&T homed classes (which are virtually all of the majors in the college), this is a substantial reduction in their overall fees.
Computer Science	CSCI 1200	\$10/cr hr-\$30 total	\$0	<b>Computer Science Principles</b> Elimination of all 12 of these course fees while replacing them with a flat fee assessed once each semester to all undergraduate students enrolled in 1 or more IS&T homed classes (which are virtually all of the majors in the college), this is a substantial reduction in their overall fees.
Computer Science	CSCI 1204	\$10/cr hr-\$10 total	\$0	<b>Computer Science Principles Laboratory</b> Elimination of all 12 of these course fees while replacing them with a flat fee assessed once each semester to all undergraduate students enrolled in 1 or more IS&T homed classes (which are virtually all of the majors in the college), this is a substantial reduction in their overall fees.
Computer Science	CSCI 1620	\$10/cr hr-\$30 total	\$0	<b>Introduction to Computer Science II</b> Elimination of all 12 of these course fees while replacing them with a flat fee assessed once each semester to all undergraduate students enrolled in 1 or more IS&T homed classes (which are virtually all of the majors in the college), this is a substantial reduction in their overall fees.
Computer Science	CSCI 2240	\$10/cr hr-\$30 total	\$0	<b>Introduction to C Programming</b> Elimination of all 12 of these course fees while replacing them with a flat fee assessed once each semester to all undergraduate students enrolled in 1 or more IS&T homed classes (which are virtually all of the majors in the college), this is a substantial reduction in their overall fees.
Computer Science	CSCI 2850	\$10/cr hr-\$30 total	\$0	<b>Programming on the Internet</b> Elimination of all 12 of these course fees while replacing them with a flat fee assessed once each semester to all undergraduate students enrolled in 1 or more IS&T homed classes (which are virtually all of the majors in the college), this is a substantial reduction in their overall fees.
Computer Science	CSCI 3320 / CSCI 8325	\$10/cr hr-\$30 total	\$0	<b>Data Structures</b> Elimination of all 12 of these course fees while replacing them with a flat fee assessed once each semester to all undergraduate students enrolled in 1 or more IS&T homed classes (which are virtually all of the majors in the college), this is a substantial reduction in their overall fees.
Cybersecurity	CYBR 1100	\$10/cr hr-\$30 total	\$0	<b>Information to Information Security</b> Elimination of all 12 of these course fees while replacing them with a flat fee assessed once each semester to all undergraduate students enrolled in 1 or more IS&T homed classes (which are virtually all of the majors in the college), this is a substantial reduction in their overall fees.
Cybersecurity	CYBR 2250	\$10/cr hr-\$30 total	\$0	<b>Low-Level Programming</b> Elimination of all 12 of these course fees while replacing them with a flat fee assessed once each semester to all undergraduate students enrolled in 1 or more IS&T homed classes (which are virtually all of the majors in the college), this is a substantial reduction in their overall fees.



Dept	Course	Current Fee	Proposed Fee	UNO Lab/Student/Misc Fees 2023-24 Notes
<b>College of Education, Health, and Human Sciences</b>				
Kinesiology	KINS 3040	\$16	\$21	Covers the costs associated with purchasing tape supplies. Costs of taping supplies have risen substantially since 2017 when this course fee was last updated
Kinesiology	KINS 4940	\$0	\$38	Covers the costs of expendable supplies used in this course. Funds in this account will also be used to periodically replace equipment that is used each semester but typically only lasts 3-5 years
<b>College of Business Administration</b>				
Academic Affairs, SISS, Student Life and Well-Being		\$114	\$120	Supports programs and staff in student enrollment services, student information systems, marketing, testing, and orientation.
Office of Research and Creative Activity		\$1.50/SCH	\$3/SCH	Funding student GRACA, FUSE, and UCRCA awardees, as well as funding for the 2023 RCAF expenses. The fee has been at \$1.50/credit hour since its inception, We expect this level of increase to more than double the number of students who can participate in these programs.
College of IS&T Student Success Fee		\$0	\$25	Elimination of 12 course fees and replacing them with a flat fee assessed once each semester to all UG students enrolled in 1 or more IS&T classes (which are virtually all of the majors in the college), this is a substantial reduction to their overall fees. Provides tutoring services to students through Computer Science Learning Center (CSLC). Services include drop-in one-on-one and group tutoring, online tutoring via Zoom, and embedded tutoring
Library		\$6.25/CH	\$8.25/CH	This Library SHC Fee increase is being requested in conjunction with the libraries at UNK, UNL, and UNMC, fee increase submitted by each respective campus. The UN System Libraries need additional funding to support current and future levels for student learning, instruction, and research, as well as career and personal development.
International Programs		\$75	\$120	The current fee is 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.
Business and Finance	Surface Parking	\$299	\$307	This increase is to support Year 2 of the campus shuttle contract with Arrow Stage Lines approved by the Board of Regents on August 11, 2022. This represents an annual average permit increase of \$0.62 per month.
Business and Finance	West Parking Structure	\$278	\$286	This increase is to support Year 2 of the campus shuttle contract with Arrow Stage Lines approved by the Board of Regents on August 11, 2022. This represents an annual average permit increase of \$0.62 per month.
Business and Finance	East Parking Structure	\$294	\$302	This increase is to support Year 2 of the campus shuttle contract with Arrow Stage Lines approved by the Board of Regents on August 11, 2022. This represents an annual average permit increase of \$0.62 per month.

Dept	Course	Current Fee	Proposed Fee	UNO Lab/Student/Misc Fees 2023-24 Notes
Business and Finance	Pacific Parking Structure	\$199	\$204	This increase is to support Year 2 of the campus shuttle contract with Arrow Stage Lines approved by the Board of Regents on August 11, 2022. This represents an annual average permit increase of \$0.62 per month.
Business and Finance	Resident Parking	\$278	\$286	This increase is to support Year 2 of the campus shuttle contract with Arrow Stage Lines approved by the Board of Regents on August 11, 2022. This represents an annual average permit increase of \$0.62 per month.

Dept	Course	Current Fee	Proposed Fee	UNMC Lab/Student/Misc Fees 2023-24 Notes
<b>Clinical, Diagnostic &amp; Therapeutic Sciences</b>				
	CVIT Fall	\$0	\$100	Covers Trajecsys enrollment fee for clinical courses (MITS 473/673R and 474/674R). Trajecsys is an online clinical management and tracking system. The fee is paid to Trajecsys prior to the start of the fall semester of each program year & covers both semesters.
	DMS Fall	\$164	\$174	This fee covers Scan Bands that are used in both clinical & lab scanning, student membership fee to the Society of Diagnostic Medical Sonography (SDMS)
	MLS Fall	\$30	\$75	Formerly named Medical Laboratory Science Manual Fee. Combining the microscope rental fee (\$45) with this fee, which covers maintenance and replacement of parts for microscopes on the Omaha and Kearney campuses. This fee also covers fall course manuals needed in biohazardous areas (\$30). These fees are related to MLS 407, 408, 409, 410, 411.
	Medical Lab Science	\$45	\$0	Microscope rental fee is now combining with the MLS Manual Fee (now MLS Fall Course Fee).
	MRI Fall	\$265	\$715	Microscope rental fee is Increased ScanLabMR fee for MITS 425R/625R from \$75 to \$600, as that is the actual cost per license; ScanLabMR is a virtual laboratory for MRI scanning. This fee also covers the Trajecsys enrollment fee and the printed clinical handbook for MITS 465R/665R. Trajecsys is an online clinical management and tracking system.
	Rad Therp Fall	\$35	\$140	Adding enrollment fee for the Trajecsys reporting system used for competency-based curriculum (\$100) for MITS 405/605T; this cost has been handled out of pocket for students at the beginning of the program and with other initial expenses has become burdensome for some students. Including the cost in a course fee increases students' financial aid limit. Increasing VERT maintenance fee due to cost of goods inflation.
	RAD1 Fall	\$0	\$320	Kearney students (year 1 RAD only) are being separated out from what was the Non-Omaha group. While this is technically a new fee line, it actually represents a reduction from \$355 to \$320 for RAD1 students in Kearney.
	RAD1 Fall	\$355	\$245	Non-Kearney, Non-Omaha Students (Year 1 RAD Only) (formerly named RAD1 Fall Course Fee Non-Omaha Students). Removed fee for N95 fit testing (\$75) and moved ASRT student membership fee to spring semester (\$35). This fee covers the following for MITS 315R: purchase of lead markers (\$30); Trajecsys enrollment fee (Trajecsys is an online clinical management and tracking system) (\$150); fee for Clover Learning/Rad Boot Camp 14-mo. subscription fee for board preparation (\$65).
	RAD1 Fall	\$434	\$399	Omaha Students (Year 1 RAD Only). Moved ASRT student membership fee to spring semester (\$35). This fee covers the following for MITS 315R: purchase of lead markers (\$30); Trajecsys enrollment fee (\$150); fee for the HealthStream (fka "My Clinical Exchange") software application for rotations at Children's Hospital (\$79 - Omaha students only); fee for Clover Learning/Rad Boot Camp 14-mo. subscription fee for board preparation (\$65); fee for N95 fit testing (\$75)
	RAD1 Spring	\$0	\$244	(Year 1 RAD Only) Covers ASRT student memberships for MITS 402R (\$70) and a new fee for Skilitics 6-mo. subscription of Desktop Practice (\$174). Skilitics is an immersive radiography simulation platform.

Dept	Course	Current Fee	Proposed Fee	UNMC Lab/Student/Misc Fees 2023-24 Notes
<b>Health &amp; Rehabilitation Sciences</b>				
	OTD1 Fall	\$274	\$239	Removing the fee for Complete Anatomy (\$35), as the program is no longer using this software. This fee also covers the ICE Video subscription* (\$21), EXXAT license fee (\$143) and AOTA Membership (\$75)
	OTD1 Spring	\$135	\$100	Moving SP fees (\$35) to lab fees section. This fee also covers fees to access Simucase (\$100) for OCCT 521; 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.
	OTD1 Summer	\$35	\$100	Moving SP fees (\$35) to lab fees section. Adding fee for software and EXXAT license fees for students for clinical education management from OCCT 623 (OTD2 Fall Course Fee) to OCCT 522 (\$100).
	OTD2 Fall	\$270	\$132	materials (gels, pads, etc.) for PHYT/OCCT 510 to OTD2 Fall Lab Fee (\$5). Covers annual membership for students to the American Occupational Therapy Association (AOTA) (\$75) (the program requires students to purchase this membership for benefits including access to professional documents used as required course materials), Mental Health First Aid instruction (\$37) for OCCT 623 and the Fieldwork Performance Evaluation tool (FWPE - was \$18, increased to \$20 - \$935/46 students) for OCCT 552.
	OTD2 Spring	\$123	\$120	Removing fee for travel to fieldwork sites as this will be covered under the new clinical placement fee (\$14). This fee also covers fees to access Simucase (\$100) (an online learning platform that connects users to videos and simulations to assess, complete diagnostic findings, make recommendations, and provide intervention for virtual patients) and the Fieldwork Performance Evaluation tool (FWPE - was \$9, increased to \$20) for OCCT 650.
	OTD2 Summer	\$55	\$0	Removing fees for advocacy materials and supplies (\$10); OTKE Exam Fee (\$25); teaching and printing materials (\$10); and community program supplies and printing (\$10) as these are no longer needed.
	OTD3 Fall	\$120	\$218	Adding AOTA Membership (\$75). Removing printing services expense for advocacy (\$20). This fee also covers the EXXAT license fee for clinical education management for OCCT 712.
	PT1 Fall	\$10	\$76	(Year 1 Only) Added N95 Fit Testing and 3 masks (\$76) expense from PT1 Spring Course fee (Year 1 PT Only) because fit testing occurs in the fall for PT1 students, not spring.
	PT1 Spring	\$143	\$52	(Year 1 Only) Moved N95 Fit Testing and 3 masks (\$76) expense to PT1 Fall Course Fee (Year 1 PT Only) because fit testing occurs in the fall for PT1 students, not spring. This fee also covers clinical education data management software system access for PHYT 500 (\$25); clinical education ID badge (\$5); supplemental materials and supplies for biomechanics demos for PHYT 505 (\$10); standardized patients for Omaha & Kearney (\$12) for PHYT 523.
	PT2 Fall	\$121	\$30	(Year 2 PT Only) Moved N95 Fit Testing and 3 masks (\$76) expense to PT2 Spring Course Fee (Year 2 PT Only) because fit testing occurs in the spring for PT2 students, not fall. This fee covers clinical education data management software system access (\$25) and periodic replacement of calculators for PHYT 610 (\$5).

Dept	Course	Current Fee	Proposed Fee	UNMC Lab/Student/Misc Fees 2023-24 Notes
	PT2 Spring	\$222	\$236	(Year 2 PT Only) Added N95 Fit Testing and 3 masks (\$76) expense from PT2 Fall Course fee (Year 2 PT Only) because fit testing occurs in the spring for PT2 students, not fall. Also includes an equipment fee (\$160).
	PT3 Fall	\$146	\$108	(Year 3 PT Only) Adding CPI (clinical performance instrument) tool (\$7); removed poster fee because students are no longer printing posters (\$35) for PHYT 760. This fee also covers N95 Fit Testing and three masks (\$76) and EXXAT clinical education data management software system access for PHYT 700 (\$25).
<b>Medical Sciences</b>				
	CYTO 1 Fall	\$0	\$900	(Year 1 CYTO only) Combining Cytotechnology Microscope Eyepiece Camera Fee (\$100), Cytotechnology Fall Microscope Fee (rental) (\$100) and Cytotechnology Virtual Microscopy Fee (includes license renewal and digitization & annotation of slides) (\$700) into one fall course fee for CYTO 701, 702, 703, 704, 705.
	CYTO 1 Spring	\$0	\$600	(Year 1 CYTO only) Combining the Cytotechnology Spring Microscope Fee (rental) (\$75) and Cytotechnology Virtual Microscopy Fee (includes digitization and annotation of slides) (\$525) for CYTO 710, 711, 716. Also includes an accrual for cameras for student microscopes and microscope replacement on a cyclical basis.
	CYTO 1 Summer	\$0	\$250	(Year 1 CYTO only) Covers microscope rental (\$100) and virtual microscopy fee for digitization and annotation of slides (\$150) for CYTO 714, 715, 717.
	CYTO 2 Fall	\$0	\$800	(Year 2 CYTO only) Covers microscope rental (\$100) and virtual microscopy fee (includes license renewal and digitization & annotation of slides) (\$700) for CYTO 713, 718, 719, 720, 721.
	CYTO Fall	\$100	\$0	Microscope Fee/Microscope Rental Fee Added this fee to the new CYTO 1 Fall Course Fee (Year 1 CYTO only).
	CYTO Spring	\$75	\$0	Microscope Fee/Microscope Rental Fee Added this fee to the new CYTO 1 Spring Course Fee (Year 1 CYTO only).
	CYTO Fall	\$100	\$0	Microscope Eyepiece Camera Fee Added this fee to the new CYTO 1 Fall Course Fee (Year 1 CYTO only).
	CYTO Fall	\$700	\$0	Virtual Microscopy Fee Added this fee to the new CYTO 1 Fall Course Fee (Year 1 CYTO only).

Dept	Course	Current Fee	Proposed Fee	UNMC Lab/Student/Misc Fees 2023-24 Notes
	CYTO Spring	\$525	\$0	Virtual Microscopy Fee Added this fee to the new CYTO 1 Spring Course Fee (Year 1 CYTO only).
	GC 1 Fall	\$62	\$68	(Year 1 Only) Increased the standardized patient (SP) fee from \$21.50 to \$27.50, as the program has to have a sub for a minimum of two hours in addition to the two SPs that are used for GENC 610. This fee also covers the registration fee for students to attend the Resolved Through Sharing workshop (\$40), a workshop designed to meet the bereavement care needs of genetic counseling students.
	GC 1 Spring	\$134	\$240	(Year 1 Only) Increased the standardized patient (SP) fee from \$21.50 to \$27.50, as the program has to have a sub for a minimum of two hours in addition to the two SPs that are used for GENC 611. Added the Capstone Project fee from Year 2 Spring for GENC 722 (Capstone Project II) to Year 1 Spring for GENC 720 (Capstone Design), as this will support consultation with stats and other capstone-related charges earlier in the program. The program decided that students only need one hour of stat support in the spring. This fee also covers fee for students to take the Intercultural Development Inventory (IDI) (\$12), an assessment for building cultural competence, for GENC 611 and student licenses to use Typhon software for clinical rotations (\$100).
	GC 2 Fall	\$366	\$348	(Year 2 Only) 1) The National Society of Genetic Counselors (NSGC) Student Membership fee decreased from \$120 to \$70. The NSGC has a student/new member special interest group that has been valuable to students. This organization also posts job openings through their site. 2) The Capstone Project fee increased to \$188 from \$176 for GENC 721, Capstone Project I, due to an increase in the stats fee charged by the Biostatistics dept. at UNMC. The Capstone Project fee covers statistician support and other Capstone-related needs (e.g., transcription or coding software). 3) Adding fee for a new IPE (Interprofessional Education) session for GENC 781 developed with the Medical Nutrition Education program that involves a Standardized Patient (\$20) - cost is split with MNED so it's slightly lower. This fee also covers the fee for students to attend the Resolved Through Sharing workshop, a workshop designed to meet the bereavement care needs of genetic counseling students (\$40) and the fee for the strength assessment tool used in GENC 710 (\$30).
	GC 2 Spring	\$261	\$130	(Year 2 Only) 1) The Capstone Project fee (\$176) that covers statistician support and other Capstone-related needs (e.g., transcription or coding software) has been moved to Year 1. 2) The fee for Project DOCC for GENC 718 increased from \$30 to \$75 due to an increase in the number of volunteers that are used. Project DOCC is a national curriculum designed by parents of children who have chronic illness or disability, using parents as teachers; the Genetic Counseling program partners with this program and each student interviews one parent. This fee also covers the fee for the board practice exam (\$55) for GENC 711.
	MMN1 Fall	\$275	\$300	Added a standardized patient (SP) fee (\$40) for new simulation activity in MNED 777; removed shared reference materials fee (\$5) because this is covered by the clinical site now. Reduced SP fee from \$50 to \$40 for MNED 732 to help reduce current balance in student fees account. This fee also covers ServeSafe certification (\$35) for MNED 710; one-time Typhon reg. fee (\$90) for clinical rotations for MNED 777; reg. fee for MyClinicalExchange for clinical rotations at Children's Hospital (\$20) for MNED 730; fee for N95 fit testing (\$75).
	MMN1 Spring	\$55	\$40	Reduced standardized patient (SP) fee from \$50 to \$40 to help reduce balance in student fees account; removed shared reference materials fee (\$5) because this is covered by the clinical site now.
	MMN1 Summer	\$215	\$203	Fee for RD exam study guide was reduced from \$67 to \$55 due to switching from ACEND to Breeding and Associates guide for MNED 779. This fee also covers Inman Seminars (\$48) and Eat Right Exam study guides additional study guides (\$100) for MNED 779.
	MMN2 Fall	\$160	\$150	Added standardized patient (SP) fee for MNED 760 (\$40) for a new simulation added to course; removed \$50 abstract fee for MNED 790 because it's not being charged anymore by the Food & Nutrition Conference and Expo (FNCE). This fee also covers \$50 poster fee for FNCE, Gallup Clifton StrengthsFinder tool for MNED 724 (\$50) and supplies for student cooking demonstration project for MNED 766 (\$10).
	PA1 Spring	\$205	\$105	(Year 1 PA Only) Removing fee for lab assistants for PHAS 630 & 650 (\$100) as this is being charged as a lab fee (PA 1 Spring Lab Fee). This fee also covers instructional materials and clinical supplies for PHAS 630 (\$55); standardized patients (SPs) for PHAS 650 (\$50).

Dept	Course	Current Fee	Proposed Fee	UNMC Lab/Student/Misc Fees 2023-24 Notes
	PA1 Summer	\$655	\$530	(Year 1 PA Only) Removing fee for lab assistants for PHAS 635 & 655 (\$125) as this is being charged as a lab fee (PA 1 Summer Lab Fee). This fee also covers instructional materials, clinical supplies, skills workshops and standardized patients (SPs) for GU exams for PHAS 635 (\$160); instructional materials, printing, poster development and presentation for PHAS 670 (\$20); SPs for PHAS 637, 655 (\$50); ACLS and PALS instruction for PHAS 655 (\$300).
	Perfusion 2 Fall	\$340	\$435	(Year 2 CPE Only) Adding fee for one hour of statistical analysis offered by biostatistics department within UNMC (\$95/hour) for CLPR 711 (Thesis Development III). This fee also covers EXXAT annual subscription fee and licensing for students (\$200) (EXXAT is used for clinical education management), BLS training (\$70), drug panel screening (\$40) for students prior to clinical rotations and registration fee for myClinicalExchange (\$30) for clinical rotations for CLPR 730.
<b>College of Nursing</b>				
	CON UG	\$210	\$175	(Traditional and Accelerated) Course Fees will be used to pay the salary and benefits of a Clinical Placement Coordinator to seek and coordinate 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 Coaches 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. Careful review of the anticipated estimated expenditures for AY 2023-24 has resulted in a per semester fee reduction.
	CON GD	\$85	\$70	Professional, Graduate, and PhD Course Fees will be used to pay the salary and benefits of a Clinical Placement Coordinator to seek and coordinate 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 Coaches 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. Careful review of the anticipated estimated expenditures for AY 2023-24 has resulted in a per semester fee reduction.
<b>College of Allied Health Professions</b>				
	MLS 302	\$20	\$0	Introduction to Hematology Removing this fee because this pre-requisite course is now online, no lab.
	MLS Fall Lab Fee	\$335	\$483	Lab Fee Combining the MLS Technology & Software Licensing fee with this fee (\$138), which covers 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 also covers instructional design support (\$50) and laboratory supplies (\$285 – increasing to \$295 due to an increase in costs for consumable supplies). These fees are related to MLS 407, 408, 409, 410, 411.
<b>Health &amp; Rehabilitation Sciences</b>				
	OTD1 Fall	\$363	\$322	Lab Fee Added fee for OCCT 501 for standardized patients (SPs) (\$31) – increase to full cohort prohibits use of instructors to serve simultaneously as patient and rater. Increased lab instructor fee for OCCT 501 from \$65 to \$98 – lab instructor included in lab set up, clean up and weekly one-hour course planning meetings throughout the semester. Removed range of motion measurement supplies (\$80); equipment depreciation and maintenance (wheelchairs, assistive devices) (\$15); standardized patient at \$30/hr. This fee also covers ADL lab expenses – 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); PPE (\$18); equipment depreciation expense (dynamometers, pinch gauge, sensory objects) (\$10) for OCCT 501. Also covers N95 Mask Fittings (\$75), SPs at (\$35).
	OTD1 Spring	\$649	\$297	Lab Fee Adding SP fees for OCCT 521 from OTD1 Spring Course Fees (\$42). Reduced lab instructor fee for OCCT 530 from \$502 to \$146. Reduced PPE fee for OCCT 530 from \$27 to \$9. Fee also includes equipment replacement and maintenance costs (wheelchairs, ADL equipment) (\$20); ADL lab expenses and 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 (\$55) for OCCT 530; and lab, splinting and activity supplies (\$25).

Dept	Course	Current Fee	Proposed Fee	UNMC Lab/Student/Misc Fees 2023-24 Notes
	OTD1 Summer	\$0	\$334	Lab Fee Moved SP fees for OCCT 522 from OTD1 Summer Course Fees (\$63). Covers lab instructors (\$157); PPE (\$9); equipment replacement and maintenance costs (wheelchairs, ADL equipment) (\$20). This fee also covers ADL lab expenses and 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 for OCCT 531 (\$55); and lab, splinting and activity supplies (\$30).
	OTD2 Fall	\$679	\$353	Lab Fee Added supplemental materials (gels, pads, etc.) for OCCT 510 from OTD2 Fall Course Fees (\$5). Added standardized patient (SP) fees for OCCD 623 from OTD2 Fall Course Fees (\$63). Reduced lab instructor fee for OCCT 532 (was \$502, now \$146). Reduced PPE fee for OCCT 532 (was \$27, now \$9). PAMs is a practitioner credentialing course that helps students obtain the training and continuing education to comply with state certification requirements. This fee also covers equipment replacement and maintenance costs (wheelchairs, ADL equipment) (\$20). This fee also covers ADL lab expenses and 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 for OCCT 532 (\$55); and lab, splinting and activity supplies (\$25). Also covers lab supplies for OCCT 510 (\$30).
	PT1 Fall	\$144	\$127	Lab Fee Adding fee for linens and lab equipment repair and replacement (e.g., hi-lo tables, stools, chairs, benches) (\$10) and gait belts (\$15) for PHYT 502. This fee also covers fees for hourly salaries for standardized patients (SPs) (\$20, increased to \$60); PPE masks (\$32, reduced to \$5); range of motion supplies (goniometers, drawstring bag, tape measure) reduced to \$22 from \$62; equipment replacement/upkeep including wheelchairs & assistive devices for gait/transfers (\$30) (reduced to \$15) for PHYT 502.
	PT1 Spring	\$33	\$35	Lab Fee Increased fee for linens, lab equipment repair and replacement (e.g., hi-lo tables, stools, chairs and benches, reflex hammers, cotton balls, monofilaments) from \$8 to \$10 for PHYT 512. This fee also covers PPE masks for students (\$15); linens, lab equipment repair and replacement (e.g., hi-lo tables, stools, chairs and benches) (\$10) for PHYT 505.
	PT1 Summer	\$73	\$114	Lab Fee Added summer standardized patient (SP) fee for ICRA (Integrated Clinical Readiness Assessment) for PHYT 562 from PT1 Summer Course Fee (Year 1 PT Only), as it involves an activity where students are "hands on" (\$35). This fee also covers PPE masks for students (\$19) (reduced to \$15); standardized patients, replacement of consumable exercise equipment such as Theraband, weighted balls, straps, equipment upkeep of physioballs and footstools (\$16) - added linens and lab equipment repair and replacement (e.g. hi-lo tables, stools, chairs, benches) (\$10) for PHYT 509. For PHYT 510, this fee 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, linens and lab equipment repair and replacement (e.g. hi-lo tables, stools, chairs, benches) (\$28); PHYT 604: Covers linens and lab equipment repair and replacement (e.g. hi-lo tables, stools, chairs, benches) (\$10).
	PT2 Fall	\$70	\$89	Lab Fee Adding fee for PHYT 605 & 610 for linens and lab equipment repair and replacement (e.g., hi-lo tables, stools, chairs, benches) (\$20). This fee also covers linens and lab equipment repair and replacement (e.g. hi-lo tables, stools, chairs, benches) (\$10) for PHYT 605; replacement and maintenance of equipment such as sphygmomanometers, incentive spirometers, single-use items such as mouth pieces for flow meters and straws for simulated lung disease activities (\$14, was \$10) for PHYT 610; replacement of consumable items such as alcohol wipes and maintenance of equipment such as air splints, vibration forks, cervical position test devices, etc. (\$26, was \$20) for PHYT 616; PPE masks (\$19, was \$30).
	PT2 Spring	\$256	\$293	Lab Fee PHYT 612: Removing fee for cleanup and linens, as this isn't being charged anymore (\$5); PHYT 617: Adding fee for new skills assessment lab w/8 community clients to replace community-based practical since the pandemic and a spinal cord injury lab with 1 community client in attendance (total cost for clients = \$720/66 = \$10.90/student (rounding up to \$11); adding PPE fee (\$16); adding fee for standardized patients (SPs) for Integrated Clinical Readiness Assessment (ICRA) to include training and subs and copies of supplemental materials (e.g., grading rubrics, instructor notes for ICRA) (\$41) from PT2 Spring Course Fee (Year 2 PT Only) for PHYT 660. This fee also covers tape for treatment techniques, exercise equipment, manual therapy equipment, linens and lab equipment repair and replacement (was \$50, reduced to \$24) due to SP fees being removed since there are no sim activities for PHYT 606; replacement of consumable equipment / supplies like 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 (\$20) for PHYT 611; replacement of consumable equipment for sims, linens, maintenance of equipment (leg loops) and mat repair (\$6) for PHYT 617; consumable supplies such as tape, purchase & replacement of braces/orthotics for brace labs (increased cost and variety of braces) and splint material (\$15) for PHYT 624. Also includes a \$160 fee for equipment repair/maintenance.



Dept	Course	Current Fee	Proposed Fee	UNMC Lab/Student/Misc Fees 2023-24 Notes
	PT2 Summer	\$22	\$5	Lab Fee for PPE was reduced from \$22 to \$5 for PHYT 601, as the cost per mask has gone down.
	PT3 Fall	\$32	\$10	Lab Fee for PPE was reduced from \$27 to \$5 for PHYT 700, as the cost per mask has gone down. This fee also covers linens for PHYT 730 (\$5).
	PT3 Spring	\$28	\$5	Lab Fee for PPE was reduced from \$27.50 to \$5 for PHYT 701, as the cost per mask has gone down.
<b>Medical Sciences</b>				
	CYTO 1 Summer	\$0	\$210	Lab Fee (Year 1 CYTO only) This fee covers glass slides, cover slips, gloves, plastic aprons, and other lab supplies (\$60) and microscope cleaning/maintenance (\$150) for CYTO 714, 715, 717. Also includes an accrual for cameras for student microscopes and microscope replacement on a cyclical basis.
	CYTO 2 Fall	\$0	\$60	Lab Fee (Year 2 CYTO only) This fee covers glass slides, cover slips, gloves, plastic aprons, and other lab supplies for CYTO 713, 718, 719, 720. Also includes an accrual for cameras for student microscopes and microscope replacement on a cyclical basis.
	GCBA	\$945	\$985	Fee (Anatomy for Physician Assistant - Kearney Campus Only) The funds will support operating expenses, supplies, and donor expenses, relating to the anatomy lab at UNMC – Kearney campus for the PA program. Instructional Technologist Salary + benefits (\$228); Complete Anatomy Subscription (\$40) -- subscription software required for anatomy lab; Nebraska Anatomical Board for Donor Bodies (\$390); Anatomy Lab Kearney Supplies (\$235) -- buckets, first aid kits, scalpels, blades, and scalpel storage kits, wetting solution, guidebooks, biohazard bags, gloves, masks; Curriculum Software (\$15) -- articulate, kahoot, freepik; Travel to/from Omaha for Donor bodies (\$75); 3D Printed Anatomical Models New/replacement parts (\$2)
	GCBA	\$1,014	\$757	Fee (Anatomy for Physical Therapy - Kearney Campus Only) 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 (\$40) -- subscription software required for anatomy lab; Nebraska Anatomical Board for Donor Bodies (\$390); Anatomy Lab Kearney Supplies (\$235) -- buckets, first aid kits, scalpels, blades, and scalpel storage kits, wetting solution, guidebooks, biohazard bags, gloves, masks; Curriculum Software (\$15) -- articulate, kahoot, freepik; Travel to/from Omaha for Donor bodies (\$75); 3D Printed Anatomical Models New/replacement parts (\$2)
<b>College of Medicine</b>				
	COM	\$1,162	\$1,207	Anatomy and Neuroanatomy Fee Represents a 5% increase in costs for funds that support the salaries, operating expenses and supplies of the anatomy lab for Medical Students in Phase I and Phase II medical school training program.
	Anatomy for PT	\$1,014	\$885	(Omaha Campus Only) Fee being reduced to reflect elimination of Instructional Designer usage.
	Anatomy for PA	\$1,014	\$1,051	(Omaha Campus Only) Represents a 5% increase in costs for funds that support the salaries, operating expenses and supplies of the anatomy lab for the PA program.

Dept	Course	Current Fee	Proposed Fee	UNMC Lab/Student/Misc Fees 2023-24 Notes
	GCBA 814	\$129	\$135	Neuroanatomy Lab (Master in Medical Anatomy) Represents a 5% increase in costs for funds that support the salaries, operating expenses and supplies of the anatomy lab for the Master in Medical Anatomy program.
	GCBA 825	\$192	\$201	Histology (Master in Medical Anatomy) - Represents a 5% increase in costs for funds that support the salaries, operating expenses and supplies of the anatomy lab for the Master in Medical Anatomy program.
	GCBA 830	\$132	\$139	Electron Microscopy Represents a 5% increase in costs for funding supplies needed for use of Electron Microscopy lab.
	GCBA 909	\$1,915	\$2,004	Gross Anatomy Lab (Master in Medical Anatomy) - Represents a 5% increase in costs for funds that support the salaries, operating expenses and supplies of the anatomy lab for the Master in Medical Anatomy program.
	GCBA 913	\$913	\$955	Sectional Anatomy (Master in Medical Anatomy) - Represents a 5% increase in costs for funds that support the salaries, operating expenses and supplies of the anatomy lab for the Master in Medical Anatomy program.
	M-ID 711	\$920	\$966	Anatomic Dissection Represents a 5% increase in costs for funds that support the salaries, operating expenses and supplies of the anatomy lab.
	M-ID 713	\$0	\$100	Fee covers the medical supplies used in the RPC Course.
<b>College of Nursing</b>				
	NRSB 250	\$225	\$72	Principles of Care of Hospitalized Patient - A careful review of estimated expenditures has resulted in setting the fee at a rate lower than the pre-moratorium rate of \$225 per course. Supports purchase of consumable supplies, portions of repair, replacement, and/or upgrade costs for medical and simulation equipment, and cost of specialized, non-faculty personnel.
	NRSB 312	\$150	\$85	Health Assessment Throughout the Life Course - A careful review of estimated expenditures has resulted in setting the fee at a rate lower than the pre-moratorium rate of \$150 per course. Supports purchase of consumable supplies, portions of repair, replacement, and/or upgrade costs for medical and simulation equipment, and cost of specialized, non-faculty personnel.
	NRSB 314	\$250	\$218	Patient Centered Care I - A careful review of estimated expenditures has resulted in setting the fee at a rate lower than the pre-moratorium rate of \$250 per course. Supports purchase of consumable supplies, portions of repair, replacement, and/or upgrade costs for medical and simulation equipment, and cost of specialized, non-faculty personnel.
	NRSB 334	\$150	\$225	Patient Centered Care Clinical II - A careful review of estimated expenditures has resulted in setting the fee at a rate adequate to cover anticipated expenses. Supports purchase of consumable supplies, portions of repair, replacement, and/or upgrade costs for medical and simulation equipment, and cost of specialized, non-faculty personnel.
	NRSB 412	\$250	\$190	Patient Centered Care Clinical III - A careful review of estimated expenditures has resulted in setting the fee at a rate lower than the pre-moratorium rate of \$250 per course. Supports purchase of consumable supplies, portions of repair, replacement, and/or upgrade costs for medical and simulation equipment, and cost of specialized, non-faculty personnel.

Dept	Course	Current Fee	Proposed Fee	UNMC Lab/Student/Misc Fees 2023-24 Notes
	NRS 413	\$150	\$17	Population-Centered Care - A careful review of estimated expenditures has resulted in setting the fee at a rate lower than the pre-moratorium rate of \$150 per course. Supports purchase of consumable supplies, portions of repair, replacement, and/or upgrade costs for medical and simulation equipment, and cost of specialized, non-faculty personnel.
	NRS 422	\$150	\$175	Patient Centered Care Clinical IV - A careful review of estimated expenditures has resulted in setting the fee at a rate adequate to cover anticipated expenses. Supports purchase of consumable supplies, portions of repair, replacement, and/or upgrade costs for medical and simulation equipment, and cost of specialized, non-faculty personnel.
	NRS 424	\$150	\$0	Leadership in Professional Practice - NRS 424 does not utilize the equipment or consumable supplies in the skills and simulations labs therefore deletion of the laboratory fee for this course is requested.
	NRS 607/807	\$400	\$125	A careful review of estimated expenditures has resulted in setting the fee at a rate lower than the pre-moratorium rate of \$400 per course. Supports purchase of consumable supplies, portions of repair, replacement, and/or upgrade costs for medical and simulation equipment, and cost of specialized, non-faculty personnel.
	NRS 615/815	\$100	\$0	Adult-Gerontology Across the Lifespan III - These course numbers are no longer being used therefore the laboratory fee is no longer applicable for these courses.
	NRS 616/816	\$100	\$0	Adult-Gerontology Comprehensive Assessment - These course numbers are no longer being used therefore the laboratory fee is no longer applicable for these courses.
	NRS 618/818	\$150	\$0	These course numbers are no longer being used therefore the laboratory fee is no longer applicable for these courses.
	NRS 619/819, 620/820, 623/823, 624/824, 627/827, 628/828, 676/876, 678/878	\$0	\$150	These courses have implemented use of simulation and skills as well as standardized patients to enhance the curriculum and meet course objectives. Analysis of the anticipated expenses for consumable supplies, a portion of repair, replacement and/or upgrade of durable medical equipment, standardized patients, and salary and benefits of specialized personnel to support student learning has resulted in the per course laboratory fee requested.
	NRS 630/830, 631/831, 632/832	\$100	\$0	These course numbers are no longer being used therefore the laboratory fee is no longer applicable for these courses.
	NRS 636/836	\$100	\$0	These course numbers are no longer being used therefore the laboratory fee is no longer applicable for these courses.
	NRS 643/843	\$100	\$0	These course numbers are no longer being used therefore the laboratory fee is no longer applicable for these courses.
	NRS 668/868	\$0	\$60	This practicum course has implemented the use of standardized patients to enhance the curriculum and meet course objectives. Analysis of the anticipated number of standardized patients for the course has resulted in the per course laboratory fee requested.

Dept	Course	Current Fee	Proposed Fee	UNMC Lab/Student/Misc Fees 2023-24 Notes
	NRSG 677/877	\$150	\$150	A careful review of estimated expenditures has resulted in setting the fee at the same pre-moratorium rate of \$150 per course. Supports purchase of consumable supplies, portions of repair, replacement, and/or upgrade costs for durable medical equipment, and standardized patient expenses.
	NRSG 688/888	\$0	\$60	Analysis of the anticipated consumable supply expense for this course has resulted in the per course laboratory fee requested.
<b>College of Allied Health Professions</b>				
	DMS	\$0	\$247	Simulation Support Fee (Kearney) This fee is to cover simulation support for the DMS program in Kearney (Workstation Simulation Specialist – 10% FTE; Simulation & Clinical Skills Specialist 25% FTE).
	MLS	\$138	\$0	Technology & Software Licensing Fee - Combining this fee with the MLS Fall Laboratory Fee.
	OT	\$0	\$247	Simulation Support Fee (Kearney) This fee is to cover simulation support for the OT program in Kearney (Workstation Simulation Specialist – 10% FTE; Simulation & Clinical Skills Specialist 25% FTE).
	PA	\$0	\$247	Simulation Support Fee (Kearney) This fee is to cover simulation support for the PA program in Kearney (Workstation Simulation Specialist – 10% FTE; Simulation & Clinical Skills Specialist 25% FTE).
	PT	\$0	\$247	Simulation Support Fee (Kearney) This fee is to cover simulation support for the PT program in Kearney (Workstation Simulation Specialist – 10% FTE; Simulation & Clinical Skills Specialist 25% FTE).
	Tier I Clinical Education Placement		\$75	Fee Fall semester only: MRI, CT, Radiography, DMS, Cyto - This fee will offset some of the expense incurred placing students in 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, completing and documenting all pre-rotation compliance requirements including site-specific orientation and training tasks, background checks, immunizations, and EMR training. Tier I applies to students in the Magnetic Resonance Imaging, Computed Tomography, Radiography Diagnostic Medical Sonography, and Cytology programs. The fee is needed to support the rising cost of clinical placements due to increasing complexity and competition, expanding enrollment in the college, and the growing need to support students with ADA accommodations. The fee is based on the utilization of clinical education services provided by the college. Tier I represents the lowest cost level, for those programs with fewer annual clinical experiences, or whose students participate in experiences at a limited number and/or stable cohort of affiliated sites (largely Nebraska Medicine, for example).
	Tier II Clinical Education Placement		\$158	Fee Fall semester only: MLS, Rad Tx, GC, OT, PT - This fee will offset some of the expense incurred placing students in 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, 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 and Physical Therapy programs. The fee is needed to support the rising cost of clinical placements due to increasing complexity and competition, expanding enrollment in the college, and the growing need to support students with ADA accommodations. The fee is based on the utilization of clinical education services provided by the college. Tier II represents the mid-level cost, 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 implemented over two years, with the final Tier II fee projected to be \$315 per year in academic year 2025.

Dept	Course	Current Fee	Proposed Fee	UNMC Lab/Student/Misc Fees 2023-24 Notes
	Tier III Clinical Education Placement		\$185	Fee Fall semester only: MMN, PA, CPE - This fee will offset some of the expense incurred placing students in 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, 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 Master's of Medical Nutrition, Physician Assistant and Clinical Perfusion programs. The fee is needed to support the rising cost of clinical placements due to increasing complexity and competition, expanding enrollment in the college, and growing needs to support students with ADA accommodations. The fee is based on the utilization of clinical education services provided by the college. Tier III represents the highest cost level, for those programs with the most annual clinical experiences, and/or whose students participate in experiences at largest number and ever-changing cohort of affiliated sites than Tier I and Tier II programs. This fee will be implemented over three years, with the final Tier III fee projected to be \$555 per year in academic year 2026.
<b>College of Medicine</b>				
	COM Tech	\$165	\$172	Fee Represents a 4.2% increase to cover costs related the technology required to give student access to computerized hardware and software program to assist in their educational experience in the histology lab, computer rooms, classrooms, and clinical skills lab. The technology is continually reviewed to provide the best educational options. This fee will provide the College the ability to give students access to these tools for the best possible outcome.
	COM	\$5	\$0	Locker Rental Fee - This fee is being eliminated and the cost will be included with the Anatomy fees.
	M.D.	\$100	\$0	Pre-Enrollment Deposit - With changes in the Admissions process, the collection of this fee is no longer required
<b>College of Nursing</b>				
	CON ATI	\$40	\$43	Learning System - Levels 01-05 - The ATI Optimal CBC 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 vendors was completed this past year, but none have evidence-based solutions and similar product offerings. In addition, the current vendor provides excellent customer service. For these reasons, the decision was made to retain the current products and vendor. After analysis of the current revenue and expenditures as well as anticipated costs for AY 2023-24, it has been determined that \$43 per credit hour will need to be assessed to cover the contracted expenses.
	Distrib Learning	\$28	\$20	Fee - 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. CARES funding in AY 2022-23 provided necessary distance technology upgrades in several classrooms which will allow the College to reduce the per credit hour fee in AY 2023-24. Fee not to be charged to RN-BSN students who pay Online Course fee in lieu of distributive learning fee contracted expenses.
<b>Global Engagement</b>				
	Student Fee	\$0	\$50	International Student Fee (Fall/Spring Only) This proposal is for a fee of \$50 for each session/semester for any international student who is not a US citizen or Permanent Resident. The International Student Fee is to be charged for each term/semester that an international student is enrolled since the Office of Global Engagement must continuously maintain the student's SEVIS record. This fee will cover part of the cost of office staff that handle immigration advising on visa status, employment issues, mandatory immigration compliance and reporting, help with federal tax filing assistance, orientation programming and ongoing educational, cultural and social programming. Any student whose status officially changes to one of the exempt classifications is required to submit proof of that change to ISSS and the fee will not be assessed in subsequent semesters.

Dept	Course	Current Fee	Proposed Fee	UNMC Lab/Student/Misc Fees 2023-24 Notes
<b>Library</b>				
	Library	\$6.25	\$8.25	The University of Nebraska Consortium of Libraries (UNCL) member libraries will each be requesting an increase to their student library credit hour fee beginning with the 2023/2024 fiscal year. To help mitigate unchanging budget allocations and to enable the libraries to continue to provide access to resources and services required by students and researchers for research and course completion, the credit hour fee has seen modest increases in the last decade—most recently for the 2016/2017 fiscal year. We understand this request is a significant increase to previous years' fee; the increase, annualized, would be around 4.5%. All of the NU Libraries use student library fees to pay for journals, e-books, and electronic databases supporting students and faculty instruction and research. For UNMC, about 98% of these materials are available anywhere there is internet access.
<b>Student Success</b>				
	Lab Fees	\$95	\$0	UNMC/Omaha Student Clinical Rotation - Following initial approval of this fee, it was determined that too many clinical rotation sites required their own screening, regardless of what had been done at UNMC, for this to make sense for all students in programs that require clinical rotations. As such, we're requesting the elimination of the fee.

Dept	Course	Current Fee	Proposed Fee	NCTA Lab/Student/Misc Fees 2023-24 Notes
<b>Additions</b>				
Auxiliary Dept: Residence Life	Housing Contract Processing Fee	\$0.00	\$100.00	Justification: Propose adding nonrefundable fee due to costs associated with managing residence life contracts. Estimate reducing staff processing time in half as compared to current housing/damage deposit process, which we propose to be discontinued. Annual revenue estimate based on FY 2023-24 housing projections is approx. \$16,700. This fee mirrors the housing contract processing fee at UNL Housing. Adding this fee was reviewed and approved by Residence Life Administration and Executive Staff.
<b>Deletions</b>				
Auxiliary Dept: Residence Life	Housing/ Damage Deposit	\$250.00	\$0.00	

TO: The Board of Regents  
Academic Affairs Committee

Addendum XI-D-8

MEETING DATE: June 22, 2023

SUBJECT: Personnel Reports

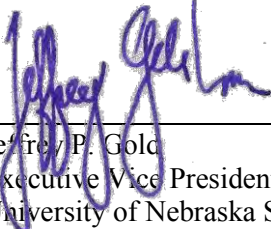
RECOMMENDED ACTION: Report

PREVIOUS ACTION: On December 10, 1994, the Board of Regents amended Section 3.2 of the *Bylaws of the Board of Regents* to delegate to the President, or administrative officers designated by the President, authority to make appointments in the academic-administrative staff to faculty positions and to administrative positions below the rank of Dean and equivalent ranks. Executive Memorandum No. 13 subsequently delegated authority to the Chancellors to make academic-administrative appointments below the level of Dean. Such appointments at the rank of assistant professor or above are required by the *Bylaws of the Board of Regents* to be reported to the Board after each quarter and maintained on file as a public record in the Office of the Corporation Secretary.

EXPLANATION: A series of reports of campus personnel actions approved by each Chancellor during the first quarter of 2023 is attached.

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

APPROVED:

  
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Jeffrey P. Gold  
Executive Vice President and Provost  
University of Nebraska System

DATE: May 16, 2023



**PERSONNEL REPORT**  
**01/01/2023 - 03/31/2023**  
**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>
Held, Ryan J	Football	Head Coach - Football	Special	1/3/2023		150,000	FY	1.00

**PERSONNEL REPORT**  
**01/01/2023 - 03/31/2023**  
**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	Beissel Heath, Michelle P	English	Professor	Continuous	3/1/2023		49,202	AY	0.60
			Professor	Continuous		2/28/2023	82,004	AY	1.00
			Interim Chairperson (includes stipend)	Special	3/1/2023		35,532	AY	0.40
09/07	Bell, Chance A	Counseling School Psych & Family Sci	Assistant Professor	Specific	1/1/2023	8/31/2023	30,863	AY	0.50
			Assistant Professor	Specific		12/31/2022	61,725	AY	1.00
		International Education	Asst Director of International Stu Srvs (includes stipend)	Special	1/1/2023	8/31/2023	33,137	AY	0.50
09/07	Biggs, Douglas L	International Education	Interim Asst Vice Chancellor for Int'l Affairs	Special	1/1/2023	6/30/2024	130,000	FY	1.00
		History	Professor	Continuous		12/31/2022	83,174	AY	1.00
09/07	Burkink, Timothy J	Marketing/Agribusiness/SCM	Professor	Continuous	1/1/2023		152,168	AY	1.00
			Professor	Continuous		12/31/2022	91,301	AY	0.60
		International Education	Asst Vice Chancellor for Int'l Affairs	Special		12/31/2022	66,328	AY	0.40
09/09	Combs, Harry J	Geography	Professor	Continuous		3/31/2023	83,609	AY	1.00
			Professor	Continuous	9/1/2022	2/28/2023	50,165	AY	0.60
			Chairperson (includes stipend)	Special	9/1/2022	2/28/2023	38,905	AY	0.40
09/08	Davis Jr, Bennett A	Residence Life	Dir Community Standards & Stu Conduct	Special	3/1/2023		53,568	FY	1.00
			Assistant Dean	Special		2/28/2023	50,000	FY	1.00
09/07	Hartman, Megan E	English	Professor	Continuous	3/1/2023		81,655	AY	1.00
			Professor	Continuous		2/28/2023	48,993	AY	0.60
			Chairperson (includes stipend)	Special		2/28/2023	38,123	AY	0.40
09/52	Holman, George P	Student Affairs	Assoc Vice Chancellor for Stu Affairs	Special	1/1/2023		142,500	FY	1.00
		Residence Life	Associate Dean of Students	Special		12/31/2022	113,827	FY	1.00

06/10	Lamoureux, Nicholas R	Kinesiology & Sports Sciences	Assistant Professor	Specific	3/1/2023	8/31/2023	55,000	AY	1.00
			Assistant Professor	Specific		2/28/2023	53,500	AY	1.00
09/07	Lanz, Julie J	Psychology	Associate Professor	Continuous	3/1/2023		38,495	AY	0.60
			Associate Professor	Continuous		2/28/2023	64,159	AY	1.00
		Geography	Interim Chairperson (includes stipend)	Special	3/1/2023	8/31/2023	28,394	AY	0.40
09/07	Machida, Satoshi	Political Science	Professor	Continuous	1/1/2023		61,856	AY	0.75
			Professor	Continuous		12/31/2022	82,474	AY	1.00
		International Education	International Recruiting Coordinator	Special	1/1/2023	8/31/2023	22,893	AY	0.25
09/07	Rundstrom, Amy L	Advising & Career Development	Special Projects Coordinator	Special	3/22/2023	6/19/2023	75,528	FY	1.00
			Director, Academic & Career Services	Special		3/21/2023	75,528	FY	1.00
06/10	Administrative Adjustment								
09/07	Position Add/Change								
09/08	Reclassification								
09/09	Other Status Change								
09/52	Promotion W/in Unit-Rate Chg-C								

**PERSONNEL REPORT**  
**01/01/2023 - 03/31/2023**  
**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	Asadollahipajouh, Mojdeh	Midwest Roadside Safety Facility	Research Assistant Professor	Special	2/1/2023	1/31/2026	118,102	FY 1.00
			Research Assistant Professor	Special		1/31/2023	118,102	FY 1.00
09/07	Barlow, Steven M	Special Ed & Communic Disorders	Professor	Continuous	1/1/2023		263,986	FY 1.00
			Professor	Continuous		12/31/2022	79,196	FY 0.40
			Director/Chair	Special		12/31/2022	199,790	FY 0.60
		Center for Brain Biology & Behavior	Associate Director, CB3	Special	1/1/2023		15,000	FY 0.00
			Associate Director, CB3	Special		12/31/2022	15,000	FY 0.00
09/07	Bevins, Rick A	Psychology	Chancellor's Professorship	Special	1/2/2023	8/13/2023	10,000	AY 0.00
			Chancellor's Professorship	Special		1/1/2023	10,000	AY 0.00
		Research	Associate Vice Chancellor	Special	1/2/2023		93,979	AY 0.49
			Interim Associate Vice Chancellor	Special		1/1/2023	93,979	AY 0.49
		Psychology	Professor	Continuous	1/2/2023		87,145	AY 0.51
			Professor	Continuous		1/1/2023	87,145	AY 0.51
06/00	Brank, Eve M	Ctr on Children Families & the Law	Douglas Professorship	Special	3/1/2023	8/15/2027	5,000	AY 0.00
			Douglas Professorship	Special		2/28/2023	5,000	AY 0.00
		Psychology	Professor	Continuous	3/1/2023		39,000	AY 0.25
			Professor	Continuous		2/28/2023	39,000	AY 0.25
		Ctr on Children Families & the Law	Director	Special	3/1/2023		132,600	AY 0.75
			Director	Special		2/28/2023	132,600	AY 0.75
09/07	Britten, Kelli M	Advertising & Public Relations	Assistant Professor of Practice	Special	3/1/2023	1/1/2023	81,131	AY 1.00
			Assistant Professor of Practice	Special		2/28/2023	81,131	AY 1.00
09/07	Bruguier, Gabriel R	University Libraries	Assistant Professor	Specific	1/3/2023		61,200	FY 1.00
09/07	Brunero, John S	Philosophy	Professor	Continuous	3/1/2023		116,704	AY 1.00
			Professor	Continuous		2/28/2023	46,682	AY 0.40

			Robert R Chambers Distinguished Prof	Special	3/1/2023	5/10/2024	6,000	AY	0.00
			Robert R Chambers Distinguished Prof	Special		2/28/2023	6,000	AY	0.00
			Acting Chairperson	Special		2/28/2023	73,523	AY	0.60
09/07	Burnett, Tamy L	University Honors Program	Acting Acting Director	Special	1/3/2023	6/30/2023	94,346	FY	1.00
			Associate Director	Special		1/2/2023	82,040	FY	1.00
09/07	Davis, Joshua R	Office of the Exec Vice Chancellor	Associate Vice Chancellor	Special		12/31/2022	209,383	FY	1.00
		Office of the Chancellor	Associate to the Chancellor	Special	1/1/2023		257,500	FY	1.00
09/07	Dotan, Lisabeth S	Teaching, Learning & Teacher Ed	Graduate Research Asst	Other		2/28/2023	7,250	FY	0.49
		Harris Center for Judaic Studies	Research Assistant Professor	Special	3/1/2023	2/29/2024	50,000	FY	1.00
06/02	Fareed, Muhammad A	Physics & Astronomy	Research Assistant Professor	Special	1/1/2023	7/31/2023	85,000	FY	1.00
			Research Assistant Professor	Special		12/31/2022	71,500	FY	1.00
06/02	Graef, Michelle I	Ctr on Children Families & the Law	Research Professor	Special	1/1/2023	6/30/2027	137,988	FY	1.00
			Research Professor	Special		12/31/2022	125,444	FY	1.00
09/07	Huynh, Nathan N	Civil & Environmental Engr-Lincoln	Col Professorship/Klaasmeyer Chair	Special	1/1/2023	8/31/2023	15,000	OTH	0.00
		Nebraska Transportation Center	Director, Nebraska Transportation Center	Special	1/1/2023		88,200	OTH	0.49
		Civil & Environmental Engr-Lincoln	Professor	Continuous	1/1/2023		91,800	OTH	0.51
09/07	Khattak, Aemal J	Nebraska Transportation Center	Interim Director	Special		1/1/2023	11,755	AY	0.00
		Mid-America Transportation Center	Director	Special	1/2/2023	9/30/2026	62,166	AY	0.50
			Director	Special		1/1/2023	62,166	AY	0.50
		Civil & Environmental Engr-Lincoln	Professor	Continuous	1/2/2023		62,165	AY	0.50
			Professor	Continuous		1/1/2023	62,165	AY	0.50
09/07	Kilic, Ufuk	Electrical & Computer Engineering	Research Assistant Professor	Special	2/1/2023	1/31/2025	87,000	FY	1.00
09/07	Kirk, Christina M	Johnny Carson School-Theatre & Film	Director	Special	1/2/2023	7/31/2023	28,000	OTH	0.00

			Director	Special		1/1/2023	158,067	OTH	1.00	
			Professor	Continuous		1/2/2023	104,782	OTH	1.00	
09/07	Kuska, Sharon Suzanne	Architecture	Assoc Dean for Faculty & Academic Progs	Special		3/1/2023	5/10/2024	72,716	AY	0.55
		College of Architecture	Interim Dean	Special			2/28/2023	151,210	AY	1.00
		Architecture	Professor	Continuous		3/1/2023		59,495	AY	0.45
09/07	LaGrange, Mary W	Business and Finance	Interim Vice Chancellor	Special			12/31/2022	280,000	FY	1.00
			Sr. Associate Vice Chancellor	Special		1/1/2023		200,000	FY	1.00
29/01		Business and Finance	Sr. Associate Vice Chancellor	Special		3/1/2023		160,000	FY	0.80
			Sr. Associate Vice Chancellor	Special			2/28/2023	200,000	FY	1.00
06/03	Levy, Leslie A	International Quilt Museum	Director	Special		1/1/2023		122,230	FY	1.00
			Director	Special			12/31/2022	107,230	FY	1.00
09/07	Lewis, William J	Research	Director, STEM Education Rsch Initiative	Special		1/1/2023	12/31/2023	59,194	AY	0.25
			Director, STEM Education Rsch Initiative	Special			12/31/2022	59,194	AY	0.25
		Mathematics	Professor	Continuous		1/1/2023		49,329	AY	0.25
			Professor	Continuous			12/31/2022	49,329	AY	0.25
			Douglas Professorship	Special		1/1/2023	8/31/2024	2,500	AY	0.00
			Douglas Professorship	Special			12/31/2022	2,500	AY	0.00
09/10	Luong, Hung Quoc	Nebraska Center for Virology	Visiting Scholar/Trainee	Other		1/1/2023	12/31/2023	27,600	OTH	1.00
			Visiting Scholar/Trainee	Other			12/31/2022	25,200	OTH	1.00
09/07	Marks, Christopher S	Hixson-Lied Fine & Performing Arts	Associate Dean	Special		1/2/2023		160,000	FY	1.00
			Associate Dean	Special			1/1/2023	160,000	FY	1.00
		Johnny Carson School-Theatre & Film	Interim Director	Special		1/2/2023	6/30/2023	20,000	FY	0.00
09/07	McElravy, Larry R	Graduate Studies	Associate Dean	Special		1/1/2023		66,702	FY	0.50
			Associate Dean	Special			12/31/2022	100,057	FY	0.75
		Ag Leadership Educ & Comm	Assoc Professor	Continuous		1/1/2023		60,643	FY	0.50
			Assoc Professor	Continuous			12/31/2022	30,320	FY	0.25
09/07	McKittrick, Jennifer L	Philosophy	Chairperson	Special		3/1/2023		77,880	AY	0.60

			Professor	Continuous	3/1/2023		47,200	AY	0.40
			Professor	Continuous		2/28/2023	118,000	AY	1.00
09/07	Nelson, Timothy D	Rural Drug Addiction Research Center	Associate Director, RDAR	Special	1/1/2023	1/3/2025	43,458	AY	0.10
			Associate Director, RDAR	Special		12/31/2022	28,972	AY	0.00
		Psychology	Professor	Continuous	1/1/2023		130,374	AY	0.90
			Professor	Continuous		12/31/2022	144,860	AY	1.00
06/02	Olson, Kathryn A	Ctr on Children Families & the Law	RsCh Asst Professor	Special	1/1/2023	6/30/2025	138,365	FY	1.00
			RsCh Asst Professor	Special		12/31/2022	126,940	FY	1.00
29/01	Pitt, Adrienne R	Special Ed & Communic Disorders	Assistant Professor of Practice	Special	3/31/2023	6/30/2024	69,162	FY	0.80
			Assistant Professor of Practice	Special		3/30/2023	86,453	FY	1.00
09/07	Quach, Truyen N	Center for Plant Science Innovation	Research Assistant Professor	Special	1/1/2023	12/31/2026	60,756	FY	1.00
			Research Assistant Professor	Special		12/31/2022	60,756	FY	1.00
06/03	Ramzah, Hassan	University Police	Asst Vice Chancellor, Chief of Police	Special	1/1/2023		201,206	FY	1.00
			Asst Vice Chancellor, Chief of Police	Special		12/31/2022	182,000	FY	1.00
09/10	Riethoven, Jean-Jack M	Center for Biotechnology	Research Asst Professor	Special	3/1/2023	2/28/2025	107,000	FY	1.00
			Research Asst Professor	Special		2/28/2023	101,690	FY	1.00
29/01	Rumann, Corey B	Educational Administration	Assistant Professor of Practice	Special	3/1/2023	5/12/2023	49,151	AY	0.60
			Assistant Professor of Practice	Special		2/28/2023	40,959	AY	0.50
29/01	Sellon, Janet L	Athletics	Physician	Special	3/1/2023		154,500	FY	0.49
			Physician	Special		2/28/2023	77,250	FY	0.25
09/09	Shriner, Kevin N	Office of the Exec Vice Chancellor	Asst VC for Digital & Online Learning	Special	2/1/2023		165,000	FY	1.00
06/06	Souto, Francisco E	School of Art, Art History & Design	Director	Special	3/1/2023		147,042	FY	1.00
			Director	Special		2/28/2023	142,042	FY	1.00
09/56	St Clair, Justin M	Athletics	Head Coach-Track	Special	2/15/2023		215,000	FY	1.00

			Interim Head Coach-Track	Special		2/14/2023	108,150	FY	1.00
09/07	Stevens-Liska, Maegan C	Global Partnerships & Initiatives Office of the Exec Vice Chancellor	Sr Dir Global Affrs & Dir Global Partner Interim Assistant Vice Chancellor	Other Special		12/31/2022 1/1/2023 12/31/2023	83,896 119,896	FY FY	1.00 1.00
09/10	Takacs, James M	Chemistry	Professor Professor	Special Special		1/1/2023 6/30/2023 12/31/2022	160,967 160,967	FY FY	0.25 0.25
09/07	Volkmer, James L	Office of the Exec Vice Chancellor  Academic Services & Enrollment Mgmt	Assistant Vice Chancellor Assistant Vice Chancellor Interim Associate Vice Chancellor Interim Associate Vice Chancellor	Special Special Special Special		1/3/2023  1/2/2023 1/3/2023 12/31/2023 1/2/2023	198,066 198,066 85,000 60,000	FY FY FY FY	1.00 1.00 0.00 0.00
06/02	Walker, John V	Athletics	Head Coach-Women's Soccer Head Coach-Women's Soccer	Special Special		2/1/2023  1/31/2023	195,000 189,786	FY FY	1.00 1.00
06/01	Weaver, Eric A	School of Biological Sciences  Nebraska Center for Virology	Associate Professor Associate Professor Director, Nebraska Center for Virology Director, Nebraska Center for Virology	Continuous Continuous Special Special		3/1/2023  3/1/2023 2/28/2023 2/28/2023	72,100 72,100 58,400 60,900	AY AY AY AY	0.70 0.70 0.30 0.30
09/07	Weissling, Kristy S E	Special Ed & Communic Disorders	Interim Director/Chair Professor of Practice Professor of Practice	Special Special Special		1/1/2023 6/30/2024 1/1/2023 6/30/2027 12/31/2022	103,246 22,061 110,307	FY FY FY	0.80 0.20 1.00
09/07	Wheeler, Lorey A	NE Ctr Rsrch on Youth,Fam & School	Director of the MAP Academy Research Associate Professor Research Associate Professor	Special Special Special		3/1/2023 6/30/2026 3/1/2023 6/30/2026 2/28/2023	38,934 71,803 95,737	FY FY FY	0.25 0.75 1.00
09/07	Zeleny, Michael J	Office of the Chancellor Business and Finance	Associate to the Chancellor Vice Chancellor	Special Special		12/31/2022 1/1/2023	271,112 365,000	FY FY	1.00 1.00
06/00	Error Correction								
06/01	Annual Adjustment								



06/02 Performance Adjustment  
External (Market)  
06/03 Adjustment  
06/06 Internal (Equity) Adjustment  
09/07 Position Add/Change  
09/09 Other Status Change  
09/10 Extension of Appointment  
Promotion W/in Unit-Rt Chg -  
09/56 NC  
29/01 Change Employment %

**PERSONNEL REPORT**  
**01/01/2023 - 03/31/2023**  
**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>
Aich, Nirupam	Civil & Environ Engr-Lincoln	Associate Professor	Specific	1/1/2023		112,000	OTH	1.00
Elza, Susan G	Athletics	Football Chief of Staff	Special	1/14/2023		290,000	FY	1.00
Guo, Hongzhi	School of Computing	Assistant Professor	Specific	1/1/2023		115,000	OTH	1.00
Guo, Qilin	Mechanical & Materials Engineering	Assistant Professor	Specific	1/1/2023		100,000	OTH	1.00
Huynh, Nathan N	Civil & Environ Engr-Lincoln	Col Professorship/Klaasmeyer Chair	Special	1/1/2023	8/31/2023	15,000	OTH	0.00
	Civil & Environl Engr-Lincoln	Professor	Continuous	1/1/2023		91,800	OTH	0.51
	Nebraska Transportation Center	Director, Nebraska Transportation Center	Special	1/1/2023		88,200	OTH	0.49
Sexton, Nicole R	School of Biological Sciences	Assistant Professor	Specific	1/1/2023		82,000	OTH	1.00
Shriner, Kevin N	Office of the Exec Vice Chancellor	Asst VC for Digital & Online Learning	Special	2/1/2023		165,000	FY	1.00
Van Den Wymelenberg, Kevin G	College of Architecture	Dean	Special	1/5/2023		230,000	FY	1.00
Wang, Wenjie	University Libraries	Assistant Professor	Specific	3/1/2023		62,750	FY	1.00
Yu, David R	Physics & Astronomy	Research Assistant Professor	Special	3/1/2023	2/28/2026	86,000	FY	1.00

**PERSONNEL REPORT**  
**01/01/2023 - 03/31/2023**  
**UNIVERSITY OF NEBRASKA-LINCOLN IANR**  
**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>
Ahrens, Ashley N	NE Ext Engagement Zone 1	Asst Exten Educator	Special	1/3/2023		57,800	FY	1.00
Charlson, Dirk V	NE Ext Engagement Zone 10	Assoc Exten Educator	Special	1/9/2023		79,000	FY	1.00
Chaudhuri, Sanjay	Statistics	Assoc Professor	Continuous	3/1/2023	8/11/2023	65,894	FY	1.00
Deehan, Edward C	Food Science & Technology	Asst Professor	Specific	3/1/2023	8/11/2023	43,032	FY	1.00
Folck, Amanda J	Agronomy & Horticulture	Asst Exten Educator	Special	1/1/2023		60,000	FY	1.00
Gibbens, Blaire L	NE Ext Engagement Zone 2	Asst Exten Educator	Special	1/3/2023		56,800	FY	1.00
Kim, Saet-Byul	Plant Pathology	RsCh Asst Professor	Special	2/1/2023	8/13/2023	107,555	FY	1.00
McLean, Derek J	Agricultural Research Division	Dean/Director	Special	1/1/2023		247,500	FY	1.00
McMillan, Nicholas A	Agronomy & Horticulture	Asst Professor	Specific	1/1/2023		103,889	FY	1.00
Mitra, Alakananda	Water Center	RsCh Asst Professor	Special	3/1/2023	2/29/2024	85,000	FY	1.00
Mondal, Shaonpius	Entomology	Asst Professor	Specific	2/7/2023	8/11/2023	55,332	FY	1.00
Park, Kiyoul	Biochemistry	Sr RsCh Assoc	Special	3/13/2023	3/12/2026	55,016	FY	1.00
Rojas, Clemencia M	Plant Pathology	Assoc Professor	Continuous	1/1/2023	8/31/2023	123,444	FY	1.00
Ryan-Simkins, Kelsey R	NE Ext Engagement Zone 9	Asst Exten Educator	Special	1/3/2023		56,800	FY	1.00
Sand, Shannon R	NE Ext Engagement Zone 3	Assoc Exten Educator	Special	3/1/2023		82,000	FY	1.00

Soll, Emily L	NE Ext Engagement Zone 6	Asst Exten Educator	Special	1/1/2023		56,825	FY	1.00
Stephenson, Ronald C	Agronomy & Horticulture	Asst Prof Practice	Special	1/1/2023		79,444	FY	1.00
Yamada, Tatsuya	Biochemistry	Rscht Asst Professor	Special	3/1/2023	8/13/2023	88,000	FY	1.00
Zution Goncalves, Ivo	Water for Food Institute	Rscht Asst Professor	Special	3/22/2023	4/30/2026	78,000	FY	1.00

**PERSONNEL REPORT**  
**01/01/2023 - 03/31/2023**  
**UNIVERSITY OF NEBRASKA-LINCOLN IANR**  
**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	Awada, Tala N	Agricultural Research Division	Assoc Dean/Assoc Director	Special	1/1/2023		199,583	FY	1.00
			Assoc Dean/Assoc Director	Special		12/31/2022	193,770	FY	1.00
09/13	Azzam, Azzeddine M	Agricultural Economics	Professor	Continuous	1/1/2023		189,782	AY	1.00
			Professor	Continuous		12/31/2022	189,782	AY	1.00
			Prfship/Frederick	Special	1/1/2023	12/31/2027	10,000	AY	0.00
			Prfship/Frederick	Special		12/31/2022	10,000	AY	0.00
29/01	Berger, Aaron L	NE Ext Engagement Zone 1	Exten Educator	Special	1/1/2023		78,481	FY	1.00
			Exten Educator	Special		12/31/2022	47,088	FY	0.60
09/13	Bingham, Georgina V	Entomology	Rsch Assoc Professor	Special	3/1/2023	5/31/2024	102,798	FY	1.00
			Rsch Assoc Professor	Special		2/28/2023	102,798	FY	1.00
09/07	Boyle, Julie C	NE Ext Engagement Zone 5	Assoc Exten Educator	Special	1/1/2023		68,600	FY	1.00
			Assoc Exten Educator	Special		12/31/2022	66,164	FY	1.00
09/07	Bradshaw, Jeffrey D	College of Ag Sci & Nat Res	Director Plant Health	Special	1/3/2023		60,080	FY	0.40
		Entomology	Professor	Continuous	1/3/2023		81,928	FY	0.60
			Professor	Continuous		1/2/2023	136,546	FY	1.00
06/06	Brison, Cindy M	NE Ext Engagement Zone 9	Exten Educator	Special	1/1/2023		81,619	FY	1.00
			Exten Educator	Special		12/31/2022	73,819	FY	1.00
09/07	Burton, Susan R	Ag Leadership Educ & Comm	Asst Prof Practice	Special	1/1/2023	5/10/2024	36,637	AY	0.49
			Asst Prof Practice	Special		12/31/2022	36,637	AY	0.49
06/06	Cafaro La Menza, Nicolas	Agronomy & Horticulture	Asst Professor	Specific	1/1/2023		104,000	FY	1.00
			Asst Professor	Specific		12/31/2022	95,000	FY	1.00

09/07	Clement, Shawna M	Vet & Biomedical Sciences	Asst Prof Practice	Special	3/1/2023	4/30/2026	96,000	FY	1.00
			Lecturer	Special		2/28/2023	69,663	FY	1.00
09/07	Cochran, Soni L	NE Ext Engagement Zone 1	Assoc Exten Educator	Special	1/1/2023		64,500	FY	1.00
			Extension Assoc	Other		12/31/2022	58,142	FY	1.00

06/06	Cordova Martinez, Silvia C	Agronomy & Horticulture	Asst Professor	Specific	1/1/2023		85,000	AY	1.00
			Asst Professor	Specific		12/31/2022	82,000	AY	1.00
09/07	DeVries, Calvin T	NE Ext Engagement Zone 4 NE Ext Engagement Zone 9	Asst Exten Educator	Special	2/20/2023		56,825	FY	1.00
			Extension Asst 4-H	Other		2/19/2023	41,219	FY	1.00
09/13	Douglass, Matthew J	College of Ag Sci & Nat Res	Assoc Prof Practice	Special	1/1/2023	12/31/2027	76,658	FY	1.00
			Assoc Prof Practice	Special		12/31/2022	76,658	FY	1.00
09/07	Figgner, Ashton G	NE Ext Engagement Zone 6	Asst Exten Educator	Special	1/1/2023		56,825	FY	1.00
			Extension Asst NEP	Other		12/31/2022	42,879	FY	1.00
09/13	Fulginiti, Lilyan E	Agricultural Economics	Professor	Continuous	1/1/2023		172,134	AY	1.00
			Professor	Continuous		12/31/2022	172,134	AY	1.00
			Prfship/Frederick	Special	1/1/2023	12/31/2027	10,000	AY	0.00
			Prfship/Frederick	Special		12/31/2022	10,000	AY	0.00
09/10	Hamann, Andrew D	Biological Systems Engineering	Rsch Asst Professor	Special	1/1/2023	12/31/2023	72,635	FY	1.00
			Rsch Asst Professor	Special		12/31/2022	72,635	FY	1.00
09/07	Hess, Melanie K	Animal Science	Rsch Asst Professor	Special	2/1/2023	1/31/2024	66,365	FY	1.00
			Rsch Asst Professor	Special		1/31/2023	66,365	FY	1.00
09/07	Ibach, Gregory A	Office of Vice Pres/Vice Chancellor	USDA Under Secretary in Residence	Special	2/15/2023	2/14/2025	95,000	FY	0.50
			USDA Under Secretary in Residence	Special		2/14/2023	95,000	FY	0.50
06/06	Kampbell, Erin F	NE Ext Engagement Zone 5	Asst Exten Educator	Special	1/1/2023		60,930	FY	1.00
			Asst Exten Educator	Special		12/31/2022	60,500	FY	1.00
09/07	Katimbo, Abia	Biological Systems Engineering	Asst Professor	Specific	1/1/2023		114,000	FY	1.00
			Post-Doc Rsch Asoc	Special		12/31/2022	45,000	FY	1.00
09/13	Limpert, George L	School of Natural Resources	Rsch Asst Professor	Special	1/1/2023	8/31/2023	59,121	FY	1.00
			Rsch Asst Professor	Special		12/31/2022	59,121	FY	1.00

09/07	Loy, John D	Vet Diagnostic Center	Director	Special	3/1/2023		181,802	FY	1.00
			Professor	Special		2/28/2023	151,559	FY	1.00
09/10	Marsh, Justin T	Food Science & Technology	Sr Rsch Assoc	Special	2/1/2023	1/31/2026	57,686	FY	1.00
			Sr Rsch Assoc	Special		1/31/2023	57,686	FY	1.00
09/07	Mcshane-Jewell, Benjamin J	NE Ext Engagement Zone 11	Assoc Exten Educator	Special	3/13/2023		69,550	FY	1.00
		NE Ext Engagement Zone 8	Asst Exten Educator	Special		3/12/2023	64,018	FY	1.00
09/13	Pingault, Lise	Entomology	Sr Rsch Assoc	Special	2/1/2023	6/30/2024	50,000	FY	1.00
			Sr Rsch Assoc	Special		1/31/2023	50,000	FY	1.00
06/06	Polacek, Sarah M	NE Ext Engagement Zone 5	Asst Exten Educator	Special	1/1/2023		61,495	FY	1.00
			Asst Exten Educator	Special		12/31/2022	60,145	FY	1.00
09/07	Roston, Rebecca L	Biochemistry	Assoc Professor	Continuous	1/1/2023		104,267	AY	1.00
			Assoc Professor	Continuous		12/31/2022	104,267	AY	1.00
			Prfsp Raikes	Special	1/1/2023	12/31/2027	15,000	AY	0.00
			Prfsp Raikes	Special		12/31/2022	3,000	AY	0.00
09/10	Smart, Autumn H	Entomology	Rsch Asst Professor	Special	1/1/2023	12/31/2023	86,772	FY	1.00
			Rsch Asst Professor	Special		12/31/2022	86,772	FY	1.00
09/07	Stephenson, Mitchell B	Agronomy & Horticulture	Assoc Professor	Continuous	1/1/2023		121,290	FY	1.00
			Assoc Professor	Continuous		12/31/2022	84,903	FY	0.70
		Panhandle Rsch & Ext Center	Interim Director/Chair	Special		12/31/2022	48,516	FY	0.30
09/10	Tenorio, Fatima Amor M	Agronomy & Horticulture	Rsch Asst Professor	Special	1/1/2023	12/31/2023	62,000	FY	1.00
			Rsch Asst Professor	Special		12/31/2022	62,000	FY	1.00
09/07	VanWormer, Elizabeth A	Vet & Biomedical Sciences	Assoc Professor	Continuous	1/3/2023		83,932	FY	0.60
			Director One Health	Special	1/3/2023		61,549	FY	0.40
			Assoc Professor	Continuous		1/2/2023	139,886	FY	1.00



09/13	Wang, Ran	School of Natural Resources	Rsch Asst Professor	Special	1/1/2023	7/31/2023	77,884	FY	1.00
			Rsch Asst Professor	Special		12/31/2022	77,884	FY	1.00
06/06	Werth, LaDonna A	NE Ext Engagement Zone 2	Exten Educator	Special	1/1/2023		88,895	FY	1.00
			Exten Educator	Special		12/31/2022	85,370	FY	1.00
06/06	Xiong, Yijie	Animal Science	Asst Professor	Specific	3/1/2023		90,484	AY	1.00
			Asst Professor	Specific		8/31/2022	86,485	AY	1.00

**PERSONNEL REPORT**  
**01/01/2023 - 03/31/2023**  
**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>
Chaiken, Lisa M	Radiation Oncology	Asst Professor	Special	2/1/2023		45,000	FY	1.00
Cotton, Shalea D	CON-Omaha Division	Clinical Asst Professor	Special	1/3/2023	5/12/2023	79,500	OTH	1.00
Crosby, Kaitlyn A	COPH Health Services Res & Admin	Asst Professor	Health Prof	1/1/2023		95,000	FY	1.00
Free, Jim	COD-Dental Hygiene	Clinical Asst Prof	Special	2/27/2023		20,800	FY	0.20
Jalalzadeh-Fard, Babak	COPH Environ, Agri & Occ Health	Research Asst Professor	Special	3/1/2023		80,000	FY	1.00
Khianey, Anu K	Radiology	Asst Professor	Special	2/6/2023		45,000	FY	1.00
Kunkle, Rachel A	CON-Omaha Division	Asst Professor	Special	1/3/2023		106,000	FY	1.00
Maxwell, Anne K	Otol-Head and Neck Surgery	Asst Professor	Special	2/1/2023	6/30/2024	45,000	FY	1.00
Mellott, Kassandra A	CAHP Physician Assistant	Asst Professor	Special	2/23/2023		12,600	FY	0.12
Mercier Laporte, Chantal	Anesthesiology	Asst Professor	Special	2/13/2023		110,000	FY	1.00
Mickel, Timothy J	Orthopaedic Surgery	Asst Professor	Health Prof	1/1/2023	6/30/2027	45,000	FY	1.00
Nonnenmann, Matthew W	COPH Environ, Agri & Occ Health	Professor	Continuous	1/1/2023		185,000	FY	1.00
Pierson, Julie A	COPH Epidemiology	Asst Professor	Special	1/1/2023		63,250	FY	0.55
Smith, Linda M	CON-Omaha Division	Clinical Asst Professor	Special	1/3/2023	5/12/2023	79,500	OTH	1.00
Thodeson, Drew M	Pediatrics Neurology	Asst Professor	Health Prof	1/15/2023	6/30/2024	45,000	FY	1.00

Uwazurike, Kaitlyn C	CAHP Physical Therapy	Asst Professor	Special	1/1/2023		90,000	FY	1.00
Veatch, Jessica M	Surgery-Acute Care Surgery	Asst Professor	Health Prof	2/1/2023	6/30/2024	45,000	FY	1.00
Yadav, Sumit	COD-Growth and Development	Cech Professor of Orthodontics	Special	3/1/2023	2/29/2028	8,500	FY	0.00
	COD-Growth and Development	Chairperson	Special	3/1/2023		10,000	FY	0.00
	COD-Growth and Development	Professor	Continuous	3/1/2023		195,000	FY	1.00

**PERSONNEL REPORT**  
**01/01/2023 - 03/31/2023**  
**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>
09/09	Are, Chandrakanth	Dean College of Medicine	Associate Dean	Special	1/1/2023		10,000 FY		0.00
			Associate Dean	Special		6/30/2022	10,000 FY		0.00
		Surgical Oncology	Professor	Continuous	1/1/2023		80,298 FY		1.00
			Professor	Continuous		6/30/2022	80,198 FY		1.00
09/07	Asbjornson, Jon C	COD-Dental Hygiene	Clinical Asst Prof	Special	3/1/2023		10,400 AY		0.10
09/45	Bartee, Robert D	Vice Chancellor External Relations	Senior Advisor to the Chancellor	Special	1/1/2023		257,798 FY		1.00
			Vice Chancellor for External Relations	Special		12/31/2022	257,798 FY		1.00
09/07	Beacom, Matthew A	COPH Environ, Agri & Occ Health	Asst Professor	Special	2/15/2023		94,812 FY		0.50
			Asst Professor	Special		2/14/2023	94,812 FY		0.50
09/07	Berg, Teresa Grace	Obstetrics/Gynecology	Assoc Professor	Health Prof	1/1/2023	6/30/2023	137,729 FY		1.00
			Assoc Professor	Health Prof		12/31/2022	137,729 FY		1.00
09/07	Berg, Teresa Grace	Obstetrics/Gynecology	McGoogan Professorship of Obstetrics	Special	1/1/2023	12/31/2027	0 FY		0.00
			McGoogan Professorship of Obstetrics	Special		12/31/2022	0 FY		0.00
09/10	Bessho, Tadayoshi	Eppley Inst Faculty	Assoc Professor	Special	1/1/2023	6/30/2023	118,985 FY		1.00
			Assoc Professor	Special		12/31/2022	118,985 FY		1.00
09/16	Bouska, Alyssa C	Pathology/Microbiology	Research Scientist	Special	3/1/2023		20,000 FY		0.00
			Senior Scientist	Other		2/28/2023	64,514 FY		1.00
09/07	Carnes, Eric C	COPH Environ, Agri & Occ Health	Assoc Professor	Special	3/1/2023		190,531 FY		1.00
			Assoc Professor	Special		2/28/2023	190,531 FY		1.00
06/07	Chaaban, Said	Int Med Pulmonary	Assoc Professor	Health Prof	1/1/2023	6/30/2023	50,000 FY		1.00
			Assoc Professor	Health Prof		12/31/2022	43,750 FY		0.88
29/01		Int Med Pulmonary	Assoc Professor	Health Prof	1/1/2023	6/30/2023	50,000 FY		1.00

			Assoc Professor	Health Prof	12/31/2022	43,750 FY	0.88
09/07	Connelly, Liane M	CON-Academic Programs	MSN Area Coordinator-LEAD Stipend	Special	1/1/2023	1,500 FY	0.00
		CON-Northern Division	Assoc Professor	Special	1/1/2023	139,668 FY	1.00
			Assoc Professor	Special	12/31/2022	139,668 FY	1.00
			Assistant Dean	Special	12/31/2022	5,000 FY	0.00
09/07	Culross, Beth A	CON-Omaha Division	Asst Professor	Special	1/1/2023	112,485 FY	1.00
			Asst Professor	Special	12/31/2022	88,498 FY	0.70
		CON-Learning Resource Center	Director	Special	1/1/2023	3,000 FY	0.00
			Director	Special	12/31/2022	3,000 FY	0.00
		Academic Affairs	Assoc Director IAE	Special	12/31/2022	5,000 FY	0.00
			Assoc Director IAE	Special	12/31/2022	23,987 FY	0.30
06/03	Dickey, Pamela L	CAHP Physician Assistant	Asst Professor	Special	1/1/2023	113,034 FY	1.00
			Asst Professor	Special	12/31/2022	106,636 FY	1.00
09/01	Dong, Jixin	Eppley Inst Faculty	Research Scientist	Special	2/1/2023	20,710 FY	0.00
			Research Scientist	Special	1/31/2023	16,710 FY	0.00
			Professor	Continuous	2/1/2023	118,121 FY	1.00
			Assoc Professor	Health Prof	1/31/2023	112,121 FY	1.00
09/07	Fraze, Megan M	CAHP Physical Therapy	Program Director-Phys Therapy Residency	Special	1/1/2023	2,500 FY	0.00
			Asst Professor	Health Prof	1/1/2023 6/30/2023	95,030 FY	1.00
			Asst Professor	Health Prof	12/31/2022	95,030 FY	1.00
			Coordinator PT Ortho Residency Prgm	Special	1/1/2023	1,500 FY	0.00
06/03	Gallagher, Kyle J	Radiation Oncology	Asst Professor	Special	3/1/2023	185,000 FY	1.00
			Asst Professor	Special	2/28/2023	163,200 FY	1.00
09/07	Ganesan, Murali	Int Med GI	Research Scientist	Special	2/1/2023 6/30/2023	4,406 FY	0.00
			Asst Professor	Special	2/1/2023	88,123 FY	1.00
			Asst Professor	Special	1/31/2023	88,123 FY	1.00
09/07	Garrison, Jered C	COP Pharmaceutical Science	Vice Chair	Special	1/1/2023	5,000 FY	0.00
			Professor	Continuous	1/1/2023	146,421 FY	1.00
			Professor	Continuous	12/31/2022	146,421 FY	1.00

29/01	Goodenberger, Martin Halme: Radiology		Assoc Professor	Special	1/1/2023		36,320 FY	0.80
			Assoc Professor	Special		12/31/2022	45,400 FY	1.00
09/07	Gove, Nadia Abraham	Pediatrics Hospitalists	Asst Professor	Special	3/1/2023		22,500 FY	0.50
			Asst Professor	Health Prof		2/28/2023	45,000 FY	1.00
29/01		Pediatrics Hospitalists	Asst Professor	Special	3/1/2023		22,500 FY	0.50
			Asst Professor	Health Prof		2/28/2023	45,000 FY	1.00
09/07	Goyal, Neha	Int Med Cardiovascular Medicine	Asst Professor	Special	2/1/2023	6/30/2023	48,620 FY	0.85
			Asst Professor	Health Prof		1/31/2023	57,200 FY	1.00
29/01		Int Med Cardiovascular Medicine	Asst Professor	Special	2/1/2023	6/30/2023	48,620 FY	0.85
			Asst Professor	Health Prof		1/31/2023	57,200 FY	1.00
06/03	Grammer, Shaun L	CAHP Physician Assistant	Assoc Professor	Special	1/1/2023		135,464 FY	1.00
			Assoc Professor	Special		12/31/2022	127,796 FY	1.00
			Chair of Medical Sciences	Special	1/1/2023		10,000 FY	0.00
			Chair of Medical Sciences	Special		12/31/2022	10,000 FY	0.00
			Director	Special	1/1/2023		27,370 FY	0.00
			Director	Special		12/31/2022	27,370 FY	0.00
09/43	Gurumurthy, Channabasavaia	VCR Cores	Mouse Genome Eng Core Facility Dir	Special	1/1/2023		75,000 FY	0.00
		Pharmacology/Exp Neuroscience	Mouse Genome Eng Core Facility Dir	Special		12/31/2022	75,000 FY	0.00
		Genetics Cell Biology & Anatomy	Professor	Continuous	1/1/2023		80,000 FY	1.00
		Pharmacology/Exp Neuroscience	Professor	Continuous		12/31/2022	80,000 FY	1.00
		Genetics Cell Biology & Anatomy	Research Scientist	Special	1/1/2023		82,428 FY	0.00
		Pharmacology/Exp Neuroscience	Research Scientist	Special		12/31/2022	73,334 FY	0.00
09/13	Hansen, Neil J	Radiology	Resident Program Director	Special	1/1/2023		15,000 FY	0.00
			Resident Program Director	Special		12/31/2022	15,000 FY	0.00
			Assoc Professor	Special	1/1/2023		97,261 FY	1.00
			Assoc Professor	Special		12/31/2022	97,261 FY	1.00
			Jud Gurney Prof of Radiology	Special	1/1/2022	12/31/2027	97,261 FY	1.00
			Jud Gurney Prof of Radiology	Special		12/31/2021	97,261 FY	1.00
09/09	Honeycutt, Karen J	CAHP Medical Laboratory Science	Assoc Professor	Health Prof	3/15/2023	6/30/2023	27,637 FY	0.26
			Assoc Professor	Health Prof		3/14/2023	27,637 FY	0.26

			Program Director/MT	Special	3/15/2023		77,798 FY	0.74
			Program Director/MT	Special		3/14/2023	77,798 FY	0.74
			Program Director Stipend	Special	3/15/2023		10,000 FY	0.00
			Program Director Stipend	Special		3/14/2023	10,000 FY	0.00
			Chair Health Prof Ed, Rsch, Practice	Special	3/15/2023		10,000 FY	0.00
			Chair Health Prof Ed, Rsch, Practice	Special		3/14/2023	10,000 FY	0.00
29/01	Hong, Nancy Y	Pediatrics Pulmonology	Asst Professor	Special	1/1/2023	6/30/2023	36,213 FY	0.80
			Asst Professor	Special		12/31/2022	27,160 FY	0.60
06/03	Horak, Shaun C	CAHP Physician Assistant	Asst Professor	Special	1/1/2023		132,377 FY	1.00
			Asst Professor	Special		12/31/2022	119,884 FY	1.00
			Assoc Director DMSc Program	Special	1/1/2023		5,000 FY	0.00
			Assoc Director DMSc Program	Special		12/31/2022	5,000 FY	0.00
06/03	Hyun, Megan A	Radiation Oncology	Assoc Professor	Health Prof	3/1/2023	6/30/2023	200,000 FY	1.00
			Assoc Professor	Health Prof		2/28/2023	175,000 FY	1.00
09/07	Jalalzadeh-Fard, Babak	COPH Environ, Agri & Occ Health	Research Asst Professor	Special	3/1/2023		80,000 FY	1.00
09/07	Johnson, Angela M	CON-Northern Division	Interim Assistant Dean	Special	1/1/2023		5,000 FY	0.00
			Asst Professor	Special	1/1/2023		108,250 FY	1.00
			Asst Professor	Special		12/31/2022	108,250 FY	1.00
09/55	Keeler, Heidi J	CON-Continuing InterProfDevelopment	Director	Special	1/1/2023		3,000 FY	0.00
			Director	Special		12/31/2022	3,000 FY	0.00
		CON-Omaha Division	Assoc Professor	Health Prof	1/1/2023	6/30/2027	90,950 FY	0.73
			Assoc Professor	Health Prof		12/31/2022	90,950 FY	0.73
		Academic Affairs	Asst Vice Chancellor Community Engagemnt	Special	1/1/2023		33,935 FY	0.27
			Direct, Office of Community Engagement	Special		12/31/2022	33,935 FY	0.27
			Asst VC Community Engagement Stipend	Special	1/1/2023		5,000 FY	0.00
			Dir Com Engagement Stipend	Special		12/31/2022	5,000 FY	0.00
06/06	Kerns, Ellen K	Pediatrics Child Health	Asst Professor	Special	1/1/2023		60,101 FY	1.00
			Asst Professor	Special		12/31/2022	60,101 FY	1.00
			Research Scientist	Special	1/1/2023	6/30/2023	55,388 FY	0.00
			Research Scientist	Special		12/31/2022	50,149 FY	0.00

09/07	Killefer, Heidi N	Pediatrics Emergency Medicine	Asst Professor	Special	3/1/2023		36,240 FY	0.85	
			Asst Professor	Health Prof		2/28/2023		42,636 FY	1.00
29/01	Korzyukov, Oleg	Neurological Sciences	Asst Professor	Special	2/1/2023		23,000 FY	0.30	
			Asst Professor	Special		1/31/2023		11,500 FY	0.15
09/09	Kratochvil, Christopher J	Psychiatry	Professor	Continuous	1/1/2023		77,487 FY	0.30	
			Professor	Continuous		12/31/2022		47,707 FY	0.40
		Vice Chancellor External Relations	Interim Vice Chancellor for External Relations	Special	1/1/2023			142,068 FY	0.55
			Vice Chancellor for Research	Assoc Vice Chancellor	Special		12/31/2022		35,782 FY
		Chief Medical Officer	Special	1/1/2023			38,745 FY	0.15	
		Chief Medical Officer	Special		12/31/2022		35,780 FY	0.30	
09/07	LaGrange, Chad A	Surgery-Urologic Surgery	Division Chief	Special	1/1/2023		25,000 FY	0.00	
			Division Chief	Special		12/31/2022		25,000 FY	0.00
			Professor	Health Prof	1/1/2023	6/30/2023		90,610 FY	1.00
			Professor	Health Prof		12/31/2022		90,610 FY	1.00
			Malashock Chair Urologic Surgery	Special	1/1/2023	12/31/2027		0 FY	0.00
			Malashock Chair Urologic Surgery	Special		12/31/2022		0 FY	0.00
06/03	Lei, Yu	Radiation Oncology	Research Scientist	Special	3/1/2023	6/30/2023	162,000 FY	0.00	
			Research Scientist	Special		2/28/2023		150,000 FY	0.00
			Assoc Professor	Special	3/1/2023			70,000 FY	1.00
			Assoc Professor	Special		2/28/2023		70,000 FY	1.00
09/07	Li, Yulong	Emergency Medicine	Director Basic Science/Transl. Research	Special	1/1/2023		10,000 FY	0.00	
			Professor	Continuous	1/1/2023		102,331 FY	1.00	
			Professor	Continuous		12/31/2022		102,331 FY	1.00
			Research Scientist	Special	1/1/2023		47,638 FY	0.00	
			Research Scientist	Special		12/31/2022		47,638 FY	0.00
09/07	Lisco, Steven J	Anesthesiology	Chairperson	Special	1/1/2023		10,000 FY	0.00	
			Chairperson	Special		12/31/2022		10,000 FY	0.00
			Professor	Continuous	1/1/2023		249,203 FY	1.00	
			Professor	Continuous		12/31/2022		249,203 FY	1.00
			Myrna Newland Professorship	Special	1/1/2023	12/31/2027		0 FY	0.00



			Myrna Newland Professorship	Special		12/31/2022	0 FY	0.00
09/07	Lowe, John-Martin J	Global Center for Health Security Academic Affairs	GCHS Director	Special	2/1/2023		50,000 FY	0.00
			Asst Vice Chancellor IHSTE Stipend	Special	1/1/2023		55,000 FY	0.00
			Asst Vice Chancellor IHSTE Stipend	Special	2/1/2023		55,000 FY	0.00
			Asst Vice Chancellor IHSTE Stipend	Special		12/31/2022	55,000 FY	0.00
			Asst Vice Chancellor IHSTE Stipend	Special		1/31/2023	55,000 FY	0.00
		COPH Environ, Agri & Occ Health	Professor	Continuous	1/1/2023		157,624 FY	1.00
			Professor	Continuous	2/1/2023		157,624 FY	1.00
			Professor	Continuous		12/31/2022	157,624 FY	1.00
			Professor	Continuous		1/31/2023	157,624 FY	1.00
			Interim Chairperson	Special	1/1/2023		40,000 FY	0.00
			Interim Chairperson	Special	2/1/2023		40,000 FY	0.00
			Interim Chairperson	Special		1/31/2023	40,000 FY	0.00
09/07	Maskin, Lauren J	Pediatrics Hospitalists	Assoc Professor	Special	1/1/2023	6/30/2023	33,886 FY	0.80
			Assoc Professor	Health Prof		12/31/2022	42,358 FY	1.00
29/01	Mayes, Lena M	Anesthesiology	Assoc Professor	Special	1/1/2023		33,875 FY	0.75
			Assoc Professor	Special		12/31/2022	27,100 FY	0.60
09/07	McCulloh, Russell J	Pediatrics Hospitalists	Professor	Health Prof	2/1/2023	6/30/2023	45,400 FY	1.00
			Professor	Health Prof		1/31/2023	45,400 FY	1.00
			CHMC Dir Clinical/Translational Rsch Ops	Special	2/1/2023		124,500 FY	0.00
			Research Scientist	Special	2/1/2023	6/30/2023	79,100 FY	0.00
29/01	Meier, Nancy J	CON-West Nebraska Division	Asst Professor	Special	1/3/2023	5/12/2023	87,912 AY	1.00
			Asst Professor	Special		1/2/2023	43,956 AY	0.50
09/07	Michaud, Tzeyu L	COPH Health Promotion	Asst Professor	Special	1/1/2023		98,809 FY	1.00
			Asst Professor	Special		12/31/2022	98,809 FY	1.00
			PhD Program Director	Special	1/1/2023		5,000 FY	0.00
09/07	Miller, Jennifer N	CON-Omaha Division	Coordinator	Special	1/1/2023		1,500 FY	0.00
		CON-Lincoln Division	Asst Professor	Health Prof	1/1/2023	6/30/2025	114,360 FY	1.00
			Asst Professor	Health Prof		12/31/2022	114,360 FY	1.00

09/07	Moore, Tiffany A	CON-Omaha Division	Assoc Professor	Continuous	2/1/2023	131,000 FY	1.00	
			Assoc Professor	Continuous	1/31/2023	131,000 FY	1.00	
		CON-Academic Programs	Interim Associate Dean	Special	2/1/2023	5,000 FY	0.00	
			Interim Associate Dean	Special	1/31/2023	5,000 FY	0.00	
		CON-Omaha Division	Acting Assistant Dean	Special	1/31/2023	5,000 FY	0.00	
09/07	Nelson, Satera A	CAHP Educ, Research & Practice	Director Anatomy Lab - HSEC	Special	1/16/2023	5,000 FY	0.00	
		CAHP Administration	Director Anatomy Lab - HSEC	Special	1/15/2023	5,000 FY	0.00	
		CAHP Educ, Research & Practice	Asst Professor	Special	1/16/2023	78,224 FY	1.00	
		CAHP Administration	Asst Professor	Special	1/15/2023	78,224 FY	1.00	
29/01	Pavrides, Gregory S	Int Med Cardiovascular Medicine	Professor	Special	1/1/2023	61,000 FY	1.00	
			Professor	Special	12/31/2022	30,500 FY	0.50	
09/10	Peters, Edward S	COPH Epidemiology	Professor	Continuous	1/1/2023	231,750 FY	1.00	
			Professor	Continuous	12/31/2021	225,000 FY	1.00	
			Chairperson	Special	1/1/2023	40,000 FY	0.00	
			Chairperson	Special	12/31/2021	40,000 FY	0.00	
			Harold Maurer Dist Chair in PH	Special	1/1/2023	12/31/2025	0 FY	0.00
			Harold Maurer Dist Chair in PH	Special	12/31/2022	0 FY	0.00	
09/07	Pozehl, Bunny	CON-Omaha Division	Interim Coordinator	Special	12/31/2022	1,500 FY	0.00	
29/01			Professor	Special	1/1/2023	88,390 FY	0.50	
			Professor	Continuous	12/31/2022	176,780 FY	1.00	
			Dorothy Hodges Olson Chair in Nursing	Special	12/31/2022	5,000 FY	0.00	
06/03	Reynolds, Jannelle G	CAHP Physician Assistant	Asst Professor	Special	1/1/2023	113,761 FY	1.00	
			Asst Professor	Special	12/31/2022	107,322 FY	1.00	
09/07	Rosenthal, Michael D	CAHP Physical Therapy	Assoc Professor	Health Prof	1/1/2023	6/30/2023	106,636 FY	1.00
			Assoc Professor	Health Prof	12/31/2022	106,636 FY	1.00	
			PT Sports Residency Prgm Coordinator	Special	1/1/2023	1,500 FY	0.00	
09/07	Santarpia, Joshua L	Pathology/Microbiology	Research Scientist	Special	2/1/2023	119,375 FY	0.00	
			Research Scientist	Special	3/1/2023	119,375 FY	0.00	
			Research Scientist	Special	2/28/2023	119,375 FY	0.00	
			Assoc Professor	Health Prof	2/1/2023	6/30/2023	46,826 FY	1.00

			Assoc Professor	Health Prof	3/1/2023	6/30/2023	46,826 FY	1.00
			Assoc Professor	Health Prof		1/31/2023	70,300 FY	1.00
			Assoc Professor	Health Prof		2/28/2023	46,826 FY	1.00
			Asst Professor	Special		1/31/2023	119,375 FY	0.00
		Global Center for Health Security	GCHS Assoc Director Academic Affairs	Special	2/1/2023	1/31/2024	23,474 FY	0.00
			GCHS Assoc Director Academic Affairs	Special	3/1/2023	1/31/2024	23,474 FY	0.00
			GCHS Assoc Director Academic Affairs	Special		2/28/2023	23,474 FY	0.00
		Pathology/Microbiology	Nat'l Strategic Rsch Inst Rsch Director	Special	2/1/2023		50,000 FY	0.00
			Nat'l Strategic Rsch Inst Rsch Director	Special	3/1/2023		50,000 FY	0.00
			Nat'l Strategic Rsch Inst Rsch Director	Special		1/31/2023	50,000 FY	0.00
			Nat'l Strategic Rsch Inst Rsch Director	Special		2/28/2023	50,000 FY	0.00
09/07	Sauer, Lauren	Global Center for Health Security COPH Environ, Agri & Occ Health	GCHS Assoc Director of Research	Special	2/1/2023	1/31/2024	30,000 FY	0.00
			Assoc Professor	Health Prof	2/1/2023	6/30/2023	150,000 FY	1.00
			Assoc Professor	Health Prof		1/31/2023	150,000 FY	1.00
09/07	Scarsi, Kimberly K	COP Pharmacy Practice and Science	Professor	Continuous	1/1/2023		165,060 FY	1.00
			Professor	Continuous		12/31/2022	165,060 FY	1.00
			Vice Chair	Special	1/1/2023		5,000 FY	0.00
06/03	Schott, Diane M	Radiation Oncology	Asst Professor	Special	3/1/2023		178,000 FY	1.00
			Asst Professor	Special		2/28/2023	158,960 FY	1.00
09/07	Semin, Jessica N	CON-Omaha Division	Asst Professor	Special	1/3/2023		107,050 FY	1.00
			Asst Professor	Special		1/2/2023	107,050 FY	1.00
			Director of Global Health	Special	1/3/2023		3,000 FY	0.00
09/07	Skar, Bryan J	COD-Growth and Development	Asst Professor	Health Prof	3/1/2023	6/30/2025	138,886 FY	1.00
			Asst Professor	Health Prof		2/28/2023	138,886 FY	1.00
			Interim Chairperson	Special		2/28/2023	10,000 FY	0.00
06/03	Snyder, Kailey E	MMI Education and Child Development	Asst Professor	Special	2/1/2023		85,000 FY	1.00
			Asst Professor	Special		1/31/2023	81,000 FY	1.00
06/03	Soester, Melissa D	CAHP Physician Assistant	Asst Professor	Special	1/1/2023		114,639 FY	1.00
			Asst Professor	Special		12/31/2022	108,150 FY	1.00

09/07	Starr, Lois J	MMI Administration	Medical Director	Special	2/1/2023		10,000 FY	0.00	
			Medical Director	Special		1/31/2023		10,000 FY	0.00
		MMI Genetic Medicine	Assoc Professor	Special	2/1/2023			217,231 FY	1.00
			Assoc Professor	Special		1/31/2023		217,231 FY	1.00
			Interim Director of Genetic Medicine	Special	2/1/2023	12/31/2023		18,000 FY	0.00
09/07	Strong, Michelle R B	COPH Health Promotion	Graduate Program Comm Director	Special	1/1/2023		5,000 FY	0.00	
			Asst Professor	Special	1/1/2023		72,800 FY	1.00	
			Asst Professor	Special		12/31/2022		72,800 FY	1.00
09/13	Vose, Julie M	Int Med Oncology/Hematology	Professor	Continuous	1/1/2023		96,882 FY	1.00	
			Professor	Continuous		12/31/2022		96,882 FY	1.00
			N/M Harris Oncology Professorship	Special	1/1/2023	12/31/2027		24,700 FY	0.00
			N/M Harris Oncology Professorship	Special		12/31/2022		24,700 FY	0.00
09/07	Wahl, Carol R	CON-Kearney Division	Asst Professor	Special	1/20/2023	2/28/2023	86,414 AY	1.00	
			Asst Professor	Special		1/19/2023		86,414 AY	1.00
		CON-Academic Programs	MSN Area Coordinator-LEAD Stipend	Special	1/20/2023	2/28/2023		1,500 AY	0.00
		CON-Kearney Division	MSN Area Coordinator-LEAD Stipend	Special		1/19/2023		1,500 AY	0.00
06/03	Wang, Shuo	Radiation Oncology	Assoc Professor	Special	3/1/2023		213,552 FY	1.00	
			Assoc Professor	Special		2/28/2023		197,138 FY	1.00
09/07	Wardian, Jana L	Int Med Hospital Medicine	Asst Professor	Special	1/1/2023		115,200 FY	1.00	
			Asst Professor	Special		12/31/2022		115,200 FY	1.00
		Academic Affairs	Assoc Director IAE	Special	1/1/2023	12/31/2025		5,000 FY	0.00
06/03	West, Katharine	CAHP Physician Assistant	Asst Professor	Special	1/1/2023		115,252 FY	1.00	
			Asst Professor	Special		12/31/2022		108,728 FY	1.00
29/01	Willet, Megan M	Family Medicine	Asst Professor	Special	1/1/2023		18,374 FY	0.40	
			Asst Professor	Special		12/31/2022		22,967 FY	0.50
09/07	Wyatt, Todd A	Int Med Pulmonary	Professor	Special	1/1/2023		64,342 FY	0.39	
			Professor	Special		12/31/2022		64,342 FY	0.39
		COPH Environ, Agri & Occ Health	Professor	Continuous	1/1/2023			66,967 FY	0.41
			Professor	Continuous		12/31/2022		66,967 FY	0.41

			Interim Chairperson	Special		12/31/2022	15,000 FY	0.00
09/10	Zemantic, Patricia K	MMI ICASD	Prog Director iCASD Diagnostics	Special	1/1/2023	6/30/2023	5,000 FY	0.00
			Prog Director iCASD Diagnostics	Special		12/31/2022	5,000 FY	0.00
			Asst Professor	Special	1/1/2023		93,715 FY	1.00
			Asst Professor	Special		12/31/2022	93,715 FY	1.00

**PERSONNEL REPORT**  
**01/01/2023 - 03/31/2023**  
**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>
He, Ni	Academic Affairs	Sr Vice Chancellor	Special	1/3/2023		300,000	FY	1.00
Holland, Ashley N	Women's Soccer	Asst Coach - Women's Soccer	Special	3/27/2023		45,000	FY	1.00

**PERSONNEL REPORT**  
**01/01/2023 - 03/31/2023**  
**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>
09/07	Adidam, Phani	Marketing & Entrepreneurship	Chairperson	Special	3/1/2023		5,000		0.00
			Professor	Special			54,315		0.40
			Professor	Special			54,315		0.40
			Chairperson	Special			81,471		0.60
			Chairperson	Special			81,471		0.60
			Director for Business	Special			10,000		0.00
			Director for Business	Special			10,000		0.00
09/10	Boron, Julie	Graduate Studies	Associate Dean	Special	44927		58,830	FY	0.50
			Associate Dean	Special		44926	58,830	FY	0.50
			Associate Dean	Special	44927		10,000	FY	0.00
			Associate Dean	Special		44926	10,000	FY	0.00
		Gerontology	Professor	Continuous			58,363	FY	50.00
			Professor	Continuous			58,363	FY	0.00
			Missinne Professorship	Special			5,000	FY	0.00
			Missinne Professorship	Special			5,000	FY	0.00
			Doctoral Program Chair	Special			5,000	FY	0.00
			Doctoral Program Chair	Special			5,000	FY	0.00
09/07	Circo, Deborah K	Social Work	Assistant Professor	Specific	44986		62,188	AY	1.00
			Assistant Professor	Specific		44985	62,188	AY	1.00
			Coordinator - MSW	Special		44985	5,000	AY	0.00
09/08	Dhaliwal, Harnoor	Scott Scholars Program	Associate Executive Director	Special	44958		180,000	FY	1.00
			Director of Sdnt Dev for Scott Scholars	Special		44957	126,268	FY	1.00
09/07	D'Souza, Henry J	Social Work	Professor	Continuous			96,792	AY	1.00
			Professor	Continuous			96,792	AY	1.00
			Coordinator - MSW	Special	44927	45061	2,500	AY	0.00

09/10	Edwards, Sarah K	Academic Affairs	Asst V/C for Curriculum & Programs	Special	44927	45291	155,000	FY	1.00
			Asst V/C for Curriculum & Programs	Special		44926	155,000	FY	1.00
			Asst V/C for Curriculum & Programs	Special	44927	45291	25,000	FY	0.00
			Asst V/C for Curriculum & Programs	Special		44926	25,000	FY	0.00
09/09	Elson, Joel S	Center for Collaboration Sciences	Coordinator	Special	44999	45077	10,000	AY	0.00
			Coordinator	Special		44998	10,000	AY	0.00
		School of Interdisciplinary Informat	Assistant Professor	Specific	44999		110,982	AY	1.00
		College of Info Science and Tech	Assistant Professor	Specific		44998	110,982	AY	1.00
09/10	Houston, Robert P	School of Criminology & Crim Justice	Senior Community Service Associate	Special	44927	45291	88,773		0.80
			Senior Community Service Associate	Special		44926	88,773	FY	0.80
09/07	Irwin, Jay A	College of Arts and Sciences	Director	Special		44985	3,600	AY	0.00
		Sociology	Associate Professor	Continuous	44986		68,966	AY	1.00
			Associate Professor	Continuous		44985	68,966	AY	1.00
			Director, LGBTQ Minor	Special	44986	45073	1,200	AY	0.00
			Director, LGBTQ Minor	Special		44985	1,200	AY	0.00
06/02	Kirchner, Carol A	Business and Finance	Vice Chancellor	Special	44927		226,400	FY	0.80
			Vice Chancellor	Special		44926	206,400	FY	0.80
		Information Technology Services	Asst VP/Dir IT Financial Administrati	Special	44927		50,000	FY	0.20
			Asst VP/Dir IT Financial Administrati	Special		44926	50,000	FY	0.20
09/07	Kulig, Teresa C	School of Criminology & Crim Justice	Assistant Professor	Specific	44927		75,958	AY	1.00
			Assistant Professor	Specific		44926	75,958	AY	1.00
			Coordinator	Special	44927	45429	5,000	AY	0.00
09/07	Mangalam, Madhur	Biomechanics	Research Associate	Special		44926	55,000	AY	1.00
			Assistant Professor	Specific	44927		85,000	AY	1.00
09/07	Nix, Justin	School of Criminology & Crim Justice	MA Program Coordinator	Special	44958	45058	5,000	AY	0.00
			MA Program Coordinator	Special		44957	5,000	AY	0.00



			Associate Professor	Continuous	44958		85,146	AY	1.00
			Associate Professor	Continuous		44957	85,146	AY	1.00
			Coordinator	Special	44958	45046	7,663	AY	0.00
			Distinguished Associate Professor	Continuous	44958	45073	20,000	AY	0.00
			Distinguished Associate Professor	Continuous		44957	20,000	AY	0.00
			Distinguished Associate Professor	Continuous	44958	45422	5,000	AY	0.00
			Distinguished Associate Professor	Continuous		44957	5,000	AY	0.00
09/07	Pleggenkuhle-Miles, Erin G	Center for Collaboration Sciences	Coordinator	Special	44986	45077	10,000	AY	0.00
			Coordinator	Special		44985	10,000	AY	0.00
		Management	Associate Professor	Continuous	44986		130,818	AY	1.00
			Associate Professor	Continuous		44985	130,818	AY	1.00
		College of Business Administration	Assistant Chair, Dept of Mgmt	Special	44986		5,000	AY	0.00
			Distinguished Associate Professor	Special	44986	45422	5,000	AY	0.00
			Distinguished Associate Professor	Special		44985	5,000	AY	0.00
09/07	Proulx, Patrice June	Foreign Languages	Professor	Continuous	44927		85,602	AY	1.00
			Professor	Continuous		44926	85,602	AY	1.00
		College of Arts and Sciences	Director	Special	44927	45058	1,800	AY	0.00
09/07	Richards, Tara N	School of Criminology & Crim Justice	Associate Professor	Continuous	44958		97,168	AY	1.00
			Associate Professor	Continuous		44957	97,168	AY	1.00
			Distinguished Associate Professor	Special	44958	45793	5,000	AY	0.00
			Distinguished Associate Professor	Special		44957	5,000	AY	0.00
			Coordinator	Special	44958	45046	8,745	AY	0.00
09/07	Riskowski, Ryan A	Physics	Assistant Professor	Specific	44981		65,269	AY	1.00
			Assistant Professor	Specific		44980	65,269	AY	1.00
09/07	Scherer, Mark R	History	Professor	Continuous	44927		79,517	AY	1.00
			Professor	Continuous		44926	79,517	AY	1.00
			Martin Prof of West Am Hist	Special	44927	45169	4,500	AY	0.00
			Martin Prof of West Am Hist	Special		44926	4,500	AY	0.00
		Political Science	Director, Holocaust Genocide Studies	Special	44927	45073	600	AY	0.00

09/07	Sindhav, Birud G	Marketing & Entrepreneurship	Professor	Continuous	44957		133,109	AY	1.00	
			Professor	Continuous		44985		133,109	AY	0.00
			Chairperson	Special		44985		3,000	AY	0.00
09/07	Smith-Howell, Deborah S	Academic Affairs Office of the Chancellor	Interim Sr Vice Chancellor	Special		44926	25,998	FY	0.00	
			Senior Advisor to the Chancellor	Special	44927			257,920	FY	1.00
			Senior Advisor to the Chancellor	Special		44926		257,920	FY	1.00
09/07	Tapprich, William E	Biology	Professor	Continuous	44986		45,895	AY	0.50	
			Professor	Continuous		44985		45,895	AY	0.50
			Kahn Professorship of Biology	Special		44985		2,500	AY	0.00
09/07	Tocaimaza-Hatch, Carmen C	Foreign Languages College of Arts and Sciences Foreign Languages	Chairperson	Special	44927	45065	40,964	AY	0.60	
			Faculty Fellow	Special		44926	7,500	AY	0.00	
			Associate Professor	Continuous	44927		26,109	AY	0.40	
			Associate Professor	Continuous		44926	65,273	AY	1.00	
09/07	Torres, Steven Luis	Foreign Languages	Chairperson	Special		44928	50,011	AY	0.60	
			Professor	Continuous	44929		77,350	AY	1.00	
			Professor	Continuous		44928	30,939	AY	0.40	
09/07	Tran, Thang	Counseling	Assistant Professor	Specific	44929		70,000	AY	1.00	
			Instructor	Special		44985	62,578	AY	0.75	
09/10	Trawick, Michelle W	College of Business Administration	Dean	Special	44958		289,740	FY	1.00	
			Dean	Special		44957	287,740	FY	1.00	
29/01	Wakefield, William	School of Criminology & Crim Justice	Professor	Continuous	44986	45073	57,935	AY	0.50	
			Professor	Continuous		44926	115,870	AY	1.00	
			Coordinator - SCCJ Outreach	Special	44986	45073	5,000	AY	0.00	
			Coordinator - SCCJ Outreach	Special		44926	5,000	AY	0.00	

**PERSONNEL REPORT**  
**01/01/2023 - 03/31/2023**  
**UNIVERSITY OF NEBRASKA SYSTEM**  
**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>
Gilliam, Walter S	Buffett Early Childhood Institute	Executive Director, BECI	Special	3/1/2023		316,000	FY	1.00
	Buffett Early Childhood Institute	R.D. Holland Presidential Chair	Other	3/1/2023		45,000	FY	0.00

PERSONNEL REPORT  
01/01/2023 - 03/31/2023  
UNIVERSITY OF NEBRASKA SYSTEM  
ADJUSTMENTS

NAME                      UNIT                      TITLE                      APPT TYPE   BEGIN DATE   END DATE   SALARY                      FTE

No adjustments for NU System during QTR 1 2023

TO: The Board of Regents Addendum XI-D-9  
Academic Affairs

MEETING DATE: June 22, 2023

SUBJECT: Spring Student Credit Hour Enrollment Report 2023

RECOMMENDED ACTION: Report

PREVIOUS ACTION: April 8, 2022 – The Board accepted the Spring 2022 Student Credit Hour Enrollment Report.

EXPLANATION: Attached is the Spring 2023 Enrollment Report, including comparisons to spring 2022. NU-wide data are reported below, and individual campus values can be viewed in the full report.


Total headcount enrollment of 46,473 represented a decrease of 1.7% compared to spring 2022. Undergraduate headcount enrollment (33,604) decreased by 1.8% from the previous year. Graduate enrollment (9,337) decreased by 1.7%, and professional enrollment (3,306) decreased by 1.0%.

Total resident enrollment decreased by 1.3% from spring 2022 to spring 2023, while total nonresident enrollment decreased by 2.8%. Spring 2023 total resident enrollment was 35,210, while nonresident enrollment was 11,263. Resident professional program enrollment was essentially unchanged (+0.2% +5 students), as was nonresident professional enrollment (-0.3% -2 students). Nonresident undergraduate enrollments decreased by 2.5% (-174 students); nonresident graduate enrollment also decreased (-3.9%, -154 students). Enrollment decreases were reported for resident graduate (-0.8% -47 students) and resident undergraduate (-1.6% -437) students.

Total Student Credit Hours (SCH) decreased by 0.9% from spring 2022 to spring 2023 (560,607 to 555,711 SCH). This percentage decrease was less than the total headcount decline.

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

SPONSOR: Jeffrey P. Gold  
Executive Vice President and Provost

RECOMMENDED:   
Walter E. Carter, President  
University of Nebraska System

DATE: May 16, 2023

**UNIVERSITY OF NEBRASKA  
SUMMARY - HEADCOUNT ENROLLMENT REPORT  
SPRING SEMESTER 2023**

	Administrative Site			
	Spring 2023	Spring 2022	Difference	% Change
<b>UNIVERSITY OF NEBRASKA - LINCOLN</b>				
<b>Undergraduate</b>	17,831	18,137	(306)	-1.7%
First-Time Freshmen	73	72	1	1.4%
First Time Transfer	241	299	(58)	-19.4%
<b>Graduate</b>	3,865	4,098	(233)	-5.7%
<b>Professional</b>	576	584	(8)	-1.4%
<b>UNL TOTAL</b>	<b>22,272</b>	<b>22,819</b>	<b>(547)</b>	<b>-2.4%</b>
<b>UNIVERSITY OF NEBRASKA MEDICAL CENTER</b>				
<b>Undergraduate</b>	893	932	(39)	-4.2%
<b>Graduate</b>	629	527	102	19.4%
<b>Professional</b>	2,730	2,757	(27)	-1.0%
<b>UNMC TOTAL</b>	<b>4,252</b>	<b>4,216</b>	<b>36</b>	<b>0.9%</b>
<b>UNIVERSITY OF NEBRASKA AT OMAHA</b>				
<b>Undergraduate</b>	11,034	11,123	(89)	-0.8%
First-Time Freshmen	56	70	(14)	-20.0%
First Time Transfer	428	466	(38)	-8.2%
<b>Graduate</b>	3,133	3,045	88	2.9%
<b>UNO TOTAL</b>	<b>14,167</b>	<b>14,168</b>	<b>(1)</b>	<b>0.0%</b>
<b>UNIVERSITY OF NEBRASKA AT KEARNEY</b>				
<b>Undergraduate</b>	3,846	4,023	(177)	-4.4%
First-Time Freshmen	26	51	(25)	-49.0%
First Time Transfer	123	116	7	6.0%
<b>Graduate</b>	1,710	1,830	(120)	-6.6%
<b>UNK TOTAL</b>	<b>5,556</b>	<b>5,853</b>	<b>(297)</b>	<b>-5.1%</b>
<b>UNIVERSITY OF NEBRASKA UNDERGRADUATE</b>	<b>33,604</b>	<b>34,215</b>	<b>(611)</b>	<b>-1.8%</b>
<b>FIRST-TIME FRESHMEN TOTAL</b>	<b>155</b>	<b>193</b>	<b>(38)</b>	<b>-19.7%</b>
<b>UNIVERSITY OF NEBRASKA GRADUATE</b>	<b>9,337</b>	<b>9,500</b>	<b>(163)</b>	<b>-1.7%</b>
<b>UNIVERSITY OF NEBRASKA PROFESSIONAL</b>	<b>3,306</b>	<b>3,341</b>	<b>(35)</b>	<b>-1.0%</b>
<b>UNIVERSITY OF NEBRASKA TOTAL</b>	<b>46,247</b>	<b>47,056</b>	<b>(809)</b>	<b>-1.7%</b>
<b>Nebraska College of Technical Agriculture (NCTA)</b>	226	226	0	0.0%
<b>UNIVERSITY OF NEBRASKA TOTAL (with NCTA)</b>	<b>46,473</b>	<b>47,282</b>	<b>(809)</b>	<b>-1.7%</b>

Source: UNL, UNO, UNK, UNMC Offices of Institutional Research

(a) Effective Fall 2020, Fine Arts & Humanities and Natural & Social Sciences merged into Arts & Sciences.

(b) Effective Fall 2020, Dual Enrollment is no longer included in headcount and student credit hours.

**UNIVERSITY OF NEBRASKA**  
**FULL-TIME & PART-TIME ENROLLMENT BY LEVEL**  
**SPRING SEMESTER 2023**

	Spring 2023		Spring 2022		Percent Change	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
<b>UNL</b>						
Undergraduate	16,550	1,281	16,789	1,348	-1.4%	-5.0%
Graduate	1,840	2,025	1,954	2,144	-5.8%	-5.6%
Professional	561	15	560	24	0.2%	-37.5%
<b>Total</b>	<b>18,951</b>	<b>3,321</b>	<b>19,303</b>	<b>3,516</b>	<b>-1.8%</b>	<b>-5.5%</b>
	Spring 2023		Spring 2022		Percent Change	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
<b>UNMC</b>						
Undergraduate	669	224	722	210	-7.3%	6.7%
Graduate	285	344	299	266	-4.7%	29.3%
Professional	2,381	349	2,369	350	0.5%	-0.3%
<b>Total</b>	<b>3,335</b>	<b>917</b>	<b>3,390</b>	<b>826</b>	<b>-1.6%</b>	<b>11.0%</b>
	Spring 2023		Spring 2022		Percent Change	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
<b>UNO</b>						
Undergraduate	8,969	2,065	8,920	2,203	0.5%	-6.3%
Graduate	1,036	2,097	1,044	2,001	-0.8%	4.8%
Professional						
<b>Total</b>	<b>10,005</b>	<b>4,162</b>	<b>9,964</b>	<b>4,204</b>	<b>0.4%</b>	<b>-1.0%</b>
	Spring 2023		Spring 2022		Percent Change	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
<b>UNK</b>						
Undergraduate	3,286	560	3,376	647	-2.7%	-13.4%
Graduate	285	1,425	290	1,540	-1.7%	-7.5%
Professional						
<b>Total</b>	<b>3,571</b>	<b>1,985</b>	<b>3,666</b>	<b>2,187</b>	<b>-2.6%</b>	<b>-9.2%</b>
	Spring 2023		Spring 2022		Percent Change	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
<b>NCTA</b>						
Undergraduate	216	10	208	18	3.8%	-44.4%
Graduate						
Professional						
<b>Total</b>	<b>216</b>	<b>10</b>	<b>208</b>	<b>18</b>	<b>3.8%</b>	<b>-44.4%</b>
	Spring 2023		Spring 2022		Percent Change	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
<b>University of Nebraska Total</b>						
Undergraduate	29,690	4,140	30,015	4,426	-1.1%	-6.5%
Graduate	3,446	5,891	3,587	5,951	-3.9%	-1.0%
Professional	2,942	364	2,929	374	0.4%	-2.7%
<b>Total</b>	<b>36,078</b>	<b>10,395</b>	<b>36,531</b>	<b>10,751</b>	<b>-1.2%</b>	<b>-3.3%</b>

Source: UNL, UNO, UNK, UNMC Offices of Institutional Research

**UNIVERSITY OF NEBRASKA  
SUMMARY - FULL-TIME EQUIVALENT ENROLLMENT REPORT  
SPRING SEMESTER 2023**

<b>UNL</b>				
	<b>Spring 2023</b>	<b>Spring 2022</b>	<b>Difference</b>	<b>% Change</b>
Undergraduate	16,977	17,238	(261)	-1.5%
Graduate	2,515	2,669	(154)	-5.8%
Professional	566	568	(2)	-0.4%
<b>Total</b>	<b>20,058</b>	<b>20,475</b>	<b>(417)</b>	<b>-2.0%</b>
<b>UNMC</b>				
	<b>Spring 2023</b>	<b>Spring 2022</b>	<b>Difference</b>	<b>% Change</b>
Undergraduate	744	792	(48)	-6.1%
Graduate	400	388	12	3.1%
Professional	2,497	2,486	12	0.5%
<b>Total</b>	<b>3,641</b>	<b>3,665</b>	<b>(25)</b>	<b>-0.7%</b>
<b>UNO</b>				
	<b>Spring 2023</b>	<b>Spring 2022</b>	<b>Difference</b>	<b>% Change</b>
Undergraduate	9,657	9,654	3	0.0%
Graduate	1,735	1,711	24	1.4%
Professional	-			
<b>Total</b>	<b>11,392</b>	<b>11,365</b>	<b>27</b>	<b>0.2%</b>
<b>UNK</b>				
	<b>Spring 2023</b>	<b>Spring 2022</b>	<b>Difference</b>	<b>% Change</b>
Undergraduate	3,473	3,592	(119)	-3.3%
Graduate	760	803	(43)	-5.4%
Professional	-			
<b>Total</b>	<b>4,233</b>	<b>4,395</b>	<b>(162)</b>	<b>-3.7%</b>
<b>NCTA</b>				
	<b>Spring 2023</b>	<b>Spring 2022</b>	<b>Difference</b>	<b>% Change</b>
Undergraduate	219	214	5	2.5%
Graduate				
Professional				
<b>Total</b>	<b>219</b>	<b>214</b>	<b>5</b>	<b>2.5%</b>
<b>University of Nebraska Total</b>				
	<b>Spring 2023</b>	<b>Spring 2022</b>	<b>Difference</b>	<b>% Change</b>
Undergraduate	31,070	31,490	(420)	-1.3%
Graduate	5,410	5,571	(161)	-2.9%
Professional	3,063	3,054	10	0.3%
<b>Total</b>	<b>39,543</b>	<b>40,115</b>	<b>(572)</b>	<b>-1.4%</b>

Source: UNL, UNO, UNK, UNMC Offices of Institutional Research

\* Does not include NCTA

Note: Full-time equivalent (FTE) is defined as full-time plus one third part-time headcount.



**UNIVERSITY OF NEBRASKA  
HEADCOUNT ENROLLMENT BY RESIDENCY STATUS BY LEVEL  
SPRING SEMESTER 2023**

	Resident Enrollment (a)			Nonresident Enrollment (a)			Total		
	2023	2022	% Change	2023	2022	% Change	2023	2022	% Change
<b>UNIVERSITY OF NEBRASKA - LINCOLN</b>									
Undergraduate	13,394	13,542	-1.1%	4,437	4,595	-3.4%	17,831	18,137	-1.7%
First-Time Freshmen	42	47	-10.6%	31	25	24.0%	73	72	1.4%
Graduate	1,452	1,508	-3.7%	2,413	2,590	-6.8%	3,865	4,098	-5.7%
Professional	364	382	-4.7%	212	202	5.0%	576	584	-1.4%
<b>UNL TOTAL</b>	<b>15,210</b>	<b>15,432</b>	<b>-1.4%</b>	<b>7,062</b>	<b>7,387</b>	<b>-4.4%</b>	<b>22,272</b>	<b>22,819</b>	<b>-2.4%</b>
<b>UNIVERSITY OF NEBRASKA MEDICAL CENTER</b>									
Undergraduate	770	811	-5.1%	123	121	1.7%	893	932	-4.2%
Graduate	325	266	22.2%	304	299	1.7%	629	565	11.3%
Professional	2,176	2,153	1.1%	554	566	-2.1%	2,730	2,719	0.4%
<b>UNMC TOTAL</b>	<b>3,271</b>	<b>3,230</b>	<b>1.3%</b>	<b>981</b>	<b>986</b>	<b>-0.5%</b>	<b>4,252</b>	<b>4,216</b>	<b>0.9%</b>
<b>UNIVERSITY OF NEBRASKA AT OMAHA</b>									
Undergraduate	9,571	9,649	-0.8%	1,463	1,474	-0.7%	11,034	11,123	-0.8%
First-Time Freshmen	42	48	-12.5%	14	22	-36.4%	56	70	-20.0%
Graduate	2,402	2,387	0.6%	731	658	11.1%	3,133	3,045	2.9%
<b>UNO TOTAL</b>	<b>11,973</b>	<b>12,036</b>	<b>-0.5%</b>	<b>2,194</b>	<b>2,132</b>	<b>2.9%</b>	<b>14,167</b>	<b>14,168</b>	<b>0.0%</b>
<b>UNIVERSITY OF NEBRASKA AT KEARNEY</b>									
Undergraduate	3,261	3,416	-4.5%	585	607	-3.6%	3,846	4,023	-4.4%
First-Time Freshmen	12	10	20.0%	14	41	-65.9%	26	51	-49.0%
Graduate	1,337	1,402	-4.6%	373	428	-12.9%	1,710	1,830	-6.6%
<b>UNK TOTAL</b>	<b>4,598</b>	<b>4,818</b>	<b>-4.6%</b>	<b>958</b>	<b>1,035</b>	<b>-7.4%</b>	<b>5,556</b>	<b>5,853</b>	<b>-5.1%</b>
<b>UNIVERSITY COLLEGE OF TECHNICAL AGRICULTURE</b>									
Undergraduate	158	173	-8.7%	68	53	28.3%	226	226	0.0%
First-Time Freshmen	5	2	150.0%	3	0	<1%	8	2	300.0%
<b>NCTA TOTAL</b>	<b>158</b>	<b>173</b>	<b>-8.7%</b>	<b>68</b>	<b>53</b>	<b>28.3%</b>	<b>226</b>	<b>226</b>	<b>0.0%</b>
<b>UNIVERSITY OF NEBRASKA UNDERGRADUATE</b>	<b>27,154</b>	<b>27,591</b>	<b>-1.6%</b>	<b>6,676</b>	<b>6,850</b>	<b>-2.5%</b>	<b>33,830</b>	<b>34,441</b>	<b>-1.8%</b>
<b>FIRST-TIME FRESHMEN TOTAL</b>	<b>101</b>	<b>107</b>	<b>-5.6%</b>	<b>62</b>	<b>88</b>	<b>-29.5%</b>	<b>163</b>	<b>195</b>	<b>-16.4%</b>
<b>UNIVERSITY OF NEBRASKA GRADUATE</b>	<b>5,516</b>	<b>5,563</b>	<b>-0.8%</b>	<b>3,821</b>	<b>3,975</b>	<b>-3.9%</b>	<b>9,337</b>	<b>9,538</b>	<b>-2.1%</b>
<b>UNIVERSITY OF NEBRASKA PROFESSIONAL</b>	<b>2,540</b>	<b>2,535</b>	<b>0.2%</b>	<b>766</b>	<b>768</b>	<b>-0.3%</b>	<b>3,306</b>	<b>3,303</b>	<b>0.1%</b>
<b>UNIVERSITY OF NEBRASKA TOTAL</b>	<b>35,210</b>	<b>35,689</b>	<b>-1.3%</b>	<b>11,263</b>	<b>11,593</b>	<b>-2.8%</b>	<b>46,473</b>	<b>47,282</b>	<b>-1.7%</b>

Source: UNL, UNO, UNK, UNMC Offices of Institutional Research

(a) Residency status is determined by whether a student pays resident or nonresident tuition. An individual qualifies as a resident of the State of Nebraska for tuition purposes at the University of Nebraska if, prior to the beginning of the terms for which residency is sought, he/she meets the standards defined in any one of eleven categories. See The University of Nebraska Policy Manual, section RP-5.7.1, Residency Determination for Tuition Purposes.

**UNIVERSITY OF NEBRASKA**  
**SUMMARY OF STUDENT CREDIT HOURS**

Student credit hours are assigned to the campus which grants the credit to the student.  
 Spring Semester, 2023

	<b>Spring 2023</b>	<b>Spring 2022</b>	<b>Difference</b>	<b>% Change</b>
UNL	278,563	281,731	(3,168)	-1.1%
UNMC*	53,343	54,218	(875)	-1.6%
UNO	161,163	160,118	1,045	0.7%
UNK	59,330	61,322	(1,992)	-3.2%
NCTA	3,312	3,218	94	2.9%
<b>University of Nebraska Total</b>	<b>555,711</b>	<b>560,607</b>	<b>(4,896)</b>	<b>-0.9%</b>

Source: UNL, UNO, UNK Offices of Institutional Research; UNMC Office of Academic Records

\*Note: UNMC SCH totals for Spring 2021 were increased by reporting of credit from in-person clinical courses in which students had previously received a grade of "Incomplete" during Spring and Summer 2020 due to COVID19 restrictions.

Number of credit hours for each campus, with details by College of Faculty and College of Student follows on subsequent tables.

TO: The Board of Regents Addendum XI-D-10

MEETING DATE: June 22, 2023

SUBJECT: University of Nebraska System Five-Year Strategy Accountability Measures Report

RECOMMENDED ACTION: Report

PREVIOUS ACTION: June 23, 2022 – President Carter presented the Five-Year Strategy reissue to the Board of Regents, including a set of accountability measures.

EXPLANATION: Attached is the accountability measures dashboard. Added measures include:

- Total research expenditures
- Extramural research expenditures

SPONSOR: Walter E. Carter, President  
University of Nebraska System

DATE: June 8, 2023

**University of Nebraska System  
Five-Year Strategy  
Accountability Measures**

Updated June 22, 2023

Winter Term (4.1) 2021-22		
	Target	Outcome
	# of Winter Term Courses > 2020-21	122 courses offered during Winter Term 2021-22

Winter Term (4.2) 2021-22		
	Target	Outcome
	# of Winter Term Student Credit Hours Completed > 2020-21	5,768 Student Credit Hours Completed during Winter Term 2021-22

Enrollment (6.1) Fall 2022		
	Target	Outcome
	Each campuses' total headcount will exceed Fall 2021	UNL = -626 UNMC = +19 UNO = -268 UNK = -234 NCTA = -6

Enrollment (6.2) Fall 2022		
	Target	Outcome
	Total transfer students will exceed Fall 2021	-141

Retention (7) Fall 2022		
	Target	Outcome
	Campus first to second year retention rates will exceed Fall 2021	UNL = +1.8% UNO = +4.5% UNK = -1.4%

Open Nebraska (8) 2021-22		
	Target	Outcome
	\$8 million in aggregate savings to students	\$9.2 million in aggregate savings to students

Handshake Participation (10) 2021-22		
	Target	Outcome
Establishes baseline	# of Nebraska businesses with active Handshake account	6,232

Administrative Bloat (18) FY2020-21		
	Target	Outcome
	Institutional Support expenditures below peer average	\$794/FTE Student Below Peer Average (19.6% Below)

Procurement Savings (20) FY2021-22		
	Target	Outcome
Establishes baseline	Amount saved through University-wide RFPs	\$542,167

Research (17.1) FY2021-22		
	Target	Outcome
	Total research expenditures will exceed prior year	\$33,949,000

Four-Year Graduation Rate (1) FY2020-21		
	Target	Outcome
	Campuses will increase their four-year graduation rate over AY2020-21	UNL = +0.6% UNO = -0.3% UNK = -1.8%

Research (17.2) FY2021-22		
	Target	Outcome
	Extramural research expenditures will exceed prior year	\$20,322,000

LEGEND:

Target Met or Exceeded

Progress Towards

Target Not Met

TO: The Board of Regents Addendum XI-D-11  
Business and Finance Committee

MEETING DATE: June 22, 2023

SUBJECT: Naming of the football locker room in the new Go BIG facility, at UNL, the “Frank Solich Locker Room”, pursuant to *Board of Regents Policy RP-6.2.7.3.b*

RECOMMENDED ACTION: Report

PREVIOUS ACTION: None

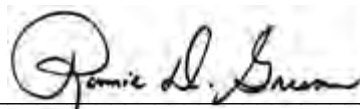
EXPLANATION: President Carter and Chancellor Green have approved the naming of the football locker room in the new Go BIG facility, at the University of Nebraska-Lincoln (UNL), the “Frank Solich Locker Room”, in recognition of his extraordinary service to the University.

The Touchdown Club of Nebraska, Inc. has made significant financial contributions towards the Go BIG project and requested the football locker room be named after Frank Solich. Frank’s contributions to the success of Nebraska football are abundant. Frank was an outstanding football student-athlete and graduate of UNL. He was also a key part of Coach Osborne’s staff as an assistant coach for nearly two decades, and he won more than 75% of his games as a head coach from 1998-2003. Naming the football locker room after Frank, as requested by the Touchdown Club of Nebraska, Inc., recognizes his extraordinary service to the University.

This item has been reviewed by the Business and Finance Committee.

SPONSOR: Michael Zeleny  
Vice Chancellor for Business and Finance

APPROVED:



Ronnie D. Green, Chancellor  
University of Nebraska-Lincoln



Walter E. Carter, President  
University of Nebraska System

DATE: May 18, 2023

TO: The Board of Regents Addendum XI-D-12  
Business and Finance Committee

MEETING DATE: June 22, 2023

SUBJECT: Intermediate Design Report for Neihardt Center LB384 Renovation at the University of Nebraska-Lincoln (UNL)

RECOMMENDED ACTION: Report

PREVIOUS ACTION: August 11, 2022- Board of Regents approved the Program Statement for Neihardt Center LB384 Renovation at UNL

EXPLANATION: Following is a summary of the Intermediate Design Report approved by the Business and Finance Committee:

**UNL – Neihardt Center LB384 Renovation**

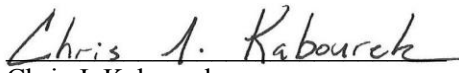
Program Statement Approved: August 11, 2022  
Intermediate Design Report: May 18, 2023

	<i>Program Statement</i>	<i>Intermediate Design</i>
Total Project Budget:	\$21,500,000	\$21,500,000
Construction Budget:	\$17,224,000	\$17,224,000
Non-Construction Budget:	\$4,276,000	\$4,276,000
NSF:	84,774	87,840
GSF:	108,475	107,225
Substantial Completion:	May 2024	May 2024

SOURCES OF FUNDS: LB384

SPONSOR: Michael Zeleny  
Vice Chancellor for Business and Finance

Ronnie D. Green, Chancellor  
University of Nebraska-Lincoln

APPROVED:   
Chris J. Kabourek  
Senior Vice President | CFO

DATE: May 18, 2023

TO: The Board of Regents Addendum XI-D-13

Business and Finance Committee

MEETING DATE: June 22, 2023

SUBJECT: Report on Emergency Approval of extension to Memorandum of Understanding (MOU) between the Nebraska State Patrol Crime Laboratory and the UNMC Human DNA Identification Laboratory relating to forensic DNA casework data

RECOMMENDED ACTION: Report

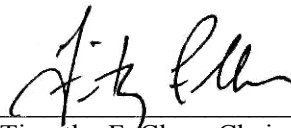
PREVIOUS ACTION: None

EXPLANATION: Pursuant to Regents' Policy 6.3.1(6), in cases of emergency, a proposed contract may be approved by the Chair of the Board of Regents after consultation with a least a majority of the members of the Board's Executive Committee. A written report describing both the nature of the emergency and the contract approved shall be made to the Board of Regents at its next regular meeting subsequent to approval of the contract.

UNMC's Memorandum of Understanding (MOU) with the Nebraska State Patrol Crime Laboratory was set to expire on April 30, 2023. Since this MOU is executed under the Nebraska Interlocal Cooperation Act (Neb. Rev. Stat. § 13-801 to 13-827), approval by the Board of Regents is required for its renewal. Allowing the MOU to lapse would cause disruption in research and services provided by the UNMC Human DNA Identification Laboratory. As such, a three month extension was sought to allow the full MOU renew to be considered by the Board of Regents at their next available regular meeting on June 22, 2023.

RECOMMENDED: Jeffrey P. Gold, Chancellor  
University of Nebraska Medical Center

APPROVED:



\_\_\_\_\_  
Timothy F. Clare, Chair  
Board of Regents

DATE: April 24, 2023

**Memorandum of Understanding between the Nebraska State Patrol Crime Laboratory  
and the University of Nebraska Medical Center Human DNA Identification Laboratory;  
Regarding Forensic DNA Casework Data**

**AMENDMENT**

It is mutually agreed by NSPCL and UNMC HDI that the current Memorandum of Understanding regarding Forensic DNA Casework Data, set to terminate on April 30, 2023, will be extended through June 30, 2023. All other terms and conditions remain in full force and effect.

**SIGNATURES**

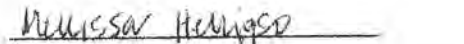
I have read and agree with the terms as set forth in this MOU amendment for the acceptance of data generated by the University of Nebraska Medical Center Human DNA Identification Laboratory to the Combined DNA Index System (CODIS).



4/12/2023

\_\_\_\_\_  
Heidi Ellingson  
DNA Technical Leader  
Nebraska State Patrol Crime Laboratory

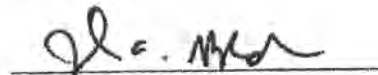
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Melissa Helligso  
DNA Technical Leader  
UNMC Human DNA Identification Laboratory

04/13/23  
\_\_\_\_\_  
Date

Pursuant to the authority granted by the Nebraska Interlocal Cooperation Act (Neb. Rev. Stat. § 13-801 to 13-827), the Parties have executed this Agreement, each duly authorized to do so, effective on the date of signature.

**NEBRASKA STATE PATROL**

  
\_\_\_\_\_  
Colonel John A. Bolduc  
Superintendent of Law Enforcement  
and Public Safety

4-11-23  
\_\_\_\_\_  
Date

THE BOARD OF REGENTS OF THE UNIVERSITY OF NEBRASKA  
on behalf of the UNMC Human DNA Identification Laboratory

  
\_\_\_\_\_  
Timothy Clare, Chair  
Board of Regents

4-24-23  
\_\_\_\_\_  
Date



TO: The Board of Regents Addendum XI-D-14  
Business and Finance Committee

MEETING DATE: June 22, 2023

SUBJECT: Intermediate Design Report for Health & Kinesiology (H&K) LB384  
Renovation for REACH at the University of Nebraska at Omaha (UNO)

RECOMMENDED ACTION: Report

PREVIOUS ACTION: August 11, 2022- Board of Regents approved the Program Statement for  
Health & Kinesiology LB384 Renovation and Expansion for REACH at  
UNO

EXPLANATION: This project was initially envisioned as an LB 384 renovation project, but  
also planned to add 8,500 square feet of new classroom and meeting  
space. After further review, and given LB 384 cannot be used for new  
space, the project has been revised and will shift to a phased approach.

Phase 1, reflected in this Intermediate Design Report, includes the  
interior renovation to be completed immediately with the allocated  
LB384 funding.

Phase 2 will include a potential future addition to the building and is  
anticipated to be funded by private donations. If Phase 2 is deemed  
feasible, a new Program Statement and budget will be provided to the  
Board of Regents for its consideration.

The following summary will constitute the report of the Business and  
Finance Committee's approval of the Intermediate Design for Phase 1:

**UNO – H&K LB384 Renovation for REACH**

Program Statement Approved: August 11, 2022  
Intermediate Design Report: May 18, 2023

	<i>Program Statement</i>	<i>Intermediate Design</i>
Total Project Budget:	\$10,000,000	\$10,000,000
Construction Budget:	\$8,650,000	\$8,650,000
Non-Construction Budget:	\$1,350,000	\$1,350,000
NSF:	36,170 SF	22,185 SF
GSF:	41,790 SF	26,100 SF
Substantial Completion:	August 2024	August 2024

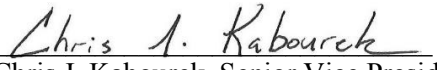
SOURCES OF FUNDS: LB384

SPONSORS:

Carol A. Kirchner  
Vice Chancellor for Business and Finance

Joanne Li  
Chancellor

APPROVED:

  
Chris J. Kabourek, Senior Vice President | CFO  
University of Nebraska System

DATE:

May 18, 2023

TO: The Board of Regents Addendum XI-D-15

Business and Finance Committee

MEETING DATE: June 22, 2023

SUBJECT: Report of Bids and Contracts

RECOMMENDED ACTION: Report

PREVIOUS ACTION: None

EXPLANATION: The attached report is a summary of bids and contracts as provided by the campuses pursuant to Section 6.4 of the *Bylaws of the Board of Regents of the University of Nebraska* for the period ended March 31, 2023.

The report outlines the following: type of action; campus; description and use of the product, service, or project; funding source; approved budget amount; contract amount; contractor or vendor; and a bid review or bid explanation if the low responsible bid was not accepted.

APPROVED:



Chris J. Kabourek, Senior Vice President for Business and Finance | CFO  
University of Nebraska System

DATE: May 18, 2023

Contracts over \$1,000,000 February 1, 2023– March 31, 2023  
 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	UNK	Calvin T. Ryan Library (K012) LB384 Renovation	LB384	\$ 19,290,000	\$19,181,145	MCL Construction	CMR GMP**
Construction	UNL	Henzlik Hall(C055) Fire Life Safety	Private/Trust, State Appropriations	\$1,124,200	\$1,124,200	Dickey-Hinds-Muir Incorporated	Low Bid Construction
Construction	UNL	Kiewit Hall (C247) Miscellaneous Technology	Other	\$3,076,669	\$3,076,668	AVI SPL, LLC.	Low Bid Construction
Construction	UNL	City Campus (multiple) Scott Engineering Center Renovation and Link Replacement - LB957, LB384	Private/Trust, State Appropriations, LB384	\$63,134,917	\$2,405,216	Hausmann Construction, Inc.	CMR GMP**
Construction	UNL	Memorial Stadium (C252) North Stadium Expansion	Revenue Bonds, Private/Trust	\$114,961,736	\$3,887,375	Hausmann Construction, Inc	CMR GMP**
Construction	UNL	East Stadium (C049) Balcony Repairs and Improvements	Foundation	\$2,063,800	\$2,063,788	Western Waterproofing Company of America	Low Bid Construction
Construction	UNMC	Saddle Creek Campus Public Improvements	ILP	\$9,048,620	\$7,443,526	Valley Corporation	Low Bid Construction
Construction	UNMC	College of Dentistry – Exterior Skin Improvements	LB384	\$3,575,909	\$3,042,093	Hausmann Construction	CMR GMP**
Construction	UNMC	Lied Transplant Center Roof Replacement	LB384 (50%) & Nebraska Medicine (50%)	\$1,710,370	\$2,700,000 (UNMC Share)	Independent Roofing Company	Low Bid Construction
Contract	Athletics	Department wide integrated ticketing infrasturture, marketing automation service, and eCommerce software	Athletics	\$2,354,725	\$2,354,725	Paciolan	Sole Source

\*Approved budget amount represents the entirety of the applicable budget lines.

\*\* GMP = Guaranteed Maximum Price; entry is a GMP amendment to a prior contract.

TO: The Board of Regents Addendum XI-D-16  
 Business and Finance Committee

MEETING DATE: June 22, 2023

SUBJECT: University of Nebraska at Kearney  
 Report of Gifts, Grants, Contracts and Bequests accepted during the Quarter  
 January 1, 2023 through March 31, 2023.

RECOMMENDED ACTION: Report

Description	Gifts A	Grants B	Bequests C	Contracts D	Totals
7/1/22-9/30/22	\$ 821,444	\$ 5,612,763	\$0	\$ 68,872	\$ 6,503,079
10/1/22-12/31/22	\$1,843,334	\$ 2,813,388	\$0	\$ 22,693	\$ 4,679,415
1/1/23-3/31/23	\$3,524,923	\$ 4,104,919	\$0	\$ 206,328	\$ 7,836,170
4/1/23-6/30/232	\$ 0	\$ 0	\$0	\$ 0	\$ 0
Fiscal YTD Totals	<u>\$6,189,701</u>	<u>\$12,531,070</u>	<u>\$0</u>	<u>\$ 297,893</u>	<u>\$ 19,018,664</u>
2021-22 Totals	<u>\$7,747,857</u>	<u>\$12,337,605</u>	<u>\$0</u>	<u>\$ 194,800</u>	<u>\$ 20,280,262</u>
2020-21 Totals	<u>\$4,536,974</u>	<u>\$30,000,581</u>	<u>\$0</u>	<u>\$ 240,100</u>	<u>\$ 34,777,655</u>

A - Gifts of \$100,000 and more are itemized on the attached pages  
 B - Grants of \$1,000,000 and more are itemized on the attached pages  
 C - All bequests are itemized on the attached pages  
 D - Contracts of \$400,000 and more are itemized on the attached pages

SPONSOR: Jon C. Watts  
 Vice Chancellor for Business and Finance

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

DATE: June 22, 2023

**University of Nebraska at Kearney**  
**REPORT OF AWARDS**  
**WHICH REQUIRE SEPARATE ITEMIZATION**  
**ACCEPTED DURING THE QUARTER October 1, 2022 through December 31, 2022**

Gifts/Bequests \$100,000 and over

<u>Donor</u>	<u>Purpose</u>	<u>Amount</u>
University of NE Foundation	Scholarships	\$ 2,851,879
University of NE Foundation	Teachers Scholars Academy	\$
116,890		
	Subtotal	\$ 2,968,769
	Total amount of gifts under \$100,000	<u>\$ 556,154</u>
Total Gifts for the Quarter		<u>\$ 3,524,923</u>

\*\*\*\*\*

Grants \$1,000,000 and over

<u>Grantor</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u>
US Dept. of Education	Federal Pell 22-23	Student Aid	\$ 3,281,842
	Subtotal		\$ 3,281,842
	Total amount of all Grants under \$1,000,000		<u>\$ 823,077</u>
	Total Grants for the Quarter		<u>\$ 4,104,919</u>

\*\*\*\*\*

Contracts \$400,000 and over

<u>Grantor</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u>
	Subtotal		\$ 0
	Total amount of all Contracts under \$400,000		<u>\$ 206,328</u>
	Total Contracts for the Quarter		<u>\$ 206,328</u>

TO: The Board of Regents Addendum XI-D-16  
Business and Finance Committee

MEETING DATE: June 22, 2023

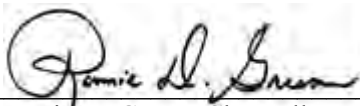
SUBJECT: University of Nebraska-Lincoln  
Report of Gifts, Grants, Contracts and Bequests accepted during the  
Quarter January 1, 2023, through March 31, 2023

RECOMMENDED ACTION: Report

Description	Gifts A	Grants B	Bequests C	Contracts D	Totals
7/1/22-9/30/2022	\$582,993	\$77,917,505	\$0	\$6,943,722	\$85,444,220
10/1/22-12/31/2022	540,200	55,795,995	0	12,367,224	68,703,419
1/1/23-3/31/2023	205,603	55,392,804	0	6,771,870	62,370,277
4/1/23-6/30/2023	0	0	0	0	0
Fiscal YTD Totals	<u>\$1,328,796</u>	<u>\$189,106,304</u>	<u>\$0</u>	<u>\$26,082,816</u>	<u>\$216,517,916</u>
2021-22 Totals	<u>\$1,514,178</u>	<u>\$244,258,654</u>	<u>\$0</u>	<u>\$45,557,943</u>	<u>\$291,330,775</u>
2020-21 Totals	<u>\$1,322,677</u>	<u>\$295,108,763</u>	<u>\$8,785</u>	<u>\$55,199,901</u>	<u>\$351,640,126</u>

- A - Gifts of \$100,000 or more are itemized on the attached pages
- B - Grants of \$1,000,000 and more are itemized on the attached pages
- C - All bequests are itemized on the attached pages
- D - Contracts of \$400,000 and more are itemized on the attached pages

SPONSOR: Bob Wilhelm  
Vice Chancellor for Research & Economic Development

APPROVED:   
Ronnie D. Green, Chancellor  
University of Nebraska-Lincoln

DATE: May 18, 2023

University of Nebraska-Lincoln  
 REPORT OF AWARDS  
 WHICH REQUIRE SEPARATE ITEMIZATION  
 ACCEPTED DURING THE QUARTER 01/01/2023 – 03/31/2023

Gifts/Bequests \$100,000 and over

<u>Donor</u>	<u>Purpose</u>	<u>Amount</u>
	Subtotal	\$0
	Total amount of gifts under \$100,000	<u>\$205,603</u>
	Total Gifts for the Quarter	<u>\$205,603</u>

\*\*\*\*\*

Grants \$1,000,000 and over

<u>Grantor</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u>
NSF	Ken Bloom Department of Physics and Astronomy	U.S. CMS Operations at the Large Hadron Collider	\$7,687,500
NU Foundation	Justin Chase Brown Academic Services & Enrollment Management	Undergraduate Scholarships FY 22-23	\$7,171,776
Dept of Agriculture- ARS	Derek McLean 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
Dept of Agriculture- ARS	Derek McLean 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	\$2,000,000
Ne Dept Health & Human Serv	Kathryn Olson Center on Children, Families and the Law	New Worker Pre Service Training in the Eastern Service Area (Douglas and Sarpy Counties)	\$1,753,264
Dept of Commerce- EDA	Ajai Ammachathram Department of Nutrition and Health Sciences	Nebraska Hospitality Leadership and Innovation Academy	\$1,600,000
Andrew W. Mellon Foundation	William Thomas Department of History	U.S. Law and Race Initiative at the University of Nebraska-Lincoln	\$1,049,000



Subtotal	\$24,261,540
Total amount of all Grants under \$1,000,000	<u>\$31,131,264</u>
Total Grants for the Quarter	<u>\$55,392,804</u>

\*\*\*\*\*

Contracts \$400,000 and over

<u>Grantor</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u>
UNO-Univ of Nebraska- Omaha	Daniel Linzell Department of Civil and Environmental Engineering	SMART Analytics for Critical Infrastructure inside a Resilient Data Fabric (SMART-RDF)	\$1,250,000
Industry Sponsor	Scott Johnson Biological Process Development Facility	Technology Transfer, Development, and Manufacturing	\$650,213
Natl Strategic Rsch Inst (NSRI)	Cody Stolle Midwest Roadside Safety	UARC III TOPR 2209 Midwest Guardrail System	\$559,411
		Subtotal	\$2,459,624
		Total amount of all Contracts under \$400,000	<u>\$4,312,246</u>
		Total Contracts for the Quarter	<u>\$6,771,870</u>

TO: The Board of Regents Addendum XI-D-16  
Business and Finance Committee

MEETING DATE: June 22, 2023

SUBJECT: University of Nebraska Medical Center  
Report of Gifts, Grants, Contracts and Bequests Accepted During the  
Quarter January 1, 2023 through March 31, 2023

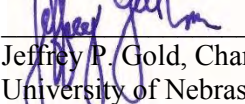
RECOMMENDED ACTION: Report

EXPLANATION: This item has been reviewed by the Business and Finance Committee.

Description	Gifts A	Grants B	Bequests C	Contracts D	Totals
07/01/2022 – 09/30/2022	\$230,782	\$43,847,230	\$0	\$20,617,188	\$64,695,200
10/01/2022 – 12/31/2022	\$256,093	\$21,038,503	\$0	\$21,385,299	\$42,679,895
01/01/2023 – 03/31/2023	\$242,745	\$26,491,962	\$0	\$45,932,213	\$72,666,920
04/01/2023 – 06/30/2023					
Fiscal YTD Totals	<u>\$729,620</u>	<u>\$91,377,695</u>	<u>\$0</u>	<u>\$87,934,700</u>	<u>\$180,042,015</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>
2020-2021 Totals	<u>\$1,038,992</u>	<u>\$132,836,135</u>	<u>\$0</u>	<u>\$94,574,351</u>	<u>\$228,449,478</u>

- A - Gifts of \$100,000 or more are itemized on the attached pages
- B - Grants of \$1,000,000 or more are itemized on the attached pages
- C - All bequests are itemized on the attached pages
- D - Contracts of \$400,000 or more are itemized on the attached pages

SPONSOR: Kenneth W. Bayles  
Vice Chancellor for Research

APPROVAL:   
\_\_\_\_\_  
Jeffrey P. Gold, Chancellor  
University of Nebraska Medical Center

DATE: May 18, 2023

UNIVERSITY OF NEBRASKA MEDICAL CENTER  
 REPORT OF AWARDS  
 WHICH REQUIRE SEPARATE ITEMIZATION  
 ACCEPTED DURING THE QUARTER January 1, 2023 – March 31, 2023

Gifts/Bequests \$100,000 and over

<u>Donor</u>	<u>Purpose</u>	<u>Amount</u>
Hattie B Munroe Foundation	Camp Munroe (October – December 2022)	\$147,921
	Subtotal	\$147,921
	Total amount of Gifts under \$100,000	\$94,824
	Total Gifts for the Quarter	\$242,745

\*\*\*\*\*

Grants \$1,000,000 and over

<u>Grantor</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u>
DHHS/NIH/NIGMS	Neurological Sciences	Cognitive Neuroscience of Development and Aging (CoNDA) Center	\$2,279,770
U.S. Department of Defense	COPH Environ, Agri & Occ Health	Independent Verification and Validation for Biological Agents for the DARPA Personalized Protective Biosystem (PPB)	\$1,108,421
		Subtotal	\$3,388,191
		Total amount of all Grants under \$1,000,000	\$23,103,771
		Total Grants for the Quarter	\$26,491,962

\*\*\*\*\*

Contracts \$400,000 and over

<u>Grantor</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u>
DHHS/ASPR/BARD A	Vice Chancellor External Relations	Training, Simulation and Quarantine Services (TSQC)	\$639,852
U.S. Army/USAMRAA/C DMRP	Genetics Cell Biology & Anatomy	Targeting APE1 Interaction with DNA G- Quadruplex to Prevent Metastasis in Triple Negative Breast Cancer	\$579,375

Leidos Biomedical Research, Inc.	Int Med Infectious Diseases	A Multicenter, Adaptive, Randomized Blinded Controlled Trial of the Safety and Efficacy of Investigational Therapeutics for the Treatment of COVID-19 in Hospitalized Adults 20-0006 (ACTT4)	\$1,549,549
Bristol-Myers Squibb Company	Int Med Oncology/Hematology	Feasibility of Low Dose Radiation as Bridging Therapy for Lisocabtagene Maraleucel in Relapsed B-Cell Non-Hodgkin Lymphoma (LisocelXRT)	\$428,394
Biogen Idec MA, Inc.	Dermatology	A 2-Part Seamless Part A (Phase 2)/Part B (Phase 3) Randomized, Double-Blind, Placebo-Controlled, Multicenter Study to Evaluate the Efficacy and Safety of BIIB059 in Participants with Active Subacute Cutaneous Lupus Erythematosus and/or Chr...(AMETHYST)	\$443,390
Mapp Biopharmaceutical, Inc.	CAHP Research Administration	An Expanded Access Intermediate Patient Population Expanded Access Treatment Protocol for MBP134 for Patients with Sudan Virus Disease(SVD)	\$522,158
NE DHHS	CON-Administration	CDC Covid-19 Crisis Response Workforce Cooperative Agreement	\$915,162
NE DHHS	Pathology/Microbiology	NPHL/DHHS Lab Services / Special Pathogens Contract	\$1,580,524
Emory University	COPH Environ, Agri & Occ Health	National Ebola Training and Education Center	\$2,248,400
University of Arkansas for Medical Sciences	Pediatrics Child Health	Data Coordinating and Operations Center for the ECHO IDeA States Pediatric Clinical Trials Network	\$474,135
State of Nebraska	Psychiatry	BHECN/ARPA - Category 1 - BH Training Opportunities	\$13,000,000
State of Nebraska	Psychiatry	BHECN/ARPA- Category 2 - Telebehavioral Health Support in Rural Areas	\$8,000,000

State of Nebraska	Psychiatry	BHECN/ARPA- Category 3 - BH Workforce Projects for COVID-19	\$2,500,000
State of Nebraska	Psychiatry	BHECN/ARPA- Category 4 - Funding for Licensed BH Supervisors	\$2,000,000
		Subtotal	\$34,880,939
		Total amount of Contracts under \$400,000	\$11,051,274
		Total Contracts for the Quarter	\$45,932,213

TO: The Board of Regents Addendum XI-D-16

Business and Finance Committee

MEETING DATE: June 22, 2023

SUBJECT: University of Nebraska at Omaha  
Report of Gifts, Grants, Contracts and Bequests accepted during the  
Quarter Jan. 1, 2023, through March. 31, 2023

RECOMMENDED ACTION: Report

EXPLANATION: This item has been reviewed by the Business and Finance Committee.

Description	Gifts A	Grants B	Bequests C	Contracts D	Totals
7/1/22-9/30/2022	\$1,641,961	\$25,209,636	\$0	\$805,994	\$27,657,591
10/1/22-12/31/2022	\$1,942,208	\$4,829,032	\$0	\$9,646,390	\$16,417,630
1/1/23-3/31/2023	\$6,609,323	\$12,631,249	\$0	\$2,075,020	\$21,315,592
4/1/23-6/30/2023	\$	\$	\$0	\$	\$
<b>Fiscal YTD Totals</b>	<b><u>\$10,193,492</u></b>	<b><u>\$42,669,917</u></b>	<b><u>\$0</u></b>	<b><u>\$12,527,404</u></b>	<b><u>\$65,390,813</u></b>
2021-2022 Totals	\$11,745,948	\$76,176,991	\$0	\$5,919,126	\$93,822,066
2020-2021 Totals	\$12,354,384	\$75,566,295	\$500,000	\$1,482,176	\$89,902,855

- A - Gifts of \$100,000 and more are itemized on the attached pages
- B - Grants of \$1,000,000 and more are itemized on the attached pages
- C - All bequests are itemized on the attached pages
- D - Contracts of \$400,000 and more are itemized on the attached pages

SPONSOR: Carol A. Kirchner  
Vice Chancellor for Business and Finance

RECOMMENDED:   
\_\_\_\_\_  
Joanne Li, Chancellor  
University of Nebraska at Omaha

DATE: May 18, 2023

Gifts/Bequests \$100,000 and over

<u>Donor</u>	<u>Purpose</u>	<u>Amount</u>
NU Foundation	Fall Scholarships	2,559,504
NU Foundation	Fall Professorships	359,927
NU Foundation	Spring Scholarships	2,684,140
	Subtotal	\$5,603,571
	Total amount of gifts under \$100,000	<u>\$1,005,752</u>
	<b>Total Gifts for the Quarter</b>	<b><u>\$6,609,323</u></b>

\*\*\*\*\*

Grants \$1,000,000 and over

<u>Grantor</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u>
U.S. Department of Education \$7,642,581	Financial Aid	Student Aid/Traineeship	
	Subtotal		\$7,642,581
	Total amount of all Grants under \$1,000,000		\$4,988,668
	<b>Total Grants for the Quarter</b>		<b><u>\$12,631,249</u></b>

\*\*\*\*\*

Bequests

<u>Donor</u>	<u>Purpose</u>	<u>Amount</u>
		\$0
	Subtotal	<u>\$0</u>
	<b>Total Bequests for the Quarter</b>	<b><u>\$0</u></b>

\*\*\*\*\*

Contracts \$400,000 and over

<u>Grantor</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u>
Nebraska Department of Correctional Services	Nebraska Center for Justice Research	Applied Research	\$ 852,475
U.S. Department of Defense Office of Small Business Programs	Nebraska Business Development Center	Public Service	\$ 796,334
	Subtotal		\$1,648,809
	Total amount of all Contracts under \$400,000		\$ 426,211
	<b>Total Contracts for the Quarter</b>		<b><u>\$2,075,020</u></b>

**TO:** The Board of Regents Addendum XI-D-16  
Business and Finance Committee

**MEETING DATE:** June 22, 2023

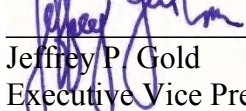
**SUBJECT:** University of Nebraska Office of the President  
Report of Gifts, Grants, Contracts and Bequests accepted during the  
Quarter January 1, 2023, through March 31, 2023

**RECOMMENDED ACTION:** Report

	Gifts	Grants	Bequests	Contracts	Totals
Description	A	B	C	D	
7/1/22-9/30/2022	\$0	\$3,751,749	\$0	\$2,425,556	\$6,177,305
10/1/22-12/31/2022	0	107,690	0	0	107,690
1/1/23-3/31/2023	0	2,011,748	0	0	2,011,748
4/1/23-6/30/2023	0	0	0	0	0
Fiscal YTD Totals	<u>\$0</u>	<u>\$5,871,187</u>	<u>\$0</u>	<u>\$2,425,556</u>	<u>\$8,296,743</u>
2021-22 Totals	<u>\$0</u>	<u>\$6,359,238</u>	<u>\$0</u>	<u>\$90,643</u>	<u>\$6,449,881</u>
2020-21 Totals	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

A - Gifts of \$100,000 or more are itemized on the attached pages  
B - Grants of \$1,000,000 and more are itemized on the attached pages  
C - All bequests are itemized on the attached pages  
D - Contracts of \$400,000 and more are itemized on the attached pages

**SPONSOR:** David Jackson  
Vice Provost

**RECOMMENDED:**   
\_\_\_\_\_  
Jeffrey P. Gold  
Executive Vice President & Provost

**DATE:** May 18, 2023



**University of Nebraska Office of the President  
 REPORT OF AWARDS  
 WHICH REQUIRE SEPARATE ITEMIZATION  
 ACCEPTED DURING THE QUARTER 01/01/2023 – 03/31/2023**

Gifts/Bequests \$100,000 and over

<u>Donor</u>	<u>Purpose</u>	<u>Amount</u>
	Subtotal	\$0
	Total amount of gifts under \$100,000	<u>\$0</u>
	Total Gifts for the Quarter	<u><u>\$0</u></u>

\*\*\*\*\*

Grants \$1,000,000 and over

<u>Grantor</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u>
Learning Community of Douglas/Sarpy County	Amy Schmidtke Buffett Early Childhood Institute	Early Childhood Plan Agreement	\$2,003,521
		Subtotal	\$2,003,521
		Total amount of all Grants under \$1,000,000	<u>\$8,227</u>
		Total Grants for the Quarter	<u><u>\$2,011,748</u></u>

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Contracts \$400,000 and over

<u>Grantor</u>	<u>Grantee Department</u>	<u>Purpose</u>	<u>Amount</u>
			\$0
		Subtotal	\$0
		Total amount of all Contracts under \$400,000	<u>\$0</u>
		Total Contracts for the Quarter	<u><u>\$0</u></u>

TO: The Board of Regents Addendum XI-D-17  
Business and Finance Committee

MEETING DATE: June 22, 2023

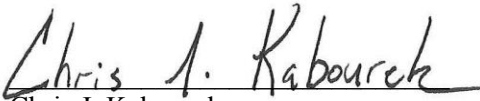
SUBJECT: Quarterly Status of Capital Construction Projects

RECOMMENDED ACTION: Report

EXPLANATION: This is a summary report of projects included in the Quarterly Capital Construction Report required by state statute. Inclusion in the report commences with Board of Regents approval and ends one year following substantial completion.

The report fulfills the requirements of R.P.6.3.6.2.e and R.P. 6.3.6.4 and contains the campus and project name, designer and contractor, contracting method, contract status, stage of construction, and approved budget categories for the period ending March 31, 2023.

SPONSOR: Brooke Hay  
Associate Vice President for Facilities, Planning and Capital Programs

APPROVED:   
Chris J. Kabourek  
Vice President for Business and Finance | CFO

DATE: May 18, 2023

**University of Nebraska Quarterly Status Report**  
**Board of Regents Approved Capital Construction Projects**

As of March 31, 2023

**KEARNEY**

**Calvin T. Ryan Library LB384 Renovation**

BoR Schedule Dates		Contracts							Approved Budget		
Project Approved:		Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:		
10/8/2021									\$19,850,000		
Construction Start:	6/1/2022		DLR Group Inc.	2/2/2022	\$2,207,300			A/E Selection	Non Construction:	\$5,150,000	
Construction End Date:	7/31/2024	6/9/2024	MCL Construction	3/1/2022	\$19,192,145			CM at Risk Selection	Total Project Cost:	\$25,000,000	
Phase:	Construction									% funds expended:	11%
										<b>Funding Source</b>	
										State Funds LB384	\$25,000,000
										Total Funding	\$25,000,000

**New Fraternity and Sorority Life (FSL) Housing**

BoR Schedule Dates		Contracts							Approved Budget		
Project Approved:		Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:		
2/12/2021									\$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	7/16/2023	Sampson Construction Co., Inc.	7/6/2021	\$27,931,143	2	(\$40,106)	CM at Risk Selection	Total Project Cost:	\$32,646,000	
Phase:	Construction									% funds expended:	62%
										<b>Funding Source</b>	
										Campus Funds	\$32,646,000
										Total Funding	\$32,646,000

**UNK-UNMC Health Education Building Health Science Education Complex (HSEC) Phase II**

BoR Schedule Dates		Contracts							Approved Budget		
Project Approved:		Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:		
8/11/2022									\$58,320,000		
Construction Start:	9/30/2023		RDG Planning & Design					A/E Selection	Non Construction:	\$26,680,000	
Construction End Date:	7/31/2025	9/1/2023	MCL Construction	1/31/2023	\$7,500			CM at Risk Selection	Total Project Cost:	\$85,000,000	
Phase:	Schematic Design									% funds expended:	1%
										<b>Funding Source</b>	
										Federal	\$50,000,000
										Private/Trust	\$35,000,000
										Total Funding	\$85,000,000

**Warner Hall LB384/LB309 Renovation**

BoR Schedule Dates		Contracts							Approved Budget		
Project Approved:		Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:		
12/3/2021									\$5,925,137		
Construction Start:	9/30/2022		Wilkins Architecture Design	11/30/2021	\$388,750			A/E Four Year Consultant	Non Construction:	\$574,863	
Construction End Date:	11/30/2024	10/10/2023	Central Contracting Corporation	9/16/2022	\$5,888,000	1	\$6,843	Low Responsible Bid	Total Project Cost:	\$6,500,000	
Phase:	Construction									% funds expended:	26%
										<b>Funding Source</b>	
										State Funds LB384	\$5,525,000
										State Funds LB309	\$475,000
										Campus Funds	\$500,000
										Total Funding	\$6,500,000

**University of Nebraska Quarterly Status Report**  
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**LINCOLN**

**Andrews Hall Air Handling Unit Replacement**

BoR Schedule Dates		Contracts						Approved Budget	
Project Approved:	Date	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:
12/2/2022	5/22/2023		Farris Engineering Inc.	11/22/2021	\$360,500	1	43000	A/E Four Year Consultant	\$4,724,678
Construction Start:	5/22/2023							Low Responsible Bid	Non Construction:
Construction End Date:	5/17/2024								\$775,322
Phase:	Bidding								Total Project Cost:
									\$5,500,000
									% funds expended:
									8%
									<b>Funding Source</b>
									State Funds LB384
									\$5,500,000
									Total Funding
									\$5,500,000

**Architecture Complex LB384 Renovation**

BoR Schedule Dates		Contracts						Approved Budget	
Project Approved:	Date	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:
4/8/2022	11/30/2022		HDR Architecture, Inc	8/25/2022	\$1,130,000	1	\$83,500	A/E Selection	\$17,018,000
Construction Start:	11/30/2022								Non Construction:
Construction End Date:	8/31/2023	1/4/2024	The Whiting-Turner Contracting Co	10/31/2022	\$4,082,944			CM at Risk Selection	\$2,307,000
Phase:	Design Development / Construction								Total Project Cost:
									\$19,325,000
									% funds expended:
									17%
									<b>Funding Source</b>
									Private/Trust
									\$1,609,119
									State Funds LB384
									\$17,715,881
									Total Funding
									\$19,325,000

**Barkley Memorial Center Expansion and Renovation**

BoR Schedule Dates		Contracts						Approved Budget	
Project Approved:	Date	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:
12/6/2019	5/31/2020		Alley Poyner Macchietto	3/10/2020	\$615,450	3	\$47,200	A/E Four Year Consultant	\$8,243,800
Construction Start:	5/31/2020								Non Construction:
Construction End Date:	6/30/2022	9/19/2022	BECKENHAUER CONSTRUCTION	7/9/2020	\$7,047,686	12	\$343,316	CM at Risk Selection	\$1,756,200
Phase:	Warranty								Total Project Cost:
									\$10,000,000
									% funds expended:
									95%
									<b>Funding Source</b>
									Private/Trust
									\$10,000,000
									Total Funding
									\$10,000,000

**Carolyn Pope Edwards Hall, formerly Mabel Lee Hall Replacement Building (LB957)**

BoR Schedule Dates		Contracts						Approved Budget	
Project Approved:	Date	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:
6/1/2017	1/31/2020		Sinclair, Hille & Associates, Inc.	10/12/2017	\$2,450,000	3	\$361,776	A/E Selection	\$36,444,200
Construction Start:	1/31/2020								Non Construction:
Construction End Date:	11/30/2021	8/8/2022	Hausmann Construction, Inc.	2/4/2020	\$28,541,600	14	\$1,180,704	Low Responsible Bid	\$9,555,800
Phase:	Warranty/ Construction	1/2/2024	Dickey-Hinds-Muir Incorporated	2/3/2023	\$1,124,200			Low Responsible Bid	Total Project Cost:
									\$46,000,000
									% funds expended:
									87%
									<b>Funding Source</b>
									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, 2023

**LINCOLN**

**College of Law Schmid Law Library Renovation**

BoR Schedule Dates		Contracts						Approved Budget			
Project Approved:	12/4/2020	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$4,262,000	
Construction Start:	5/31/2021		Alvine & Assoc	2/23/2021	\$404,000	1	\$5,000	A/E Four Year Consultant	Non Construction:	\$1,738,000	
Construction End Date:	5/31/2022	7/8/2022	Sampson Construction Co., Inc.	4/22/2021	\$3,575,201	4	\$112,301	CM at Risk Selection	Total Project Cost:	\$6,000,000	
Phase:	Warranty									% funds expended:	89%
									<b>Funding Source</b>		
									Private/Trust	\$6,000,000	
									Total Funding	\$6,000,000	

**Feedlot Innovation Center at ENREEC**

BoR Schedule Dates		Contracts						Approved Budget			
Project Approved:	6/23/2022	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$6,910,100	
Construction Start:	9/30/2022	45214	Settje Agri-Services & Engineering	7/20/2021	\$4,967,019			Design-Build	Non Construction:	\$589,900	
Construction End Date:	9/30/2023								Total Project Cost:	\$7,500,000	
Phase:	Construction									% funds expended:	19%
									<b>Funding Source</b>		
									Private/Trust	\$7,500,000	
									Total Funding	\$7,500,000	

**Kiewit Hall, Phase 2 College of Engineering Building**

BoR Schedule Dates		Contracts						Approved Budget			
Project Approved:	10/25/2019	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$100,602,111	
Construction Start:	3/31/2021		Clark & Enersen, Inc.	5/13/2020	\$5,700,000	4	\$459,613	A/E Selection	Non Construction:	\$14,397,889	
Construction End Date:	11/30/2023	12/22/2023	Kiewit Bldg Group Inc	10/19/2020	\$94,319,131	1	(\$418,895)	CM at Risk Selection	Total Project Cost:	\$115,000,000	
Phase:	Construction									% funds expended:	56%
									<b>Funding Source</b>		
									Private/Trust	\$115,000,000	
									Total Funding	\$115,000,000	

**Kimball Recital Hall LB384 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:	\$12,412,500	
Construction Start:	8/31/2022		Quinn Evans Architects Inc.	4/27/2022	\$1,048,500	4	\$141,845	A/E Selection	Non Construction:	\$2,767,500	
Construction End Date:	8/31/2024							Low Responsible Bid	Total Project Cost:	\$15,180,000	
Phase:	Bidding									% funds expended:	7%
									<b>Funding Source</b>		
									State Funds LB384	\$15,180,000	
									Total Funding	\$15,180,000	

**University of Nebraska Quarterly Status Report**  
**Board of Regents Approved Capital Construction Projects**

As of March 31, 2023

**LINCOLN**

**Lied Center for Performing Arts Renovation and Addition**

BoR Schedule Dates		Contracts							Approved Budget		
Project Approved:	12/3/2021	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$19,645,350	
Construction Start:	6/30/2022		HDR Architecture, Inc	12/12/2022	\$238,710			A/E Selection	Non Construction:	\$5,854,650	
Construction End Date:	8/31/2024	9/30/2024	The Whiting-Turner Contracting Co	12/13/2022	\$181,705			CM at Risk Selection	Total Project Cost:	\$25,500,000	
Phase:	Fundraising									% funds expended:	14%
									<b>Funding Source</b>		
									Other	\$25,500,000	
									Total Funding	\$25,500,000	

**Morrill Hall LB384 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:	\$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							Low Responsible Bid	Total Project Cost:	\$9,265,000	
Phase:	Bidding									% funds expended:	9%
									<b>Funding Source</b>		
									State Funds LB384	\$9,265,000	
									Total Funding	\$9,265,000	

**Neihardt Center LB384 Renovation**

BoR Schedule Dates		Contracts							Approved Budget		
Project Approved:	8/11/2022	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$17,224,000	
Construction Start:	12/31/2022		DLR Group Inc.	1/10/2023	\$1,962,000			A/E Selection	Non Construction:	\$4,276,000	
Construction End Date:	5/31/2024	6/15/2023	Sampson Construction Co., Inc.	3/6/2023	\$20,000			CM at Risk Selection	Total Project Cost:	\$21,500,000	
Phase:	Schematic Design									% funds expended:	2%
									<b>Funding Source</b>		
									State Funds LB384	\$21,500,000	
									Total Funding	\$21,500,000	

**North Stadium Expansion**

BoR Schedule Dates		Contracts							Approved Budget		
Project Approved:	10/25/2019	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$135,113,954	
Construction Start:	4/30/2021		Bahr Vermeer & Haecker	6/23/2020	\$9,282,700	5	\$781,330	A/E Selection	Non Construction:	\$29,886,046	
Construction End Date:	4/30/2023	7/17/2023	Hausmann Construction, Inc.	6/26/2020	\$121,497,375			CM at Risk Selection	Total Project Cost:	\$165,000,000	
Phase:	Construction									% funds expended:	60%
									<b>Funding Source</b>		
									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, 2023

**LINCOLN**

**Outdoor Track Replacement**

BoR Schedule Dates		Contracts						Approved Budget		
Project Approved:		Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	
	2/7/2020									\$13,865,000
<b>Construction Start:</b>	3/31/2020		Clark & Enersen, Inc.	11/5/2019	\$675,000	1	\$129,000	A/E Four Year Consultant	Non Construction:	\$2,635,000
<b>Construction End Date:</b>	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
<b>Phase:</b> Construction		1/17/2022	Nemaha Landscape Const.	2/3/2021	\$1,816,750	4	(\$641,000)	Low Responsible Bid	% funds expended:	21%
		5/4/2022	Nemaha Landscape Const.	5/4/2021	\$7,299,210	9	\$443,346	Low Responsible Bid	<b>Funding Source</b>	
									Private/Trust	\$23,615,000
									Total Funding	\$23,615,000

**Pershing Military & Naval Science Building LB384 Renovation**

BoR Schedule Dates		Contracts						Approved Budget		
Project Approved:		Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	
	12/3/2021									\$8,169,000
<b>Construction Start:</b>	3/31/2022		HDR Architecture, Inc	9/22/2022	\$134,000	1	\$599,950	A/E Four Year Consultant	Non Construction:	\$1,831,000
<b>Construction End Date:</b>	12/31/2023								Total Project Cost:	\$10,000,000
<b>Phase:</b> Schematic Design									% funds expended:	1%
									<b>Funding Source</b>	
									State Funds LB384	\$10,000,000
									Total Funding	\$10,000,000

**Scott Engineering Center Renovation & Link Replacement (LB957 & LB384)**

BoR Schedule Dates		Contracts						Approved Budget		
Project Approved:		Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	
	8/3/2018									\$69,325,000
<b>Construction Start:</b>	6/30/2019		RDG Schutte Wilscam Birge Inc.	12/11/2018	\$5,651,000	3	\$130,500	A/E Selection	Non Construction:	\$10,631,000
<b>Construction End Date:</b>	9/30/2022	5/31/2024	Hausmann Construction, Inc.	12/12/2018	\$64,370,750	1	\$65,108	CM at Risk Selection	Total Project Cost:	\$79,956,000
<b>Phase:</b> Construction									% funds expended:	81%
									<b>Funding Source</b>	
									Private/Trust	\$5,456,000
									State Appropriations	\$72,000,000
									State Funds LB384	\$2,500,000
									Total Funding	\$79,956,000

**Westbrook Music Building LB384 Replacement Project**

BoR Schedule Dates		Contracts						Approved Budget		
Project Approved:		Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	
	12/3/2021									\$60,454,000
<b>Construction Start:</b>	5/31/2023		Sinclair, Hille & Associates, Inc.	4/20/2022	\$4,999,900			A/E Selection	Non Construction:	\$14,546,000
<b>Construction End Date:</b>	5/31/2025	10/31/2025	Hausmann Construction, Inc.	9/9/2022	\$75,000			CM at Risk Selection	Total Project Cost:	\$75,000,000
<b>Phase:</b> Design Development/ Construction									% funds expended:	4%
									<b>Funding Source</b>	
									State Funds LB384	\$75,000,000
									Total Funding	\$75,000,000

**University of Nebraska Quarterly Status Report**  
**Board of Regents Approved Capital Construction Projects**

As of April 30, 2023

**MEDICAL CENTER**

**Saddle Creek Campus Administrative Facility (LB384)**

BoR Schedule Dates		Contracts					Approved Budget			
Project Approved:	Date	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	
6/23/2022									\$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:	0%
									<b>Funding Source</b>	
									LB 384	\$18,000,000
									Total Funding	\$18,000,000

**Saddle Creek Campus Public Improvements (ILP)**

BoR Schedule Dates		Contracts					Approved Budget			
Project Approved:	Date	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	
2/11/2022									\$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:	14%
									<b>Funding Source</b>	
									ILP	\$18,000,000
									Total Funding	\$18,000,000

**Munroe Meyer Institute-J.P. Lord Demolition & Site Prep**

BoR Schedule Dates		Contracts					Approved Budget			
Project Approved:	Date	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:	\$1,241,750
Construction End Date:	6/1/2023								Total Project Cost:	\$7,016,864
Phase:	Construction								% funds expended:	81%
									<b>Funding Source</b>	
									Total Funding	\$7,016,864

**COD Building Modernization (LB384)**

BoR Schedule Dates		Contracts					Approved Budget			
Project Approved:	Date	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	
6/23/2022									\$10,433,004	
Construction Start:	5/1/2023		Pact Studio, Inc.	7/8/2022	\$136,478			A/E Consultant Selection	Non Construction:	\$3,566,996
Construction End Date:	5/1/2025								Total Project Cost:	\$14,000,000
Phase:	Design								% funds expended:	0.02%
									<b>Funding Source</b>	
									LB 384	\$14,000,000
									Total Funding	\$14,000,000



**University of Nebraska Quarterly Status Report**  
**Board of Regents Approved Capital Construction Projects**

As of April 30, 2023

**MEDICAL CENTER**

**COD Roof and Envelope Renewal (LB384)**

BoR Schedule Dates		Contracts							Approved Budget	
Project Approved:	NA	Sub. Comp.	Provider	Date	Amount	# of COs	Total CO Amt.	Procurement Method	Construction:	\$3,201,862
Construction Start:	3/23/2023		Pact Studio, Inc.	7/8/2022	\$200,740			A/E Consultant Selection	Non Construction:	\$374,047
Construction End Date:	12/31/2023		Hausmann Construction	4/3/2023	\$3,042,958			CMR Selection	Total Project Cost:	\$3,575,909
Phase:	Construction								% funds expended:	0.02%
									<b>Funding Source</b>	
									LB 384	\$3,575,909
									Total Funding	\$3,575,909

**University of Nebraska Quarterly Status Report**  
**Board of Regents Approved Capital Construction Projects**

As of March 31, 2023

**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:	\$29,118,100	
Construction Start:	3/15/2022		Clark & Enersen, Inc.	7/19/2021	\$2,075,000	2	\$12,455	A/E Consultant Selection	Non Construction:	\$5,881,900	
Construction End Date:	4/30/2024	5/13/2024	McCarthy Building Companies	8/17/2021	\$27,800,000	4	\$163,189	CM at Risk Selection	Total Project Cost:	\$35,000,000	
Phase:	Construction									% funds expended:	58%
									<b>Funding Source</b>		
									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	5/31/2024	Boyd Jones Construction	12/12/2022	\$12,500			CM at Risk Selection	Total Project Cost:	\$10,000,000	
Phase:	Construction Documents									% funds expended:	7%
									<b>Funding Source</b>		
									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	\$20,000			CM at Risk Selection	Total Project Cost:	\$5,000,000	
Phase:	Construction									% funds expended:	5%
									<b>Funding Source</b>		
									State Funds LB384	\$5,000,000	
									Total Funding	\$5,000,000	

TO: The Board of Regents Addendum XI-D-18  
Business and Finance Committee

MEETING DATE: June 22, 2023

SUBJECT: Status Report of Six-Year Capital Plan

RECOMMENDED ACTION: Report

EXPLANATION: The Six-Year Capital Plan consists of the anticipated capital projects on each campus in the next six years. The projects are listed as expected to start in the next three years or the following three-year period. The report is available at:  
<https://nebraska.edu/offices-policies/business-finance/facilities-planning-and-capital-programs/documentation>

SPONSOR: Brooke Hay  
Associate Vice President for Facilities, Planning and Capital Programs

RECOMMENDED:   
Chris Kabourek  
Vice President for Business and Finance | CFO

DATE: May 18, 2023

**University of Nebraska**  
**Six-Year Capital Plan**  
As of May 15, 2023

<b>University of Nebraska at Kearney</b>			
<b>Next 3 years</b>	<b>Estimate</b>	<b>State Funding</b>	<b>Other Funding</b>
URN Demolition	TBD		
Facilities Services	\$2,500,000		x
URS Demolition	TBD		
<b>Beyond 3 years</b>			
Safety Center Relocation	TBD		
Facilities Shop Demolition	TBD		
Fine Arts Renovation/HVAC Upgrade	TBD		
Memorial Student Affairs Demolition	TBD		
Bruner Hall of Science Renovation/Expansion	TBD		

<b>University of Nebraska-Lincoln</b>			
<b>Next 3 years</b>	<b>Estimate</b>	<b>State Funding</b>	<b>Other Funding</b>
Benton - Fairfield - Seaton Demolition	TBD		
Old Student Health Center Demolition	TBD		
Memorial Mall	TBD		
Neihardt Interior Occupant Renovations	TBD		
17th Street Pedestrian and Exterior Improvements	TBD		
Raikes School Residential Expansion	TBD		
Ruth Staples Child Development Lab	TBD		
Engineering Phase 3 - PKI Renovation and Expansion <sup>1,4</sup>	\$100-115 M		
NIC Greenhouse Facility <sup>2</sup>	TBD		

<b>Beyond 3 years</b>			
Engineering - New School of Computing	TBD		
Beadle II	TBD		
Manter / Hamilton Hall / Life Sciences	TBD		
Food Industry Complex Teaching Spaces	TBD	x	
Greater Nebraska Projects	TBD		
Museums- Nebraska Hall Specimen Collection Relocation	TBD		
Nebraska Union Expansion	TBD		
Love Library Link Renovation	TBD		
Library Depository Retrieval Facility - 3rd Module	TBD		
Plant Sciences / Green Houses	TBD		
Selleck Renovation/Replacement	TBD		
ANSC / Loeffel Meat Lab	TBD		
Woods Addition	TBD		
Whittier Auditorium Renovation	TBD		

<b>University of Nebraska Medical Center</b>			
<b>Next 3 years</b>	<b>Estimate</b>	<b>State Funding</b>	<b>Other Funding</b>
Omaha Health Sciences Education Complex	\$100,000,000	\$20,000,000	\$80,000,000
Student Housing - Phase One	TBD		
Eppley Science Hall Modernization – Phase Two	50,000,000	50,000,000	
Specialty Service Pavilion Relocations	TBD		
Campus Operations and Research Excellence & ADC Replacement	\$104,000,000	\$18,000,000	\$86,000,000
Total	\$254,000,000	\$88,000,000	\$166,000,000

<b>Beyond 3 years</b>			
Student Housing - Phase Two	TBD		
Community Alliance Renovations and Fit Out	TBD		
Central Utilities Plant Boiler Replacements	\$20,000,000	\$20,000,000	
Thermal Energy Storage System	30,000,000		30,000,000
Relocation of ARS/GMP Facility	TBD		
College of Public Health Growth	\$10,000,000		\$10,000,000
Research Building	TBD		
Total	\$60,000,000	\$20,000,000	\$40,000,000

<b>University of Nebraska at Omaha</b>			
<b>Next 3 years</b>	<b>Estimate</b>	<b>State Funding</b>	<b>Other Funding</b>
Allwine Hall Renovation/Replacement	TBD		
Peter Kiewit Institute Renovation and Expansion <sup>4</sup>	\$100-115 M	TBD	TBD
Student Housing	TBD		
Total	\$115 - 135 M		

<b>Beyond 3 years</b>			
Bak Museum	TBD		
Biomechanical Research Building 2nd Addition	TBD		
Child Care	TBD		
Communications 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		

<b>Nebraska College of Technical Agriculture</b>			
<b>Beyond 3 years</b>	<b>Estimate</b>	<b>State Funding</b>	<b>Other Funding</b>
Student Success and Activities Center	\$12,000,000	TBD	TBD
Total	\$12,000,000		

<b>University of Nebraska</b>			
<b>Beyond 3 years</b>	<b>Estimate</b>	<b>State Funding</b>	<b>Other Funding</b>

**Footnotes:**

- <sup>1</sup> Physical Location on Other Campus
- <sup>2</sup> Public - Private Partnership
- <sup>3</sup> Private Development on Leased University Property
- <sup>4</sup> Joint Project for Multiple Campuses

TO: The Board of Regents Addendum XI-D-19  
Business and Finance Committee

MEETING DATE: June 22, 2023

SUBJECT: Renewal of Student Health Insurance Policy

RECOMMENDED ACTION: Report


EXPLANATION: Pursuant to Section 6.4 of the *Bylaws*, the President shall have authority to approve and execute any contract not otherwise described in Regents' Policy 6.3.1(4), provided that the contract does not exceed \$5 million in the aggregate over the term of the contract. All such contracts in excess of \$1 million shall be reported to the Board of Regents at the next regular meeting.

Renewal of the following insurance policy is expected to have an aggregate impact on the University in excess of \$1 million and is thus reported to the Board of Regents:

Student Health Insurance: Academic Year 23/24 -  
\$3,889.11/person  
United Healthcare Student Resources

This item has been reviewed by the Business and Finance Committee.

SPONSOR: Chris J. Kabourek  
Senior Vice President | CFO

APPROVED:   
Walter E. Carter, President  
University of Nebraska System

DATE: May 18, 2023

Lincoln, Nebraska  
May 31, 2023

The Board of Regents of the University of Nebraska met via videoconference on May 31, 2023, 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 advance publicized notice, a copy of which is attached to the minutes of this meeting as Attachment 1 (page 209).

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 May 23, 2023.

Regents present:

Timothy Clare, Chair  
Paul Kenney  
Elizabeth O'Connor  
Rob Schafer, Vice Chair  
Jim Scheer  
Jack Stark  
Barbara Weitz (attended offsite)  
Kathy Wilmot  
Temo Molina, University of Nebraska at Kearney  
Paul Pechous, University of Nebraska-Lincoln  
Hakim Lotoro, University of Nebraska at Omaha (joined at 9:04am)

University officials present:

Walter E. Carter, President  
Jeffrey P. Gold, Executive Vice President and Provost; and  
Chancellor, University of Nebraska Medical Center  
Philip J. Bakken, Corporation Secretary  
Douglas A. Kristensen, Chancellor, University of Nebraska at Kearney  
Michael J. Boehm, Vice President for Agriculture and Natural Resources  
Christopher J. Kabourek, Senior Vice President and CFO  
Stacia L. Palser, Vice President and General Counsel  
Heath M. Mello, Vice President for External Relations

**I. CALL TO ORDER**

**II. ROLL CALL**

The Board convened at 9:01 a.m. Attendance is indicated above.

Chair Clare announced the location of the Open Meeting Act in the Boardroom.

**III. APPROVAL OF MINUTES AND RATIFICATIONS OF ACTIONS**

Motion Moved by Kenney and seconded by Stark to approve the minutes and ratify the actions of the regularly scheduled meeting on April 7, 2023.

Action Student Opinion: Voting Aye: Molina and Pechous. Voting Aye: Kenney, O'Connor, Schafer, Scheer, Stark, Weitz, Wilmot, and Clare. Motion carried.

**IV. PRESENTATIONS**

President Ted Carter and Senior Vice President Chris Kabourek shared a University Budget Update. Following their presentation, the Board engaged in a dialogue regarding the University's budget and performance.

Chair Clare asked that the minutes reflect a directive to President Carter to build a plan before the June 22, 2023 regular Board of Regents meeting that addresses the challenges identified in the presentation.

Chair Clare set the following parameters for President Carter: (1) the budget plan should include vertical, not horizontal "peanut butter" cuts and all options should be on the table, including structural change; (2) the plan should be University-wide, with no campus excepted; and (3) the plan should include strategies to address areas where the University needs to improve, including enrollment, faculty salary competitiveness, and federal research growth.

**V. PUBLIC COMMENT**

Kelli Kopocis spoke on the proposed amendments to Sections 2.2 and 2.8 of the *Bylaws*.

An individual who identified themselves by a false identity addressed the Board.

**VI. ADJOURNMENT**

There being no further business, the meeting was adjourned by Chair Clare at 10:35 a.m.

Respectfully submitted,

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Philip J. Bakken  
Corporation Secretary

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Timothy F. Clare  
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 Wednesday, May 31, 2023, at 9:00 a.m. via videoconference 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>.

Members of the public wishing to address the Board during the Public Comment portion of the meeting *in-person* will continue to follow the provisions of Standing Rule 5.1. Members of the public wishing to address the Board during the Public Comment portion of the meeting *via remote participation* must contact the Corporation Secretary no less than 24 hours prior to the commencement of the meeting. Members of the public may contact the Corporation Secretary at (402) 472-3906 or [corpsec@nebraska.edu](mailto:corpsec@nebraska.edu). Upon receipt of such notice, the Corporation Secretary will provide instructions on remote participation in the public meeting.

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: May 23, 2023

Philip J. Bakken, Corporation Secretary  
Board of Regents of the University of Nebraska



Board of Regents

Varner Hall | 3835 Holdrege Street | Lincoln, NE 68583-0745 | 402.472.3906 | [nebraska.edu](http://nebraska.edu)