Board of Regents Meeting

Varner Hall, Boardroom

December 4, 2026

9AM

2026.12.04 Board of Regents Meeting

Agenda
- 2026-12-04 AGENDA - 4

Resolutions

Consent Agenda
- 2026.12.04 Addendum IX-A-1 Consent Agenda - 7

Administrative Agenda
- Academic Affairs
  - X-A-!
    - Addendum X-A-1 - 8
    - Addendum X-A-1 Materials - 9
  - X-A-2
    - Addendum X-A-2 - 16
    - Addendum X-A-2 Materials - 17
  - X-A-3
    - Addendum X-A-3 - 24
    - Addendum X-A-3 Materials - 25
  - X-A-4
    - Addendum X-A-4 - 125
    - Addendum X-A-4 Materials - 126
- Business & Finance
  - X-B-1
    - Addendum X-B-1 2026.11.06 - 222
  - X-B-2
    - Addendum X-B-2 2026.11.06 - Agenda - 224
    - Addendum X-B-2 2026.11.06 - Contract - 225
  - X-B-3
    - Addendum X-B-3 2026.11.04 - Agenda - 228
    - Addendum X-B-3 2026.11.04 - Details - 230
  - X-B-4
    - Addendum X-B-4 2026.11.06 - 249
- Executive
  - X-C-1
    - Addendum X-C-1 - Agenda Item - 251
    - Nomination of Regent Timothy F - 252
- For Information Only
- Reports
  - X-E-1
    - Addendum X-E-1 - 255
    - Addendum X-E-1 Materials - 256
  - X-E-2
    - Addendum X-E-2 - 263
    - Addendum X-E-2 Materials - Corrected 2026-11-09 - 264
  - X-E-3
    - Addendum X-E-3 - 267
  - X-E-4
    - Addendum X-E-4 - 268
    - Addendum X-E-4 Materials - 269
  - X-E-5
    - Addendum X-E-5 2026.11.06 - 272
  - X-E-6
    - Addendum X-E-6 2026.11.06 - Agenda - 274
    - Addendum X-E-6 2026.11.06 - Details - 276

X-E-7
Addendum X-E-7 2026.11.06 - 281
X-E-8
Addendum X-E-8 2026.11.06 - Agenda - 282
Addendum X-E-8 2026.11.06 - Details - 283
X-E-9
Addendum X-E-9 2026.11.06 - 290
X-E-10
Addendum X-E-10 2026.11.06 - 291
X-E-11
Addendum X-E-11 - Employee Records Policy Amendments 2026 - Agenda - 292
X-E-11 Employee Records Policy - 9.29.25 DRAFT (003) jk - 293
X-E-11 Employee Records Policy clean final - 296
X-E-12
Addendum X-E-12 - HR-05 Amendments 2026 - Agenda - 298
X-E-12 HR 05 Revision - DN Edits - 09.17.26-1 - 299
X-E-12 HR-05 Recruitment and Selection Policy clean final-1 - 306
X-E-13
Addendum X-E-13 - Gift Policy Amendments 2026 - Agenda - 313
X-E-13 Gifts Gratuities and Recognition Policy - FINAL Draft-1 - 314
X-E-13 Gifts, Gratuities, and Recognition Policy clean final-1 - 324
Closed Session
Additional Business
Minutes for Approval
MINUTES -2026-11-20 - 334

AGENDA
THE BOARD OF REGENTS
OF THE UNIVERSITY OF NEBRASKA
Varner Hall, 3835 Holdrege Street
Lincoln, Nebraska 68583-0745
Friday, December 4, 2026
9:00 a.m.

I. CALL TO ORDER

II. ROLL CALL

III. APPROVAL OF MINUTES AND RATIFICATION OF ACTIONS TAKEN ON NOVEMBER 20, 2026

IV. PRESENTATIONS
Congressman Don Bacon, National Champion of Science award, granted by The Science Coalition

Departing Regents Recognition:
- *Regent Tim Clare*
- *Regent Joel Makovicka*
- *Regent Jack Stark*

V. KUDOS
Sean Smith, University of Nebraska at Kearney
Veronica Riepe, University of Nebraska, Lincoln Campus
Chris Christen, University of Nebraska, Medical Center Campus
Angelica Genovesi, University of Nebraska at Omaha

VI. RESOLUTIONS

VII. PRESIDENT'S REMARKS

VIII. 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.

IX. UNIVERSITY CONSENT AGENDA
A. ACADEMIC AFFAIRS
1. President's Personnel Recommendations, Addendum IX-A-1

X. UNIVERSITY ADMINISTRATIVE AGENDA
A. ACADEMIC AFFAIRS
University of Nebraska
University of Nebraska, Medical Center Campus
1. Approve the elimination of the Post-baccalaureate Certificate in Cardiovascular Intervention Technology (CVIT), administered by the College of Allied Health Professions at the University of Nebraska, Medical Center Campus (UNMC), Addendum X-A-1

2. Approve the elimination of the Post-baccalaureate Certificate in Magnetic Resonance Imaging (MRI), administered by the College of Allied Health Professions at the University of Nebraska, Medical Center Campus (UNMC), Addendum X-A-2
3. Approve the establishment of the Bachelor of Science in Public Health (BSPH) degree in the College of Public Health at the University of Nebraska, Medical Center Campus (UNMC), Addendum X-A-3

University of Nebraska at Kearney

4. Approve the establishment of the Master of Arts in Sports Management, administered by the Department of Marketing, Agribusiness, and Supply Chain Management in the College of Business and Technology (CBT) at the University of Nebraska at Kearney (UNK), Addendum X-A-4

B. BUSINESS AND FINANCE

University of Nebraska

University of Nebraska, Medical Center Campus

1. Approve the expansion of the Farnam Street Parking Garage at the University of Nebraska, Medical Center Campus (UNMC) – UNMC Funding, Addendum X-B-1
2. Approve the purchase of the second condo in the Catalyst Building, at the University of Nebraska, Medical Center Campus (UNMC), Addendum X-B-2

University of Nebraska at Kearney

3. Approve Phase One of the Program Statement and Budget for the UNK Science and Health Sciences Transformation Project – Advancing Education, Research and Nebraska's Workforce at the University of Nebraska at Kearney (UNK), Addendum X-B-3
4. Approve the not-to-exceed Residence Hall Room and Board rates for the academic years 2027-29 at the University of Nebraska at Kearney (UNK), Addendum X-B-4

C. EXECUTIVE

1. Approve award of Regent Emeritus to Timothy F. Clare, Addendum X-C-1

D. FOR INFORMATION ONLY

E. REPORTS

1. Report on the proposal to rename the Center for Management of Information Technology (CMIT) to the Center for Critical Digital Infrastructure (CCDI) administered by the College of Information Science & Technology at the University of Nebraska at Omaha (UNO), Addendum X-E-1
2. Report on Student Headcount and Credit Hour Enrollment for Fall 2026, Addendum X-E-2
3. Report on Retention for AY 2025-26, Addendum X-E-3
4. Report on Summer Term AY 2025-26, Addendum X-E-4
5. Report of Bids and Contracts, Addendum X-E-5
6. Report of Gifts, Grants, Contracts and Bequests, University of Nebraska, Medical Center Campus (UNMC), Addendum X-E-6

7. Report on the Othmer-Topp Endowment Fund, second priority uses, for the fiscal year ended June 30, 2026, University of Nebraska, Lincoln Campus (UNL), Addendum X-E-7
8. Report on Quarterly Capital Construction, Addendum X-E-8
9. Report on naming of room in the Douglas A. Kristensen Rural Health Education Complex (HSEC II) Building in honor of generous donations, Addendum X-E-9
10. Report on naming of the gathering space located south of Cook Pavilion and north of the Campus Recreation main entrance on the University of Nebraska, Lincoln Campus (UNL), the "Campbell Commons", Addendum X-E-10
11. Report on amendments to the University of Nebraska System Employee Records Policy, Addendum X-E-11
12 Report on amendments to the University of Nebraska System HR-05: Recruitment & Selection Policy, Addendum X-E-12
13. Report on amendments to the University of Nebraska System Gifts, Gratuities, and Recognition Policy, Addendum X-E-13

XI. CLOSED SESSION

XII. ADDITIONAL BUSINESS

BOARD OF REGENTS
AGENDA ITEM SUMMARY

December 4, 2026

AGENDA ITEM: Consent Agenda

[ ] **Review** [X] **Review + Action** [ ] **Action** [ ] **Discussion**

[ ] *This is a report required by Regents' policy.*

PRESENTERS: Jeff Gold, President

PURPOSE & KEY POINTS

Academic Affairs

1. **President's Personnel Recommendations**

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

   - Gurpreet Dhillon, Dean for the College of Business Administration (Special), Interim Dean for the College of Information Science & Technology (Special), University of Nebraska at Omaha; effective 12/5/2026 ($383,200 includes $353,200 base salary and $30,000 administrative stipend, FY, 1.00 FTE)

   - Brandon Grimm, Professor (Continuous), COPH-Health Promotion; Senior Associate Dean (Special), COPH-Office of the Dean; and Associate Vice Chancellor Health Workforce Initiatives (Special), University of Nebraska Medical Center; effective 1/1/2027 ($350,000 includes base salary and $55,000 in administrative stipends, FY, 1.00 FTE)

   - John Windle, Professor (Continuous), COM-Internal Medicine; Richard and Mary Holland Presidential chair for Healthcare Artificial Intelligence (Special), and Associate Vice Chancellor for Healthcare Artificial Intelligence (Special), University of Nebraska Medical Center, effective 10/6/2026 ($169,316 FY, 1.00 FTE)

PRESIDENT'S RECOMMENDATION
The President recommends approval.

BOARD OF REGENTS
AGENDA ITEM SUMMARY

Academic Affairs **December 4, 2026**

AGENDA ITEM: Proposal to Eliminate the Post-baccalaureate Certificate in Cardiovascular Technology, administered by the College of Allied Health Professions at the University of Nebraska, Medical Center campus (UNMC).

☐ Review ☒ Review + Action ☐ Action ☐ Discussion

☐ *This is a report required by Regents' Policy.*

PRESENTERS: David S. Jackson, Executive Vice President and Provost

PURPOSE & KEY POINTS

The College of Allied Health Professions proposes to discontinue the post-baccalaureate certificate in Cardiovascular Intervention Technology. This program has never reached a cohort size that would provide financial stability and has had zero students in the last two years. Workforce demand for these professionals is being met through cross-training radiographers, further diminishing the need for a separate certificate program. Eliminating this and the MRI certificate program (proposed separately) will eliminate an average annual deficit of approximately $162,000 between the two programs.

BACKGROUND INFORMATION

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

RECOMMENDATION

The President recommends approval.

SUMMARY-TRANSITIONING OR ELIMINATING AN ACADEMIC PROGRAM

CAMPUS AND NAME OF PROGRAM:UNMC Cardiovascular Intervention Technology (CVIT) Post-Baccalaureate Certificate Program

Date of Board approval: December 4, 2026

If a degree, estimated date of final completion: Fall 2026

Brief Explanation:

The CVIT post-baccalaureate certificate program has had small and inconsistent enrollment. It has not achieved cohort sizes to be financially viable. Workforce training of radiographers reduces the need for a standalone program. Budget savings is reflected in the MRI program spreadsheet.

Annual Program Savings*	**Reductions at Completion**	
	FTE	Savings
Reduction in Faculty**		$ -
Reduction in Staff**		$ -
All Other Savings***		$ -
Total Annual Savings		$ -

*Annual Savings upon completion; **Total salary and benefits savings; ***Total of any additional savings on an annualized basis.

AAU Recognition Potential Impact: [ ]Very Negative [ ]Negative [X]None [ ]Positive [ ]Very Positive [ ]Not Applicable

AAU Recognition Criterion Impacted (If any):

For Degrees: Program Enrollment

	AY 21-22	AY 22-23	AY 23-24	AY 24-25	AY 25-26	Total
Number of Majors	0	0	0	0	0	0
Number of Degrees Granted	0	0	0	0	0	0

August 19, 2026

David Jackson, PhD
Executive Vice President and Provost
Dean of the Graduate College
University of Nebraska System
126 Varner Hall I 3835 Holdrege Street
Lincoln, NE 68583

Dear Provost Jackson,

I am forwarding for your consideration the request to delete the **Cardiovascular Intervention Technology (CVIT) Post-Baccalaureate Certificate Program** in the College of Allied Health Professions, effective **Fall 2026**.
The recommendation is based on long-term program data demonstrating limited student demand, small and unstable enrollments, and persistent fiscal losses. In addition, there are currently no students enrolled in the program, and its deletion is not expected to have a significant impact on faculty, staff, or institutional resources.

I support this request and recommend approval of the proposed program deletion.

This proposal has been reviewed by us and approved. We are requesting your review and approval and that it be submitted to the Board of Regents at an upcoming meeting.

Sincerely,

H. Dele Davies, MD, MS, MHCM
Chancellor

University of Nebraska Medical Center
H. Dele Davies, MD, MS, MHCM, Chancellor
986605 Nebraska Medical Center | Omaha, NE 68198-6605 | 402.559.4200 | dele.davies@unmc.edu
unmc.edu

University of Nebraska
Deletion of Major or Program

Use this form for deletion of undergraduate and graduate majors, degrees, and certificates

I. Descriptive Information

Name of Campus Proposing Deletion
University of Nebraska Medical Center
Full Name of Program
Cardiovascular Intervention Technology
Degree or Credential Awarded to Graduates of the Program
Post-Baccalaureate Certificate
CIP Code: 6 digit
Subject Code
UNMC - CVIT
Administrative Unit(s) for the Program (eg: Department, School, College)
College of Allied Health Professions
Program is Currently Offered
_X_On-campus __Online (asynchronous) __ Synchronous Distance __Hybrid/Blended of Selected
Program leads to licensure or certification
_____ no ___X___ yes If yes, explain: CI, VI, RCIS
Proposed Date for Deletion of Major or Degree
Fall 2026
Major or Degree End Date
Fall 2026

II. Details

A. Justification for Deletion of the Program

Based on annual data beginning in fiscal year 2017; consistent, longitudinal evidence of limited student demand, small and unstable enrollments, and persistent fiscal losses.

B. Plan for Implementation of the Deletion

1. Current Students

   Based on annual data beginning in fiscal year 2017; consistent, longitudinal evidence of limited student demand, small and unstable enrollments, and persistent fiscal losses.

2. Current Faculty, Staff and Curriculum

Zero (0) current students.

3. Impact on other units and programs

4. Impact on Course Subject Codes

C. Impact on Resources

a. Fiscal
n/a

b. Human
n/a

c. Physical
n/a

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

TABLE 1: PROJECTED EXPENSES

CAMPUS AND NAME OF PROGRAM, CENTER, OR UNIT:
UNMC - Cardiovascular Interventional Technology (CVIT) - College of Allied Health Professions

	(FY 2027) Year 1		(FY 2028) Year 2		(FY 2029) Year 3		(FY 2030) Year 4		(FY 2031) Year 5		**Total Cost**	
Personnel	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost		
	0.0	$0	0	$0	0	$0	0	$0	0	$0		$0
Subtotal		$0		$0		$0		$0		$0		$0
Operating												
Subtotal		$0		$0		$0		$0		$0		$0
Total Expenses		$0		$0.00		$0.00		$0.00		$0.00		**$0**

TABLE 2: REVENUE SOURCES

CAMPUS AND NAME OF PROGRAM, CENTER, OR UNIT:
UNMC - Cardiovascular Interventional Technology - College of Allied Health Professions

	FY(2027) Year 1	FY(2028) Year 2	FY(2029) Year 3	FY(2030) Year 4	FY(2031) Year 5	**Total**
Total Revenue	$0	$0	$0	$0	$0	$0

August 19, 2026

H. Dele Davies, MD
Chancellor, University of Nebraska Medical Center

Dear Chancellor Davies:

I am writing to request approval to delete the **Cardiovascular Intervention Technology (CVIT) Post-Baccalaureate Certificate Program** in the College of Allied Health Professions, effective **Fall 2026**.
This recommendation is based on a review of program data that demonstrates limited student demand, small and unstable enrollments, and persistent fiscal losses since fiscal year 2017. Additionally, there are currently no students enrolled in the program, and the deletion is not expected to have a significant impact on faculty, staff, or resources.

Thank you for your consideration. Please let me know if you need any additional information.

We have reviewed and approved this proposal. We request your review and approval, the Chief Academic Officers' review and approval, and that it be reported to the Board of Regents at an upcoming meeting.

Sincerely,

Jane L Meza

Jane Meza, Ph.D.
Interim Vice Chancellor, Academic Affairs
University of Nebraska Medical Center

University of Nebraska Medical Center
Office of the Interim Vice Chancellor for Academic Affairs
987810 Nebraska Medical Center | Omaha, NE 68198-7810 | 402.559.5130
unmc.edu/academicaffairs

University of Nebraska
Deletion of Major or Program

Use this form for deletion of undergraduate and graduate majors, degrees, and certificates

I. Descriptive Information

Name of Campus Proposing Deletion
University of Nebraska Medical Center
Full Name of Program
Cardiovascular Intervention Technology
Degree or Credential Awarded to Graduates of the Program
Post-Baccalaureate Certificate
CIP Code: 6 digit
Subject Code
UNMC - CVIT
Administrative Unit(s) for the Program (eg: Department, School, College)
College of Allied Health Professions
Program is Currently Offered
_X_On-campus __Online (asynchronous) __ Synchronous Distance __Hybrid/Blended of Selected
Program leads to licensure or certification
_____ no ___X___ yes If yes, explain: CI, VI, RCIS
Proposed Date for Deletion of Major or Degree
Fall 2026
Major or Degree End Date
Fall 2026

II. Details

A. Justification for Deletion of the Program

Based on annual data beginning in fiscal year 2017; consistent, longitudinal evidence of limited student demand, small and unstable enrollments, and persistent fiscal losses.

B. Plan for Implementation of the Deletion

1. Current Students
   Based on annual data beginning in fiscal year 2017; consistent, longitudinal evidence of limited student demand, small and unstable enrollments, and persistent fiscal losses.

2. Current Faculty, Staff and Curriculum
   Zero (0) current students.

3. Impact on other units and programs

4. Impact on Course Subject Codes

C. Impact on Resources

a. Fiscal
n/a

b. Human
n/a

c. Physical
n/a

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

TABLE 1: PROJECTED EXPENSES												
CAMPUS AND NAME OF PROGRAM, CENTER, OR UNIT: **UNMC - Cardiovascular Interventional Technology (CVIT) - College of Allied Health Professions**												
	(FY 2027) Year 1		(FY 2028) Year 2		(FY 2029) Year 3		(FY 2030) Year 4		(FY 2031) Year 5		**Total Cost**	
Personnel	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost		
	0.0	$0	0	$0	0	$0	0	$0	0	$0		$0
Subtotal		$0		$0		$0		$0		$0		$0
Operating												
Subtotal		$0		$0		$0		$0		$0		$0
Total Expenses		$0		$0.00		$0.00		$0.00		$0.00		**$0**

TABLE 2: REVENUE SOURCES						
CAMPUS AND NAME OF PROGRAM, CENTER, OR UNIT: **UNMC - Cardiovascular Interventional Technology - College of Allied Health Professions**						
	FY(2027) Year 1	FY(2028) Year 2	FY(2029) Year 3	FY(2030) Year 4	FY(2031) Year 5	**Total**
Total Revenue	$0	$0	$0	$0	$0	$0

BOARD OF REGENTS
AGENDA ITEM SUMMARY

Academic Affairs **December 4, 2026**

AGENDA ITEM: Proposal to Eliminate the Post-baccalaureate Certificate in Magnetic Resonance Imaging (MRI), administered by the College of Allied Health Professions at the University of Nebraska, Medical Center campus (UNMC).

☐ Review ☒ Review + Action ☐ Action ☐ Discussion

☐ *This is a report required by Regents' Policy.*

PRESENTERS: David S. Jackson, Executive Vice President and Provost

PURPOSE & KEY POINTS

The College of Allied Health Professions requests to discontinue the post-baccalaureate certificate in Magnetic Resonance Imaging (MRI). This program has had small and inconsistent student enrollment, historically averaging around 5 graduates per year, but with decreasing enrollment over the past 3 years. Workforce demand for these professionals is being met through cross-training radiographers, further diminishing the need for a separate certificate program. Elimination of this, and the CVIT certificate program (proposed separately), will eliminate an average annual deficit of approximately $162,000.

BACKGROUND INFORMATION

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

RECOMMENDATION

The President recommends approval.

SUMMARY-TRANSITIONING OR ELIMINATING AN ACADEMIC PROGRAM

CAMPUS AND NAME OF PROGRAM:UNMC Magnetic Resonance Imaging (MRI) Post-Baccalaureate Certificate Program

Date of Board approval: December 4, 2026

If a degree, estimated date of final completion: Spring 2027

Brief Explanation:

The MRI certificate program has had declining enrollment the past several years, and on the job training for radiographers has further reduced the need for a standalone certifiacte program. The program elimination results in the non-renewal of 2 faculty members and will remove the operating deficit of these programs (MRI and CVIT).

Annual Program Savings*	**Reductions at Completion**	
	FTE	Savings
Reduction in Faculty**	2	$ 179,726.00
Reduction in Staff**		$ -
All Other Savings***		$ -
Total Annual Savings		$ 179,726.00

*Annual Savings upon completion; **Total salary and benefits savings; ***Total of any additional savings on an annualized basis.

AAU Recognition Potential Impact: [ ]Very Negative [ ]Negative [X]None [ ]Positive [ ]Very Positive [ ]Not Applicable

AAU Recognition Criterion Impacted (If any):

For Degrees: Program Enrollment

	AY 21-22	**AY 22-23**	**AY 23-24**	**AY 24-25**	**AY 25-26**	**Total**
Number of Majors	5	0	6	4	3	18
Number of Degrees Granted	3	4	6	0	5	18

August 19, 2026

David Jackson, PhD
Executive Vice President and Provost
Dean of the Graduate College
University of Nebraska System
126 Varner Hall I 3835 Holdrege Street
Lincoln, NE 68583

Dear Provost Jackson,

I am forwarding for your consideration the request to delete the **Magnetic Resonance Imaging (MRI) Post-Baccalaureate Certificate Program** in the College of Allied Health Professions, effective **Fall 2026**.

The recommendation is based on long-term program data demonstrating limited student demand, small and unstable enrollments, and persistent fiscal losses. The program currently has no enrolled students, and the College has developed a plan to address faculty impacts associated with the program closure

This proposal has been reviewed by us and approved. We are requesting your review and approval and that it be submitted to the Board of Regents at an upcoming meeting.

Sincerely,

H. Dele Davies, MD, MS, MHCM
Chancellor

University of Nebraska Medical Center
H. Dele Davies, MD, MS, MHCM, Chancellor
986605 Nebraska Medical Center | Omaha, NE 68198-6605 | 402.559.4200 | dele.davies@unmc.edu
unmc.edu

University of Nebraska
Deletion of Major or Program

Use this form for deletion of undergraduate and graduate majors, degrees, and certificates

I. Descriptive Information

Name of Campus Proposing Deletion
University of Nebraska Medical Center
Full Name of Program
Magnetic Resonance Imaging (MRI)
Degree or Credential Awarded to Graduates of the Program
Post-Baccalaureate Certificate
CIP Code: 6 digit
Subject Code
UNMC - MRI
Administrative Unit(s) for the Program (eg: Department, School, College)
College of Allied Health Professions
Program is Currently Offered
_X_On-campus __Online (asynchronous) __ Synchronous Distance __Hybrid/Blended of Selected
Program leads to licensure or certification
_____ no ___X___ yes If yes, explain: ARMRIT
Proposed Date for Deletion of Major or Degree
Fall 2026
Major or Degree End Date
Fall 2026

II. Details

A. Justification for Deletion of the Program

Based on annual data beginning in fiscal year 2017; consistent, longitudinal evidence of limited student demand, small and unstable enrollments, and persistent fiscal losses.

B. Plan for Implementation of the Deletion

1. Current Students
   No new students admitted for AY26-27.

2. Current Faculty, Staff and Curriculum
   Non-renewal of 2.0 faculty members.

3. Impact on other units and programs

4. Impact on Course Subject Codes

C. Impact on Resources

a. Fiscal

MRI faculty (total 2.0 FTE) were notified in June 2026 of non-renewal per Board of Regents Policy 4.4.7 (Health Professions Faculty Appointment, UNMC). Their contract end dates are June 30, 2027, therefore, in fiscal year 2027, we anticipate faculty salary expenses totaling $179,726 with $0 in net tuition. In fiscal year 2028, we anticipate utilizing those allocations for existing programs within the college with strong enrollment trends, high projected workforce alignment and demand, and greater strategic return.

b. Human

The college recognizes the intellectual loss from the two departing faculty members, as their skills and experiential knowledge of Magnetic Resonance Imaging and Cardiovascular Interventional Technology do not currently exist within the College of Allied Health Professions.

c. Physical

n/a

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

TABLE 1: PROJECTED EXPENSES

CAMPUS AND NAME OF PROGRAM, CENTER, OR UNIT:
UNMC - Magnetic Resonance Imaging (MRI) - College of Allied Health Professions

	(FY 2027) Year 1		(FY 2028) Year 2		(FY 2029) Year 3		(FY 2030) Year 4		(FY 2031) Year 5		**Total Cost**	
Personnel	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost		
	2.0	$179,726	0	$0	0	$0	0	$0	0	$0		$179,726
Subtotal		$179,726		$0		$0		$0		$0		$179,726
Operating												
Subtotal		$0		$0		$0		$0		$0		$0
Total Expenses		$179,726		$0.00		$0.00		$0.00		$0.00		**$179,726**

TABLE 2: REVENUE SOURCES

CAMPUS AND NAME OF PROGRAM, CENTER, OR UNIT:
UNMC - Magnetic Resonance Imaging (MRI) - College of Allied Health Professions

	FY(2027) Year 1	FY(2028) Year 2	FY(2029) Year 3	FY(2030) Year 4	FY(2031) Year 5	**Total**
Total Revenue	$0	$0	$0	$0	$0	$0

August 19, 2026

H. Dele Davies, MD
Chancellor, University of Nebraska Medical Center

Dear Chancellor Davies:

I am writing to request approval to delete the **Magnetic Resonance Imaging (MRI) Post-Baccalaureate Certificate Program** in the College of Allied Health Professions, effective **Fall 2026**.

This recommendation is based on long-term program data demonstrating limited student demand, small and unstable enrollments, and persistent fiscal losses. There are currently no students enrolled in the program. As part of the closure program, two faculty positions will not be renewed in accordance with applicable policy.

We have reviewed and approved this proposal. We request your review and approval, the Chief Academic Officers' review and approval, and that it be reported to the Board of Regents at an upcoming meeting.

Sincerely,



Jane Meza, Ph.D.
Interim Vice Chancellor, Academic Affairs
University of Nebraska Medical Center

University of Nebraska Medical Center
Office of the Interim Vice Chancellor for Academic Affairs
987810 Nebraska Medical Center | Omaha, NE 68198-7810 | 402.559.5130
unmc.edu/academicaffairs

University of Nebraska
Deletion of Major or Program

Use this form for deletion of undergraduate and graduate majors, degrees, and certificates

I. Descriptive Information

Name of Campus Proposing Deletion
University of Nebraska Medical Center
Full Name of Program
Magnetic Resonance Imaging (MRI)
Degree or Credential Awarded to Graduates of the Program
Post-Baccalaureate Certificate
CIP Code: 6 digit
Subject Code
UNMC - MRI
Administrative Unit(s) for the Program (eg: Department, School, College)
College of Allied Health Professions
Program is Currently Offered
_X_On-campus __Online (asynchronous) __ Synchronous Distance __Hybrid/Blended of Selected
Program leads to licensure or certification
_____ no ___X___ yes If yes, explain: ARMRIT
Proposed Date for Deletion of Major or Degree
Fall 2026
Major or Degree End Date
Fall 2026

II. Details

A. Justification for Deletion of the Program

Based on annual data beginning in fiscal year 2017; consistent, longitudinal evidence of limited student demand, small and unstable enrollments, and persistent fiscal losses.

B. Plan for Implementation of the Deletion

1. Current Students
   Zero (0) current students.

2. Current Faculty, Staff and Curriculum
   Non-renewal of 2.0 faculty members.

3. Impact on other units and programs

4. Impact on Course Subject Codes

C. Impact on Resources

a. Fiscal

MRI faculty (total 2.0 FTE) were notified in June 2026 of non-renewal per Board of Regents Policy 4.4.7 (Health Professions Faculty Appointment, UNMC). Their contract end dates are June 30, 2027, therefore, in fiscal year 2027, we anticipate faculty salary expenses totaling $179,726 with $0 in net tuition. In fiscal year 2028, we anticipate utilizing those allocations for existing programs within the college with strong enrollment trends, high projected workforce alignment and demand, and greater strategic return.

b. Human

The college recognizes the intellectual loss from the two departing faculty members, as their skills and experiential knowledge of Magnetic Resonance Imaging and Cardiovascular Interventional Technology do not currently exist within the College of Allied Health Professions.

c. Physical

n/a

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

TABLE 1: PROJECTED EXPENSES

CAMPUS AND NAME OF PROGRAM, CENTER, OR UNIT:
UNMC - Magnetic Resonance Imaging (MRI) - College of Allied Health Professions

	(FY 2027) Year 1		(FY 2028) Year 2		(FY 2029) Year 3		(FY 2030) Year 4		(FY 2031) Year 5		**Total Cost**	
Personnel	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost		
	2.0	$179,726	0	$0	0	$0	0	$0	0	$0		$179,726
Subtotal		$179,726		$0		$0		$0		$0		$179,726
Operating												
Subtotal		$0		$0		$0		$0		$0		$0
Total Expenses		$179,726		$0.00		$0.00		$0.00		$0.00		**$179,726**

TABLE 2: REVENUE SOURCES

CAMPUS AND NAME OF PROGRAM, CENTER, OR UNIT:
UNMC - Magnetic Resonance Imaging (MRI) - College of Allied Health Professions

	FY(2027) Year 1	FY(2028) Year 2	FY(2029) Year 3	FY(2030) Year 4	FY(2031) Year 5	**Total**
Total Revenue	$0	$0	$0	$0	$0	$0

BOARD OF REGENTS
AGENDA ITEM SUMMARY

Academic Affairs **December 4, 2026**

AGENDA ITEM: Proposal to Establish the Bachelor of Science in Public Health (BSPH) degree in the College of Public Health at the University of Nebraska, Medical Center campus (UNMC).

☐ Review ☒ Review + Action ☐ Action ☐ Discussion

☐ *This is a report required by Regents' Policy.*

PRESENTERS: David S. Jackson, Executive Vice President and Provost

PURPOSE & KEY POINTS

This proposal seeks to establish a Bachelor of Science in Public Health (BSPH) at the University of Nebraska, Medical Center campus (UNMC) College of Public Health (COPH), the only College of Public Health in the state of Nebraska accredited by the Council on Education for Public Health. The program is designed to expand access to undergraduate public health education in order to address critical workforce needs, particularly in rural and underserved communities across Nebraska and the surrounding region. Students will complete at least 80 credit hours of foundational coursework at a partner institution or other accredited undergraduate institution, followed by 40 credit hours of fully online public health coursework through COPH for a total of 120 hours. The 40 credits of the BSPH will be delivered entirely online in an asynchronous format to remove geographic barriers for students who may be unable to relocate due to employment, family responsibilities, or rural residence. Sample plans of study were developed for students beginning at the University of Nebraska Lincoln campus (UNL) or the University of Nebraska at Kearney. The UNK option was developed so that all 120 credit hours could be completed fully online.

BACKGROUND INFORMATION

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

RECOMMENDATION

The President recommends approval.

August 25, 2026

David Jackson, PhD
Executive Vice President and Provost
Dean of the Graduate College
University of Nebraska System
126 Varner Hall I 3835 Holdrege Street
Lincoln, NE 68583

Dear Provost Jackson,

I am writing to request approval of the proposed **Bachelor of Science in Public Health (BSPH)** degree to be offered by the College of Public Health beginning in Fall 2027.

As Nebraska's only CEPH-accredited College of Public Health, COPH is uniquely positioned to provide high-quality public health education that addresses critical workforce needs across the state, particularly in rural and underserved communities. Delivered fully online, the BSPH will expand access for students who may be unable to relocate while supporting workforce development and community retention.

The program aligns with University of Nebraska strategic priorities related to educational access, workforce development, statewide engagement, and online program growth. It also supports the goals of the Online Education Collaborative by leveraging the Medical Center campus' established expertise in online public health education to meet growing student and workforce demand.

We have reviewed and approved this proposal. We request your review and approval, and that it be submitted to the Board of Regents at an upcoming meeting.

Sincerely,

H. Dele Davies, MD, MS, MHCM
Chancellor

University of Nebraska Medical Center
H. Dele Davies, MD, MS, MHCM, Chancellor
986605 Nebraska Medical Center | Omaha, NE 68198-6605 | 402.559.4200 | dele.davies@unmc.edu
unmc.edu

University of Nebraska System
Proposal for New Undergraduate Major or Degree

I. Descriptive Information

Name of Campus Proposing New Major or Degree	
University of Nebraska, Medical Center campus	
Full Name of Proposed Major or Degree	
Bachelor of Science in Public Health	
Degree to be Awarded to Graduates	
Bachelor of Science in Public Health	
Other Programs (including Certificates, Majors, or Degrees) Offered in this field by this institution	
Graduate Certificate in Public Health; Master of Public Health; Doctor of Public Health	
CIP Code: 6 digit *[Browse here: http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55]*	
51.2208	
Subject Code	
CPH	
Administrative Unit(s) for the Major or Degree	
College of Public Health	
Proposed Delivery Site	
N/A – distance only	
Students can Complete the Full Program *[check all that apply]*	
__On-campus _X_Online (asynchronous) __ Synchronous Distance __Hybrid/Blended of Selected	
Program leads to professional licensure or certification	
___X___ no _____ yes If yes, complete Appendix: Professional Licensure and Certification.	
Curriculum Categories and Number of Credit Hours (Total = ____)	
Existing or repackaged curricula:	_____ credit hours
Revised or redesigned curricula:	_____ credit hours
New curricula:	__40_ credit hours
Proposed Date the New Major or Degree will be Initiated	
Fall 2027	

II. Details

A. Purpose of the Proposed Major or Degree:

This proposal seeks to establish an online Bachelor of Science in Public Health (BSPH) at the University of Nebraska, Medical Center campus (UNMC) College of Public Health (COPH), the only College of Public Health in the state of Nebraska accredited by the Council on Education for Public Health. The program is designed to expand access to undergraduate public health education while addressing critical workforce needs, particularly in rural and underserved communities across Nebraska and the surrounding region.

Students will complete approximately 80 credit hours of foundational coursework at a partner institution or other accredited undergraduate institution followed by 40 credit hours of fully online public health coursework through COPH for a total of 120 hours. The 40 credits of the BSPH will be delivered entirely online in an asynchronous format to remove geographic barriers for students who may be unable to relocate due to employment, family responsibilities, or rural residence. This delivery model allows students to remain in their home communities while completing their degree, strengthening the local workforce pipelines and supporting community retention. The online format also supports working learners and individuals already employed in health or community-serving roles who are seeking to advance their education. The unique design of this program is intended to provide students flexibility in earning the BSPH degree from an accredited College of Public Health, while also ensuring they are well-prepared to pursue a Master of Public Health (MPH) or Master of Health Administration (MHA) or other graduate degree, should students desire to continue their education.

The University of Nebraska Bachelor of Science in Public Health will be comprised of upper-level coursework delivered by faculty in the COPH with general education and pre-requisite coursework taken at the University of Nebraska, Lincoln campus (UNL), the University of Nebraska at Kearney (UNK), the University of Nebraska at Omaha (UNO), or other colleges and universities within the State or beyond. Through a reverse transfer credit partnership with UNK, students will have an online pathway to complete prerequisite coursework. This means students will be able to earn a BSPH from the COPH and a BS in Applied Health Sciences from UNK. The COPH BSPH program has a long-term goal of expanding options across additional University of Nebraska System campuses to support an accessible, end-to-end undergraduate experience. This may include a reverse transfer partnership with UNO programs, and double major options with UNL programs.

While an undergraduate degree with a public health major exists within the University of Nebraska System, the proposed BSPH is intentionally differentiated through its online, rural-centered curriculum and applied public health practice focus. Being a predominantly rural state, many Nebraska communities face persistent public health workforce shortages, limited access to educational pathways, and infrastructure challenges that impact health outcomes. This program responds directly to those needs by embedding rural health throughout the required curriculum rather than treating it as a single elective or concentration area.

The proposed BSPH directly advances the University of Nebraska's systemwide strategic priorities, particularly in the areas of extraordinary teaching and learning, workforce development, access, and statewide engagement. The BSPH expands high-quality online education, removes geographic barriers for rural working learners, and strengthens Nebraska's public health and healthcare workforce pipeline. By providing a flexible, practice-focused undergraduate pathway into public health careers and eventually graduate education, the program supports the University's commitment to student success, career readiness, and service to Nebraska communities. The program also advances institutional goals related to online program growth, career currency, and community impact by preparing graduates with applied workforce-relevant skills.

In addition, this program fits with the Online Education Collaborative, led by Provost Jackson. One of the goals of this collaborative is the development of new programs which match our academic strengths and market needs. This

program is being developed to meet the workforce needs using the strong history of the COPH in administering online public health programs.

B. Description of the Proposed Major or Degree:

The COPH BSPH degree program is designed to integrate applied public health practice across required coursework, emphasizing skill development in assessment, communication, community engagement, preparedness, and program planning. Rural health concepts are embedded throughout the curriculum rather than isolated within a single course, allowing students to build progressive competency in rural systems, population health, and community-based approaches.

The COPH BSPH degree will be unique in two primary ways:

- The COPH curriculum will be offered fully online, meeting the needs of students who may not have the ability to relocate for a traditional campus-based program, including those living in rural communities who wish to remain and contribute to local workforce capacity. In partnership with UNK, the program also offers an established online pathway for implementation of prerequisite coursework, with the goal of expanding fully online options across partner campuses to support an accessible, end-to-end undergraduate experience.
- The curriculum will be grounded in the CEPH foundational competencies and integrates rural health across multiple required courses. Students will learn about the social, cultural, environmental, and political factors that impact health, with a focus on rural-settings.

Of the current *online* COPH students (n=358), only 18% (n=40) reside in Nebraska. Overall, the residence of students is geographically diverse, with 33% (n=119) of students living in the states listed below. The remaining students (55%) live throughout the United States.

State of residence	Percentage (%) of online students
Nebraska	18%
California	14%
Missouri	13%
Kansas	9%
Texas	5%
Colorado	5%
Maryland	5%
Washington	5%

C. Student Learning Outcomes

Student learning outcomes will center around the foundational competencies and domains of public health, as required by our accrediting body, the Council on Education for Public Health.

The foundational competencies will be mapped to specific assessments in each course. Foundational competencies include:

1. Communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences; diverse audiences include non-academic, non-peer audiences, with attention to matters such as literacy and health literacy
2. Locate, use, evaluate, and synthesize public health information

The foundational domains will be addressed through a combination of learning experiences and coursework:

1. the concepts and applications of basic statistics
2. the foundations of biological and life sciences
3. the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society
4. the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice
5. the concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations
6. the underlying science of human health and disease, including opportunities for promoting and protecting health across the life course
7. the socioeconomic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities
8. the fundamental concepts and features of project implementation, including planning, assessment, and evaluation
9. the fundamental characteristics and organizational structures of the U.S. health system as well as the differences between systems in other countries
10. basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy and the roles, influences, and responsibilities of the different agencies and branches of government
11. basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

In addition, the overall undergraduate curriculum and public health major curriculum will expose students to concepts and experiences necessary for success in the workplace, further education, and lifelong learning. Students are exposed to these concepts through any combination of learning experiences and co-curricular experiences. These concepts include the following:

1. advocacy for protection and promotion of the public's health at all levels of society
2. community dynamics
3. critical thinking and creativity
4. cultural contexts in which public health professionals work
5. ethical decision making as related to self and society
6. independent work and a personal work ethic
7. networking
8. organizational dynamics
9. professionalism
10. research methods
11. systems thinking
12. teamwork and leadership

D. Admissions

Application Requirements for BSPH:

- Submit application in the College Application System (CAS)
- Official transcripts of all university/colleges attended.
- Two letters of recommendation (at least one letter should be from someone qualified to evaluate academic qualifications)
- Personal statement
- Resume (including work & volunteer experience)

Admission Requirements for BSPH
Must be at least 18 years of age
Cumulative GPA 2.5 on a 4.0 scale
Cumulative Math & Science GPA 2.5 on a 4.0 scale
Successful completion of 80 semester hours (or equivalent quarter hours) at an accredited college or university. Credits for courses in which grades below "C-" were received, are not accepted in fulfillment of the individual course prerequisites listed below. The 80 semester hours must include the following:

- Biological Sciences (6 semester hours)
- General Chemistry (3 semester hours)
- Written Communication (3 semester hours)
- Quantitative Literacy (6 semester hours) Statistics and pre-calculus or calculus is preferred.

Advanced Placement
College Level Examination Program (CLEP), Advanced Placement (AP), International Baccalaureate (IB) and/or Defense Activity for Non-Traditional Support (DANTES) semester credit hours will be accepted for transfer, except prerequisite courses in biological sciences, general chemistry, written communication, and quantitative literacy. If undergraduate prerequisite courses were taken as Pass/Fail or Credit/No Credit, then it is recommended that students take upper level courses in the prerequisite area to meet admissions requirements. A maximum of 12 credit hours can be non-graded (e.g.: AP, CLEP, Dantes, P/NP, International Baccalaureate) (IB).

Admissions Decisioning
College Level Examination Program (CLEP), Advanced Placement (AP), International Baccalaureate (IB) and/or Defense Activity for Non-Traditional Support (DANTES) semester credit hours will be accepted for transfer, except prerequisite courses in biological sciences, general chemistry, written communication, and quantitative literacy. If undergraduate prerequisite courses were taken as Pass/Fail or Credit/No Credit, then it is recommended that students take upper level courses in the prerequisite area to meet admissions requirements. A maximum of 12 credit hours can be non-graded (e.g.: AP, CLEP, Dantes, P/NP, International Baccalaureate) (IB).

E. Program Curriculum

Students will obtain (transfer in if external) 80 credit hours from an accredited undergraduate institution and complete 40 credit hours through COPH to meet curricular requirements for the BSPH, for a total of 120 credit hours. All courses will be newly developed in the COPH.

Required Courses: Course Code and Title	**Major/Degree Credit Hours**	**Prerequisites, if applicable**	**Course and Lab Fee**	**New or Existing Course**
CPH 400C - Introduction to Public Health *(CPH 500 Foundations of Public Health [existing graduate-level course] can be substituted if student already completed a similar course)*	3	n/a	n/a	New
CPH 403C - Public Health Program Planning	3	n/a	n/a	New
CPH 406C - Public Health Surveillance and Investigation	3	Quantitative course (stats or pre-calc/calc preferred)	n/a	New
CPH 409C - Foundations of Rural Public Health	3	n/a	n/a	New
CPH 412C - Foundations of Environmental, Agricultural, and Occupational Health	3	n/a	n/a	New

CPH 420C – Public Health Preparedness and Response	3	n/a	n/a	New
CPH 424C - Community Engagement and Practice	3	n/a	n/a	New
CPH 428C - Rural Health Policy and Advocacy	3	CPH 409C – Foundations of Rural Public Health	n/a	New
CPH 430C - Introduction to Public Health Funding and Grants	3	CPH 400C – Introduction to Public Health	n/a	New
CPH 450C– Healthcare Systems	3	CPH 400C – Introduction to Public Health	n/a	New
CPH 455C – Rural Health around the Globe	3	CPH 409C – Foundations of Rural Public Health	n/a	New
CPH 460C – Public Health Assessment and Evaluation	3	CPH 403C – Public Health Program Planning	n/a	New
CPH 490C - Public Health Internship and Cumulative Experience	4	CPH 400C Introduction to Public Health; in good academic standing; 95 credit hours completed; Affiliation agreement complete	$30 per credit hour (planned)	New
Total	**40 credit hours from COPH**			

Sample Four-Year Program of Study UNL & UNMC Public Health Major (not all UNL courses are offered online)

Term/Semester: Fall Year 1

Course/Section Number	Course Name	Number of Credit Hours
ENGL 150	ACE 1 Writing & Inquiry	**3**
MATH 101 or higher	(College Algebra/Pre-Calc/Calc)	**3**
BIOS 101 & Lab	ACE 4 General Biology	**4**
PSYC 181	ACE 6 Introduction to Psychology	**4**
CHEM 104 or equivalent	ACE 4 General Chemistry	**4**
	Total:	**18**

Term/Semester: Spring Year 1

Course/Section Number	Course Name	Number of Credit Hours
COMM 101	ACE 2 Communications in the 21st Century	**3**
Stat 218 or equivalent	ACE 3 Introductory Statistics	**3**
BIOS 110 or equivalent	ACE 4 Human Biology	**3**
SOCI 101	ACE 6 Intro Sociology	**3**
ACE Elective	ACE 9 Global Awareness/Human Diversity (for example, MODL 101 Windows of the World)	**3**
	Total:	**15**

Term/Semester: Fall Year 2

Course/Section Number	Course Name	Number of Credit Hours
BIOS 213L	Human Physiology	4
ECON 211	ACE 6 Principles of Macroeconomics	**3**
ACE Elective	ACE 8 Ethics/Civics Responsibility (for example, PHIL 106 Philosophy and Current Issues)	**3**
ACE Elective	ACE 5 Humanities (for example, HIST 112 History of U.S. Present)	**3**
Free Elective	For example, NUTR 100 Healthy Living	**3**
	Total:	**16**

Term/Semester: Spring Year 2

Course/Section Number	Course Name	Number of Credit Hours
BIOS 213	Human Physiology or Equivalent	**3**
ACE Elective	ACE 7 Humanities/Arts (for example, THEA 112G Introduction to Theater)	**3**
Free Elective	For example, BIOS 111 Introduction to Microbiology and Human Health	**4**
Free Elective	For example, NUTR 250 Human Nutrition and Metabolism	**3**
Free Elective	For example, NUTR 230 Peer Health Education	**2**
Free Elective	For example, CASC 150 Introduction to Health Professions	**1**
	Total:	**16**

Term/Semester: Fall Year 3

Course/Section Number	Course Name	Number of Credit Hours
SOC 217	Sociology of Health & Illness	**3**
PSYC 288	Psychology of Health & Wellness	**3**
COMM 286	Business & Professional Communication	**3**
Free Elective	For example, CSCE 101 Fundamentals of Computer Science	**3**
Free Elective	For example, CRIM 300 Applied Statistics and Data Processing in the Public Sector	**3**
	Total:	**15**

Total Credits at UNL = 80

Term/Semester: Spring Year 3

Course/Section Number	Course Name	Number of Credit Hours
CPH 400C	Introduction to Public Health	**3**
CPH 403C	Public Health Program Planning	**3**
CPH 406C	Public Health Surveillance and Investigation	**3**
CPH 409C	Foundations of Rural Public Health	**3**

Total:	**12**

Year 4 – UNMC Public Health Program

Term/Semester: Fall Year 4

Course/Section Number	**Course Name**	Number of Credit Hours
CPH 412C	Foundations of Environmental, Agricultural, and Occupational Health	**3**
CPH 420C	Introduction to Public Health Preparedness & Response	**3**
CPH 424C	Community Engagement & Practice	**3**
CPH 428C	Rural Health Policy & Advocacy	**3**
CPH 430C	Introduction to Public Health Funding & Grants	**3**
	Total:	**15**

Term/Semester: Spring Year 4

Course/Section Number	Course Name	Number of Credit Hours
CPH 450C	Healthcare Systems	**3**
CPH 460C	Public Health Assessment & Evaluation	**3**
CPH 455C	Intersections of Global and Rural Health	**3**
CPH 490C	Public Health Internship and Cumulative Experience (Potentially ACE 10)	**4**
	Total:	**13**

Total Credits at UNL
Total Credits at UNMC **40**
Total Credit Hours for BSPH **120**

Sample Four-Year Program of Study (all UNK courses listed below will be UNK online courses)

UNK & UNMC Public Health Major FULLY ONLINE

Term/Semester: Fall Year 1

Course/Section Number	Course Name	Number of Credit Hours
LOPER 1 LOPR 126	First year seminar	**3**
LOPER 2 ENG 101	Introduction to Academic Writing	**3**
LOPER 4 MATH 123	Applied Calculus 1	**3**
HSCI 140	Introduction to Public Health	**3**
Minor Course or Elective		**3**
	Total:	**15**

Term/Semester: Spring Year 1

Course/Section Number	Course Name	Number of Credit Hours

CHEM 101	Chemistry & Current Events	**3**
LOPER 3 ITEC 290	Communicating through Technology	**3**
LOPER 5	Visual or Performing Arts	**3**
LOPER 11 KSS	Healthy, Wealthy, & Wise	**3**
Minor Course or Elective		**3**
	Total:	**15**

Term/Semester: Fall Year 2

Course/Section Number	Course Name	Number of Credit Hours
STAT 241 or BIOL 305	Elementary Statistics or Biostatistics	**3**
Minor Course or Elective		**3**
BIOL 103 (lab fee)	General Biology	**4**
LOPER 6	Humanities	**3**
Minor Course or Elective		**3**
	Total:	**16**

Term/Semester: Spring Year 2

Course/Section Number	Course Name	Number of Credit Hours
LOPER 7	Social Sciences	**3**
BIOL 110	Introduction to Epidemiology	**3**
LOPER 10	Respect for Human Diversity	**3**
LOPER 8 PHYS 210	Astronomy	**3**
Minor Course or Elective		**3**
	Total:	**15**

Term/Semester: Fall Year 3

Course/Section Number	Course Name	Number of Credit Hours
HSCI 320	Global Health	**3**
BIOL 440	Infectious Diseases	**3**
LOPER 9	Civic Competency & Engagement	**3**
Minor Course or Elective		**3**
Minor Course or Elective		**3**
	Total:	**15**

Term/Semester: Spring Year 3

Course/Section Number	Course Name	Number of Credit Hours
Minor Course or Elective		**3**
BIOL 325	Medical Terminology	**1**

CPH 500	Foundations of Public Health *(substituted for Introduction to Public Health since students complete a similar course at UNK; this is graduate-level course that can transfer to MPH or MHA degree at UNMC)*	**3**
CPH 403C	Public Health Program Planning	**3**
CPH 406C	Public Health Surveillance and Investigation	**3**
CPH 409C	Foundations of Rural Public Health	**3**
	Total:	**16**

Year 4 – UNMC Public Health Program

Term/Semester: Fall Year 4

Course/Section Number	**Course Name**	Number of Credit Hours
CPH 412C	Foundations of Environmental, Agricultural, and Occupational Health	**3**
CPH 424C	Community Engagement and Practice	**3**
CPH 428C	Rural Health Policy and Advocacy	**3**
CPH 460C	Public Health Assessment and Evaluation	**3**
CPH 430C	Introduction to Public Health Funding and Grants	**3**
	Total:	**15**

Term/Semester: Spring Year 4

Course/Section Number	Course Name	Number of Credit Hours
CPH 450C	Healthcare Systems	**3**
CPH 420C	Public Health Preparedness and Response	**3**
CPH 455C	Rural Health around the Globe	**3**
CPH 490C	Public Health Internship and Cumulative Experience	**4**
	Total:	**13**

Total Credits at UNK = 80
Total Credits at UNMC = 40

Total Credit Hours = 120

F. Advising

In consultation with their advisor, students will be required to prepare a plan of study. The plan will cover the completion of the undergraduate program and will be reviewed each semester with the student's advisor. Students will receive advising on preparation for the public health internship and capstone from the undergraduate program director.

G. Evaluation of Program

The COPH is accredited by the Council on Education for Public Health (CEPH), so the BSPH will be included under the existing accreditation. CEPH provides stringent accreditation standards for BSPH degrees, including competencies, foundational domains, cumulative and experiential activities, and cross-cutting concepts and experiences. The

COPH strives to exceed these standards and expectations and will be required to regularly report on them to CEPH, including through self-evaluations and site visits.

H. Plan for Implementation

The COPH has existing partnerships, formalized through affiliation agreements, with hundreds of public health-serving organizations, including governmental public health organizations, non-profit organizations, industry partners, hospitals and healthcare settings, and others. These existing partnerships, located throughout the globe, will ensure that students are able to complete internship experiences in public health settings. COPH will develop a marketing and recruitment plan for admissions in collaboration with system partners. In addition, COPH has an Associate Dean for Kearney Initiatives located on the UNK campus.

Map of existing partnerships between COPH and public health-serving organizations located across the world (as of 2/19/2026)



I. Other Information (as applicable)

III. Review Criteria

A. Centrality to the Campus Role and Mission

The University of Nebraska established a Master of Public Health (MPH) program and admitted the first students in 2002. After the MPH program had built a solid track record and state leaders recognized the importance of public health training and research, the NU Board of Regents established the College of Public Health at UNMC in 2006. The MPH program migrated from a collaborative program with UNO to a standalone professional program in the COPH with the approval of the Board of Regents in April 2010. During that time leading to formal approval of the college, the COPH learned that the MPH program could improve in order to meet the statewide workforce needs, especially in the rural areas. As a result, they began delivering distance education and then transitioned to fully asynchronous, online programs starting in 2015. In 2021, the state of Nebraska's only Doctor of Public Health (DrPH) program was established. It is a fully online, asynchronous program. As the only Council on Education for Public Health (CEPH) accredited College of Public Health in Nebraska, the COPH is well-positioned to create an innovative, accessible, and unique bachelors-level training program for Nebraska and the nation. In addition to our expertise in education, the COPH has long-standing regional funded partnerships including:

- The COPH has a history of participating in or receiving funding for public health training, including the HRSA-funded Midwest Public Health Training Center and the Region 7 Public Health Scholarship funding.
- The NIOSH-funded Central States Center for Agricultural Safety and Health.
- CDC-funded Regional Center for Public Health Preparedness and Response

B. Relationship of the proposal to the University of Nebraska strategic priorities

Pillar 1: Extraordinary Teaching and Learning

- **Curriculum Innovation and Alignment:** The proposed program is designed to have a direct impact on the workforce. This degree, which can be completed completely online and will be one of the first in the nation, will provide greater access to those working in public health to obtain a bachelor's degree. National workforce modeling by the de Beaumont Foundation estimates that U.S. state and local health departments need at least 80,000 additional full-time public health professions to deliver basic foundational public health services. Against this backdrop, the 2024 *Public Health Workforce Interests and Needs Survey* (PH WINS), the most recent and largest nationally representative assessment of the U.S. state and local governmental public health workforce, current workforce trends show both ongoing challenges and opportunities for strategic workforce development. The 2024 survey found that only 22% of state and local public health workers hold a degree in public health, underscoring the continued need for formal education aligned with core public health competencies. Additionally, one-quarter of the workforce is 35 years old or younger, and 54% have been at their agency for five years or less, reflecting both a generational shift and increasing workforce turnover. At the same time, 75% of employees report an intent to stay with their current agency over the next year, although young professionals are more likely than older peers to consider leaving. Workforce challenges include training needs such as budget and financial management (51%), policy engagement (40%), and systems and strategic thinking (34%). These workforce challenges are particularly pronounced in rural states such as Nebraska, where local health departments and healthcare organizations face persistent recruitment and retention barriers. Together, these data reinforce the critical need for degree programs that build foundational competencies in assessment, policy and community engagement, communications, and systems thinking. The College of Public Health's extensive internship and preceptor network, comprising more than 100 professionals across 45 states and 7 countries, will provide a unique learning environment and opportunities for online learners.

Pillar 2: Extraordinary Partnerships and Engagement

- **Partnerships & Alignment Across NU**: The proposed program is being designed with a reverse transfer agreement partnership with the University of Nebraska Kearney, with the goal to add partnerships (such as double majors, minors, collaborative courses, etc.) with UNL as well. Several discussions regarding opportunities have already taken place.
- **Partnerships Across the Nebraska Region**: The College of Public Health (COPH) already has extraordinary partnerships across the region with local public health departments, federally qualified health departments, and other public health non-profits. The COPH faculty and staff have spent over 20 years building relationships that have resulted in collaborative projects, workforce development opportunities, technical assistance, and student field placements. Increasing the number of students available for internships and field placements will allow for more mutually beneficial projects with our public health partners.
- **Partnerships Beyond Nebraska**: The COPH also has strong partnerships beyond Nebraska. As highlighted earlier, the COPH has preceptors in 45 states and 7 countries. The COPH is also a collaborating partner for the federally funded Region 7 Public Health Training Center, the Region 7 Public Health Preparedness Center, the Central States Center for Agricultural Safety and Health, and several other projects and research initiatives that include partners throughout the U.S. and the world.

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

- **Statewide Goal: Participation and Success:** The proposed program aligns with the Statewide Plan for Postsecondary Education. The proposed BSPH program is designed to meet the needs of all Nebraskans and fulfill the vision for Nebraska Postsecondary Education. In envisioning the program, we prioritized affordability, accessibility, and quality. As highlighted in the Statewide Plan, Nebraska is a geographically large state. The proposed program is designed to allow students to stay in their communities. A comprehensive recruitment and marketing plan will be developed to ensure prospective students across the state are reached. The COPH has a track record of achieving this with the MPH and DrPH programs. The online nature of the programs allows students to work, learn, and live in their preferred communities while implementing what they learn in real-time. The COPH also has data showing that our online training methods have the same rigor and satisfaction as our in-person courses. Additionally, the proposed tuition rate for the program is highly competitive for online training, as is the case with all our online programs in the COPH. The curriculum content for the program will be created in partnership with community and practice partners to ensure we are meeting their needs.
- **Statewide Goal: Student-Centered:** The proposed program will have clearly defined outcomes and standards aligned with accreditation criteria to assist students in meeting their career goals. As with our MPH program, one of our top priorities will be graduating students in a reasonable and predictable time frame. Additionally, we will ensure a smooth and coordinated approach to transferring credits to the COPH to complete the BSPH.
- **Statewide Goal: Support Services:** The COPH already offers many support services, including student affairs, career services, advising, and mentoring. Additionally, UNMC provides many counseling and other support services outside of the academic mission. The COPH will invest resources in additional services to meet the unique needs of undergraduate students and ensure their success.
- **Statewide Goal: Skilled Graduates:** We are confident that graduates of the BSPH program will have the knowledge and skills needed to succeed. The program is designed as a skills-based curriculum that ensures graduates will have foundational public health competencies. The COPH has already invested resources into online learning and teaching. Faculty have the knowledge and skills to provide interesting, real-world, engaging, and rewarding online learning experiences.

D. Evidence of Need and Demand

1. **Need**: The United States has made important progress in improving population health and longevity, yet substantial challenges remain. Today, more than 40% of U.S. adults and nearly 20% of children and adolescents live with obesity, which increases the risk for diabetes, cardiovascular disease, and other chronic conditions, according to the Centers for Disease Control and Prevention. Tobacco use continues to be a leading cause of preventable death nationwide. Persistent threats from infectious disease, antimicrobial-resistant organisms, and foodborne illness continue to strain public health systems. At the same time, the nation faces an urgent behavioral health crisis, with more than 107,000 drug overdoses annually, alongside rising deaths related to alcohol and suicide. Climate effects are further intensifying health risks, as weather-related emergencies, including extreme heat, flooding, and wildfires become more frequent and severe.

   Compounding these population health challenges is a significant workforce capacity gap. National workforce modeling by the de Beaumont Foundation estimates that U.S. state and local health departments need at least 80,000 additional public health professionals to deliver basic public health services, which represents nearly an 80% increase over current staffing levels. In Nebraska, these challenges are intensified by rural geography and limited local workforce pipelines, making it difficult for many communities to recruit and retain public health and healthcare professionals. This shortage highlights the urgent need to build a well-prepared pipeline for public health professionals. Additionally, PH WINS 2024 shows that only 22% of state and local public health workers hold a degree in public health, reinforcing the need for accessible foundational education aligned with practice.

While national workforce data demonstrate persistent shortages in public health capacity, these challenges are particularly acute in Nebraska and other predominantly rural states. Many rural communities face ongoing workforce instability, limited applicant pools for entry-level public health roles, and difficulty recruiting and retaining professionals trained in population health practice. In several regions of the state, local health departments and community-serving organizations operate with small staff responsible for broad service areas, increasing the need for graduates who are prepared to work effectively in resource-constrained environments.

In addition, Nebraska's rural public health workforce reflects broader demographic trends, including an aging professional base and limited local training pipelines. Geographic isolation and distance from higher education institutions can restrict access to undergraduate pathways in public health, particularly for students who are place-bound due to employment or family responsibilities. These challenges are not unique to Nebraska and are shared by rural communities across multiple states, underscoring the importance of accessible, online public health education models that support students remaining in their communities while building workforce capacity regionally.

An online Bachelor of Science in Public Health directly addresses these needs by expanding access to foundational public health education while allowing students to remain in their communities. By strengthening local workforce pipelines and equipping learners with practice-ready skills, this program will help build the capacity needed to respond to today's complex and ever-changing public health challenges.

2. **Demand**: Demand for BSPH programs and public health majors continues to increase. According to data from the Association of Schools and Programs of Public Health, applications to BSPH programs increased by 72%, and new enrollments increased by 39% in 2024. Additionally, applications to hybrid BSPH programs increased by 98%, and new enrollments increased by 69%. While there are currently over 90 Council on Education for Public Health accredited baccalaureate programs, there are currently no fully online BSPH programs which are accredited by the Council on Education for Public Health.

E. Avoidance of Unnecessary Duplication

- **Current Program Offerings**: The University of Nebraska System does not currently offer an online Bachelor of Science in Public Health (BSPH). While the University of Nebraska at Omaha (UNO) has a BSPH program, it is not online and primarily focuses on health education and health promotion. The COPH BSPH will attract students who want the flexibility of an online education. This may include students who work full-time or have families, or students who are not interested in moving to the Omaha area, but want to pursue a degree in public health.
- **Proposed Online Program**: The proposed program delivered by the University of Nebraska Medical Center campus' College of Public Health (UNMC COPH) will be online, making it one of the first completely online BSPH programs in the country. The COPH has been offering online Master's and Doctoral education for the last decade. During this time, the COPH has invested significant resources to become one of the most respected, accessible, and affordable online programs in the country. The College of Public Health currently has approximately 450 students with 71% of them being online with students in 43 states and 36 different countries. We anticipate growing a BSPH online program to 300 students in 5 years.
- **Unique Focus Areas**: The proposed BSPH program builds on COPH's strengths in online education and workforce development and includes coursework focused on rural health systems, community engagement, public health preparedness and response, and policy. These areas are embedded throughout the curriculum, including in Foundations of Rural Public Health, Community Engagement and Practice, Rural Health Policy and Advocacy, and Introduction to Public Health Preparedness and Response. Together, these courses prepare graduates to work effectively in rural and underserved settings while developing applied skills in assessment, communication, systems thinking, and community

partnership. This applied, place-based approach differentiates the BSPH from existing on-campus programs and supports students who wish to remain in their communities while advancing their education.

- **Target Audience**: Graduates will have the skills to make a direct impact on the communities where they live. Since the program is online, students will be able to apply their skills in real-time, as we predict a significant portion of students will already be working in public health or community-based organizations but lack formal training. The program is designed for working professionals who need the flexibility of an online format, differentiating it from the on-campus UNO program, which may cater more to traditional students.
- **Complementary Goals**: The proposed program is not intended to compete with UNO but to support and augment it. We believe there is space for both programs, and both have important contributions to make to the public health system in Nebraska and beyond.
- **Geographic Reach**: The online format of the proposed BSPH program allows it to attract students from a wider geographic area, including those who may not be able to attend an on-campus program in Omaha. This expands the reach and impact of the program.
- **Resource Sharing**: There is potential for collaboration between the two programs, such as shared resources, faculty, or joint initiatives that can enhance both programs. This collaborative approach can strengthen the overall public health education offerings in Nebraska.
- **Market Demand**: Data and projections show a growing demand for public health professionals, particularly those with training in community-driven public health systems and policy.
  This demonstrates that there is enough demand to support both programs without duplication.

F. Adequacy of Resources:

1. Faculty/Staff
   UNMC COPH will administer the program. The COPH faculty will be responsible for the student admission to the BSPH program, including application review and determination for acceptance. Upon program approval, a program director will be hired. Marketing and promotion resources will be allocated to the program. The BSPH program courses will be taught by the COPH faculty and PhD graduate teaching assistants. There are 83.34 full- and part-time faculty in the COPH. There are also five PhD programs in the COPH, most of whom provide Graduate Assistantships to their students. Some PhD students, as part of their assistantships, will teach courses in the BSPH relative to their educational training. In addition, the COPH has dedicated resources to establish the BSPH program.

2. Library/Information Resources
   The program will use the currently existing library services and information technology services associated with the UNMC campus. As the College currently offers online programs, the infrastructure already exists.

3. Physical Facilities and Equipment
   The program will use the currently existing facilities associated with the UNMC campus. As the program will be administered online, classroom space is not needed.

4. Student Scholarships
   COPH has received a commitment for a $500,000 endowment for support scholarships for Nebraska residents.

5. Budget Projections [include Table 1 and Table 2]: Found in Excel Workbook: BSPH Proposal Budget Projections

IV. Appendices

A. Market Analysis

B. Letters of Support
Internal

External

C. Professional Licensure and Certification
N/A

Table 1: Projected Expenses

CAMPUS AND NAME OF PROGRAM, CENTER, OR UNIT: UNMC/COPH - BSPH Program												
	(AY27/28) Year 1		(AY28/29) Year 2		(AY29/30) Year 3		(AY30/31) Year 4		(AY31/32) Year 5		**Total Cost**	
Personnel	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost		
Faculty [1]	1.00	$220,830	1.00	$227,455	1.00	$234,279	1.00	$241,307	1.00	$248,546		$1,172,417
Professional [2]	2.00	$171,607	2.00	$176,755	2.00	$182,058	2.00	$187,520	2.00	$193,145		$911,085
Graduate assistants	3.00	$93,372	3.00	$96,173	3.00	$99,058	3.00	$102,030	3.00	$105,091		$495,724
Support staff		$0		$0		$0		$0		$0		$0
Subtotal		$485,809		$500,383		$515,395		$530,857		$546,782		$2,579,226
Operating												
General Operating [3]		$0		$0		$0		$0		$0		$0
Equipment [4]		$6,750		$0		$0		$6,750		$0		$13,500
New or renovated space [5]		$0		$0		$0		$0		$0		$0
Library/Information Resources [6]		$0		$0		$0		$0		$0		$0
Other [7]		$0		$0		$0		$0		$0		$0
Subtotal		$6,750		$0		$0		$6,750		$0		$13,500
Total Expenses		**$492,559**		**$500,383**		**$515,395**		**$537,607**		**$546,782**		**$2,592,726**

Table 2: Revenue Sources for Projected Expenses

CAMPUS AND NAME OF PROGRAM, CENTER, OR UNIT: UNMC/COPH - BSPH Program						
	AY27-28 Year 1	AY28-29 Year 2	AY29-30 Year 3	AY30-31 Year 4	AY31-32 Year 5	**Total**
Existing Funds [1]						$0
Required New Public Funds [2]						$0
1. State Funds						$0
2. Local Tax Funds (community colleges)						$0
Tuition and Fees [3]	$742,000	$1,484,000	$2,226,000	$3,339,000	$4,452,000	$12,243,000
Other Funding [4]						$0
1						$0
2						$0
3						$0
Total Revenue [5]	$742,000	$1,484,000	$2,226,000	$3,339,000	$4,452,000	$12,243,000

August 25, 2026

H. Dele Davies, MD
Chancellor, University of Nebraska Medical Center

Dear Chancellor Davies:

I am writing to request approval of the proposed **Bachelor of Science in Public Health (BSPH)** degree to be offered by the College of Public Health, beginning fall 2027.

As Nebraska's only CEPH-accredited College of Public Health, COPH is uniquely positioned to provide high-quality public health education that addresses critical workforce needs across the state, particularly in rural and underserved communities. The proposed BSPH will be delivered fully online, providing flexible access for students who may be unable to relocate due to work, family, or geographic constraints.

The program aligns closely with the University of Nebraska's strategic priorities of expanding educational access, strengthening workforce development, and serving communities across the state. Through partnerships with UNK and other institutions, students can complete prerequisite coursework and seamlessly transition into upper-level public health studies at the Medical Center campus. The curriculum's emphasis on applied public health practice and rural health prepares graduates for immediate workforce contributions while also creating a pathway to graduate education.

This proposal also supports the goals of the Online Education Collaborative by leveraging the Medical Center campus’s established expertise in online public health education to meet demonstrated student and workforce demand.

We have reviewed and approved this proposal. We request your review and approval, the Chief Academic Officers' review and approval, and that it be reported to the Board of Regents at an upcoming meeting.

Sincerely,

Jane L Meza

Jane Meza, Ph.D.
Interim Vice Chancellor, Academic Affairs
University of Nebraska Medical Center

University of Nebraska Medical Center
Office of the Interim Vice Chancellor for Academic Affairs
987810 Nebraska Medical Center | Omaha, NE 68198-7810 | 402.559.5130
unmc.edu/academicaffairs

Appendix A
Market Analysis

encoura® Eduventures® Research

Online Bachelor's in Public Health

UNIVERSITY OF NEBRASKA

OCTOBER 2024

Table of Contents

About the Study
Project Background

Executive Summary and Recommendations
Executive Summary
Recommendations

Research Findings
Program Demand
Competitive Landscape
Competitive Analysis
Eduventures Proprietary Survey Data
Labor Market Demand

Appendix
Methodology
Methodological Detail

encoura® Eduventures® Research

About the Study

Project Background

University of Nebraska College of Public Health

PROGRAM: Online Bachelor of Public Health

The University of Nebraska College of Public Health (COPH) is interested in obtaining a better understanding of the market for an online bachelor's in public health degree. The primary audience for this program is working professionals in the public health or healthcare sector who do not have a bachelor's degree but need one to perform better or to be promoted. In addition to non-bachelor's degree holders, the COPH will be targeting those who plan to pursue careers in public health and intend to complete graduate school.

Key Research Questions:

1. What is the overall health of the online bachelor's in public health market given supply and demand indicators?
2. What are the key characteristics of competitor programs and how are they positioned in the market? Where is there opportunity for the COPH?
3. What can we learn from the desires of prospects interested in aligned higher education programming?

encoura® Eduventures® Research

Executive Summary & Recommendations

Executive Summary (1 of 2).

Online Public Health is slightly ahead of on-campus and overall growth nationally. Region is less favorable for online.

Conferrals in aligned public health programs are growing, with online completions outpacing online programs' growth rate nationally but not regionally. Overall growth for both the nation and University of Nebraska's region demonstrate a 9% compound annual growth rate (CAGR) for all public health-aligned programs. While online conferrals appear to be growing slightly faster nationally, the online growth for the region is at 8%, below the on-campus and overall growth for public health-aligned programs.

The Public Health, General CIP code reveals that broad public health programs saw significant growth, especially online. This stands out in the nation, with online conferrals growing at 21%, surpassing on-campus conferrals. The region; however, has not seen any movement in online growth over the past decade (0%) with some volatility in the market.

Among the top national online public health providers, many are experiencing year-over-year growth, while others are seeing declines. Texas A&M, despite holding the largest market share nationally at almost 23%, stopped accepting applications for its online bachelor's programs, suggesting a strategic pullback possibly due to program underperformance (Texas A&M declined by 2% over the past year).

Productivity is suffering. Either market needs are currently being met, or the supply is outpacing demand, indicating it may be difficult for a new online provider to enter the market. Regionally, within Nebraska and surrounding states, the providers currently offering online bachelor's programming in public health are outpacing the student demand. The University of Nebraska could face adversity in differentiating their program in an already crowded field.

Executive Summary (2 of 2).

Providers effectively tailor marketing to match learner preference. The labor market is robust and presents University of Nebraska a potential opportunity.

Concentrations are rare at the bachelor's level in an online format. General public health programs seem to be performing better and for those institutions that are offering a number of concentrations (University of Arizona, Kent State), there has been recent decline.

Profiled competitors effectively differentiate their offerings to appeal to traditional and non-traditional leaders by tailoring their programs and marketing strategies to meet specific needs. On-campus public health programs focus on providing immersive, community-based learning experiences and networking opportunities. In contrast, online programs highlight flexibility and accessibility, accommodating learners balancing education with other life commitments.

Some profiled competitors share in-depth curriculum, but others do not. Profiled competitors such as UT Arlington and Allen College showcase clear required coursework and electives while Missouri and San Jose State provide potential course coverage or no course insight at all.

Aligned prospects prioritize higher earnings, career progression, and hands-on learning experiences with faculty and peers. Nearly 60% prefer hybrid learning models that combine online and in-person interactions. The desire for face-to-face interaction could be why aligned prospects report interest in on-campus and hybrid programs. They also report valuing affordability, loan forgiveness, and customizable programs with flexible transfer credit policies.

Strong labor market with aligned educational attainment. The national and regional labor market aligned with public health shows increasing and consistent growth over the next decade with accompanying high salaries. Additionally, public health-aligned employees are much more likely to hold a bachelor's degree, signaling program alignment.

Recommendations.

Clarify difference between online and on-campus programming and consider ways to incorporate optional hybrid opportunities that emphasize engagement and in-person benefits.

The Bottom Line

Refine messaging around flexibility of online. University of Nebraska should make clear differentiation between the online program and on-campus program. Promoting the online option and the benefits of this format will be critical.

Consider an optional hybrid model. The Eduventures Adult Prospect Research indicates that aligned prospects value hands-on experiences and interacting with faculty and peers. University of Nebraska could offer an optional in-person component to motivate more students to enroll in the online program that may be seeking in-person interaction.

Emphasize online alumni outcomes. Ensuring that prospective students understand that the program quality of an online program is no different than on-campus, promoting the careers and salaries of online graduates will be an important piece of the puzzle. Online bachelor's degree program websites can be notoriously vague in terms of graduate outcomes, so this could be an opportunity for the University of Nebraska to stand out.

Be cognizant of a crowded market and limited online options in the region. University of Nebraska should be aware of enrollment numbers when there are so many online players in the market. Indicating that the institution is serving the region by offering a program online could entice local students who prefer an online/hybrid format.

encoura® Eduventures® Research

Research Findings: Program Demand

The Aligned Market
Examining Program Trends and Demand

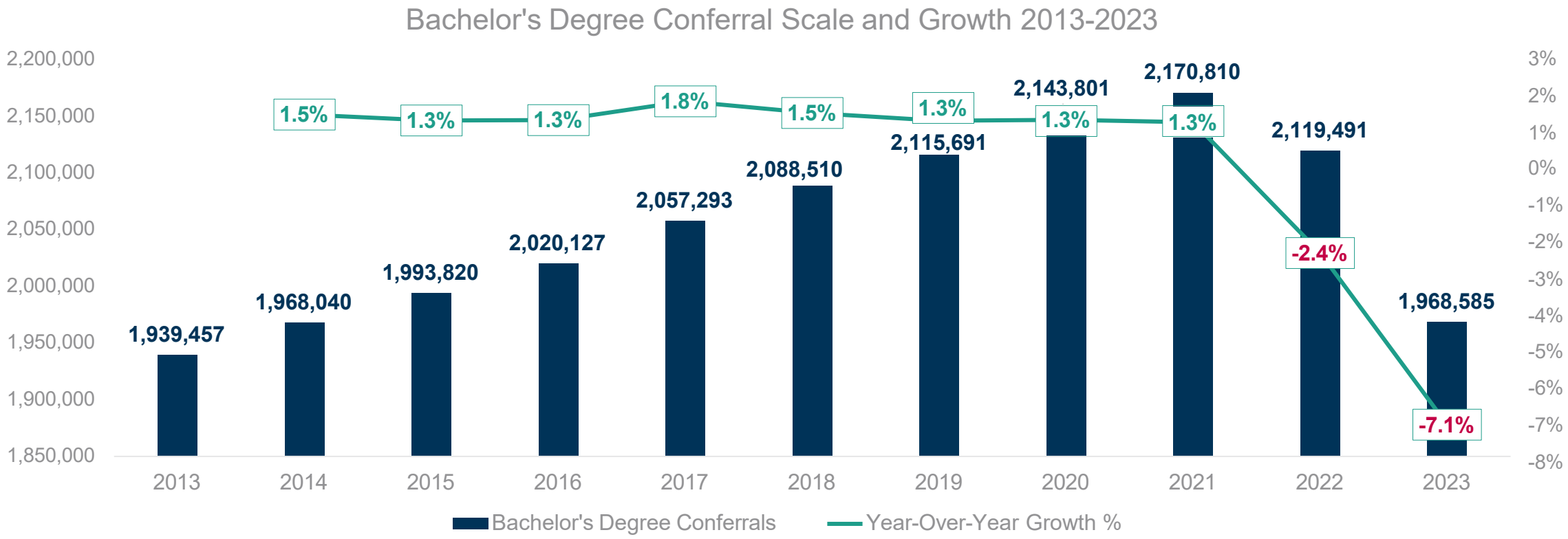
This section of the report leverages data NCES IPEDS for an indication as to the scale and character of the program market aligned to an online bachelor's degree in public health

As noted in the project scope and the methodological detail section of this report, the CIP codes used in the IPEDS analysis are listed in the Appendix.

The next slides provide enrollment and completion trends nationally and within the following states: Nebraska, South Dakota, Iowa, Missouri, Kansas, Colorado, and Wyoming.

Total Bachelor's Conferral Trends. Total bachelor's conferrals have declined since 2021 – likely as an effect of the pandemic.

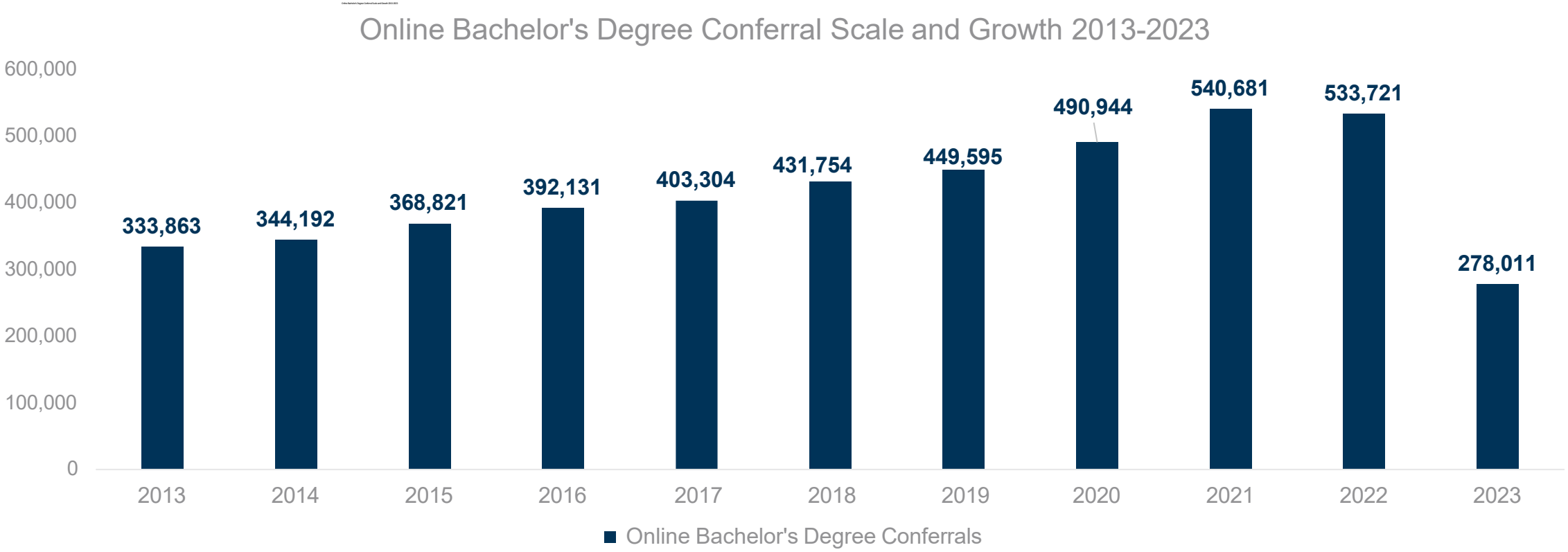
Declining conferrals (a delayed demand metric) is a sign of pandemic-era disruption. In the future, conferrals should rebound before persistent undergraduate enrollment stagnation and decline create some volatility.



Source: Eduventures analysis of NCES IPEDS.

Total Online Bachelor's Conferral Trends. Online total bachelor's conferrals seeing similar trend.

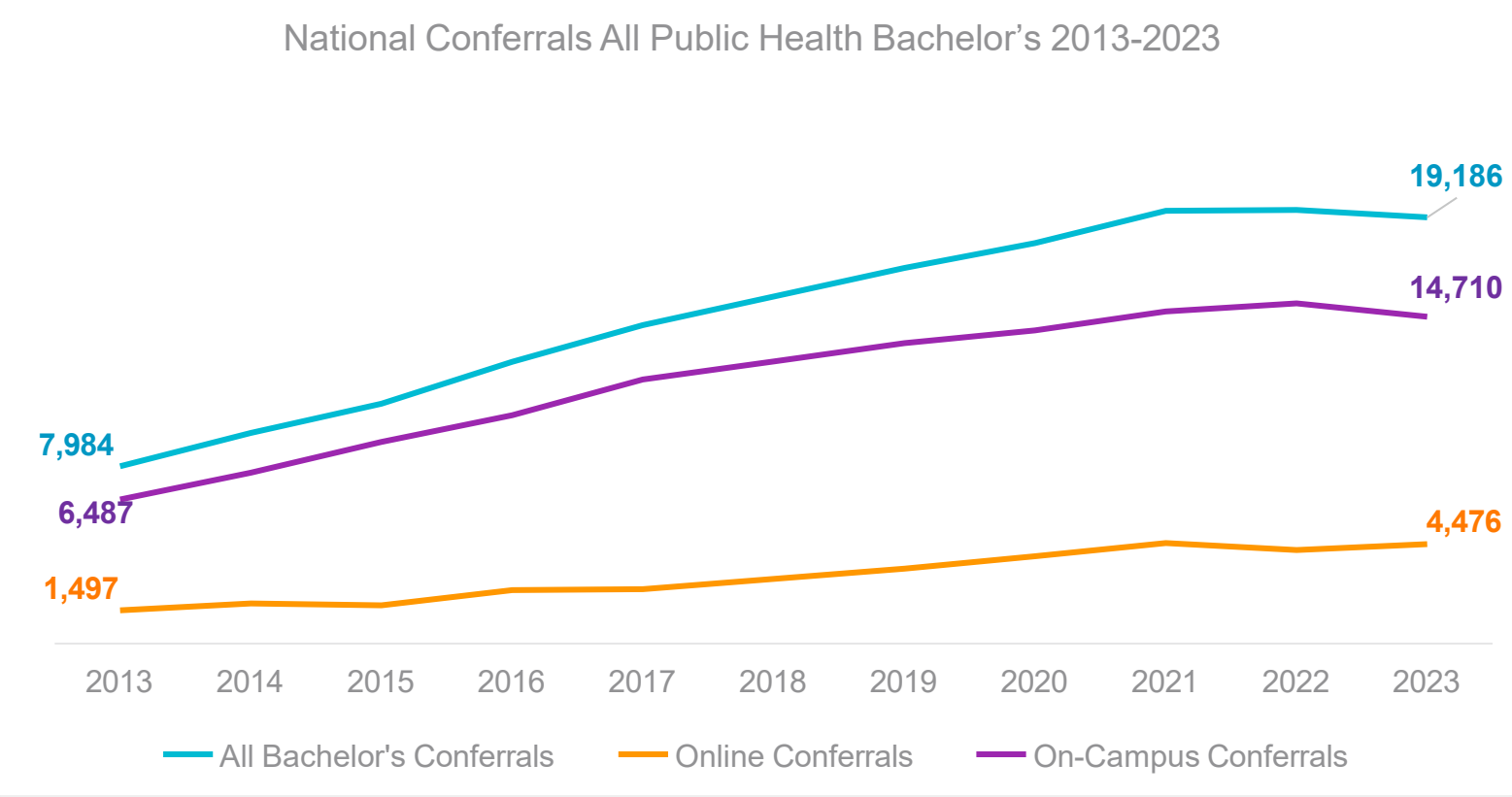
A steady increase in conferrals through 2021, which include the pandemic uptick, saw a decline in 2022 and an even steeper one in 2023.



Source: Eduventures analysis of NCES IPEDS.

National Bachelor's in Public Health Conferral Trends. Of all public health conferrals, there has been steady growth since 2013.

Online growth is slightly higher than overall and on-campus, despite smaller numbers.



All Conferral 2013-2023 CAGR: 9%

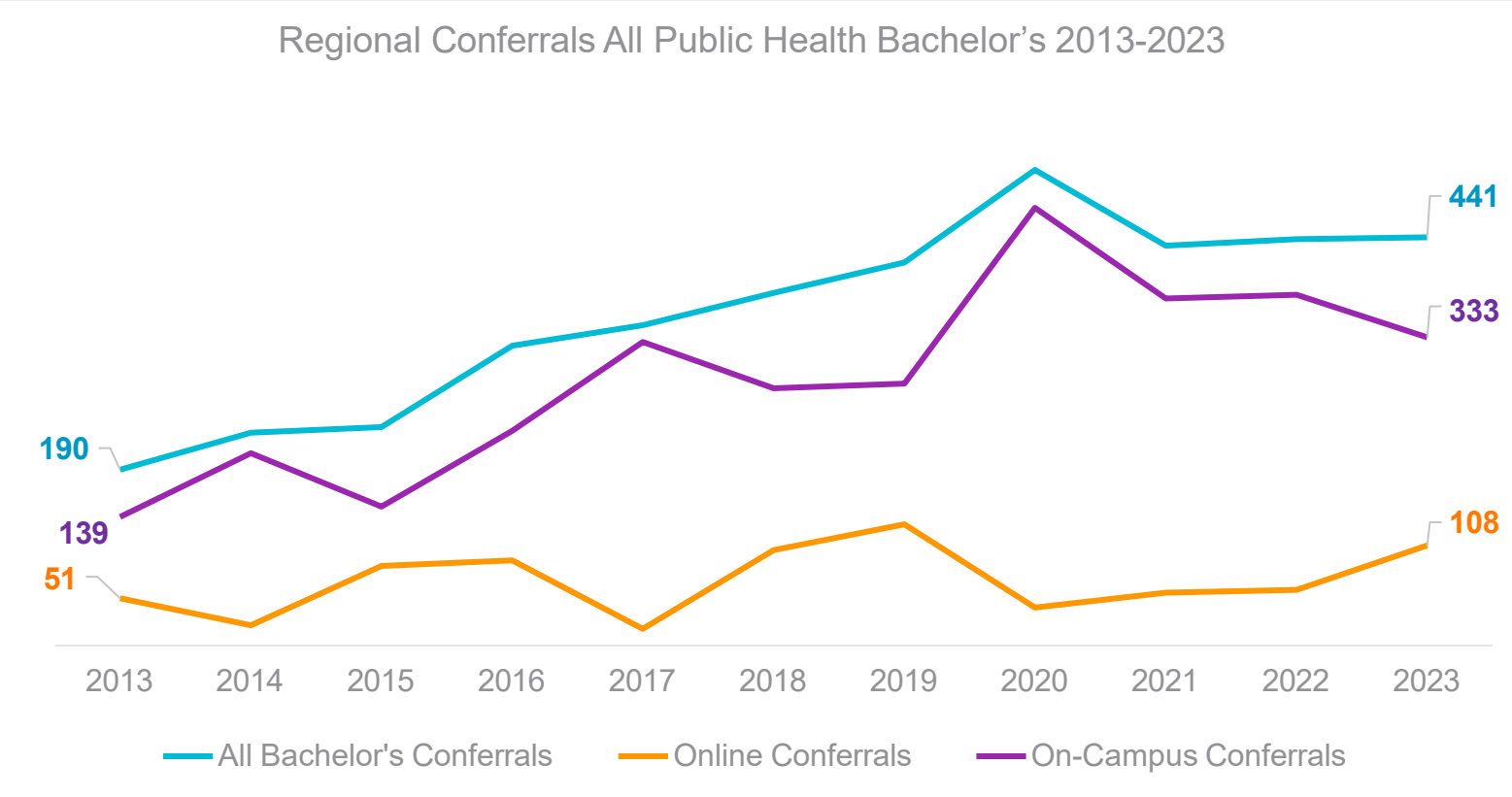
Online 2013-2023 CAGR: 12%

On-Campus 2013-2023 CAGR: 9%

Source: Eduventures analysis of NCES IPEDS data.

Regional Bachelor's in Public Health Conferral Trends. Within UN's region, growth is seeing similar trends to the nation.

Some fluctuation overall, indicating potential change in reporting patters for some institutions.



All Conferral 2013-2023 CAGR: 9%

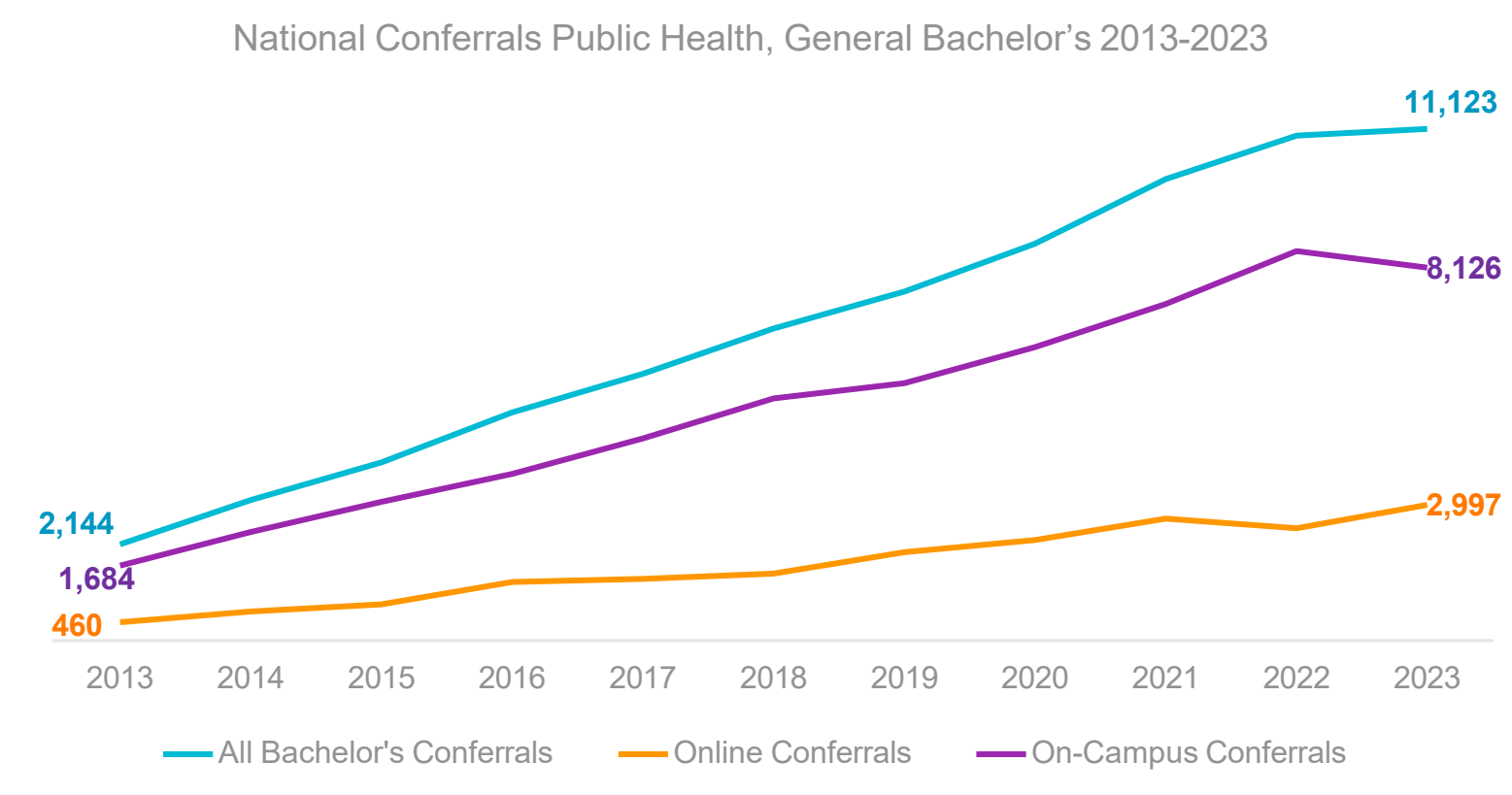
Online 2013-2023 CAGR: 8%

On-Campus 2013-2023 CAGR: 9%

Source: Eduventures analysis of NCES IPEDS data.

National General Public Health Conferral Trends. When narrowing down to one direct CIP code, growth is even stronger nationally.

Online growing at 21% CAGR over the past decade, with a recent rebound after slight decline.



All Conferral 2013-2023 CAGR: 18%

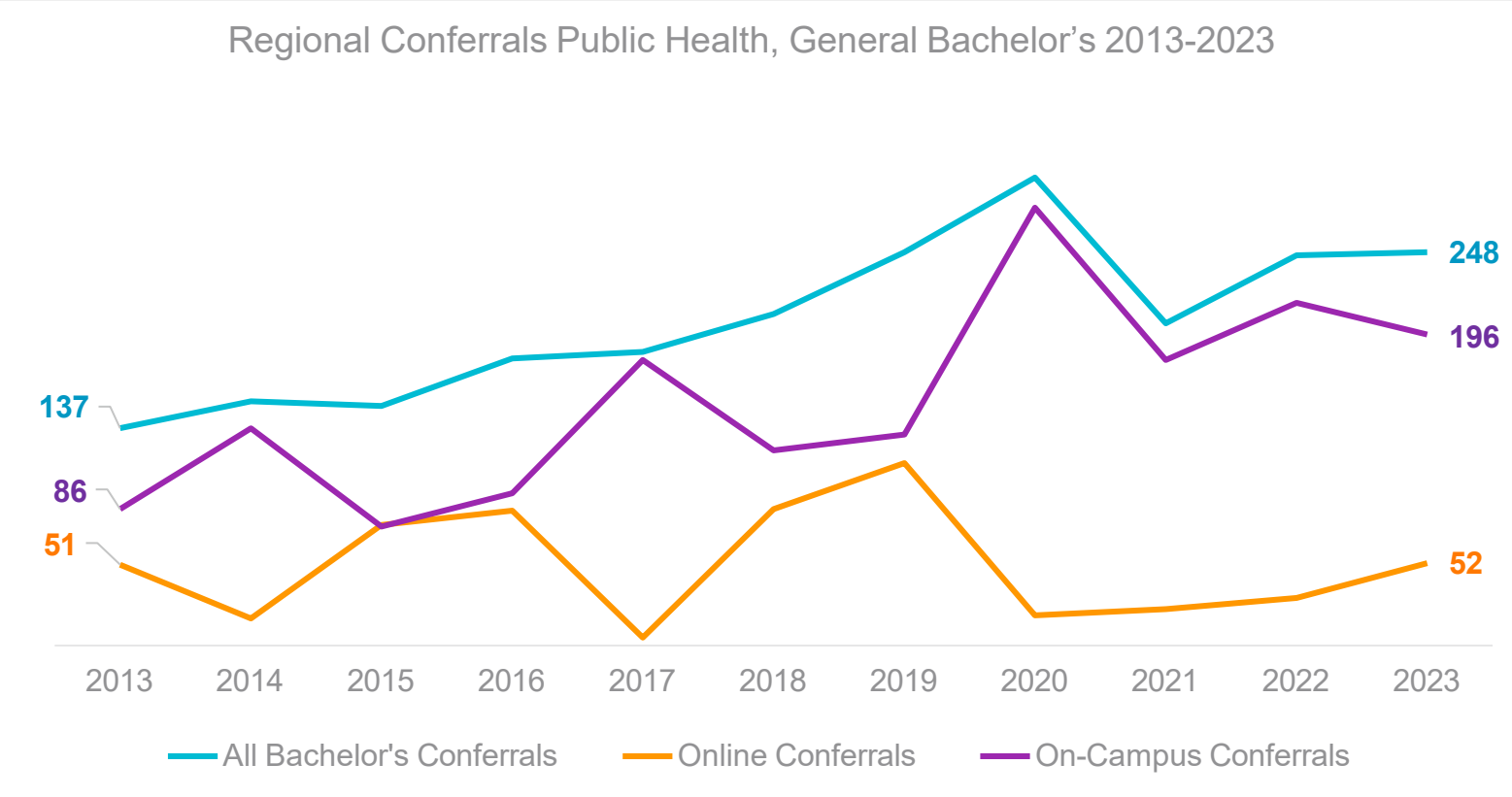
Online 2013-2023 CAGR: 21%

On-Campus 2013-2023 CAGR: 17%

Source: Eduventures analysis of NCES IPEDS data.

Regional General Public Health Conferral Trends. A small, fluctuating region that has slower growth than other analyzed markets.

Overall flat online market and volatility over the past decade.



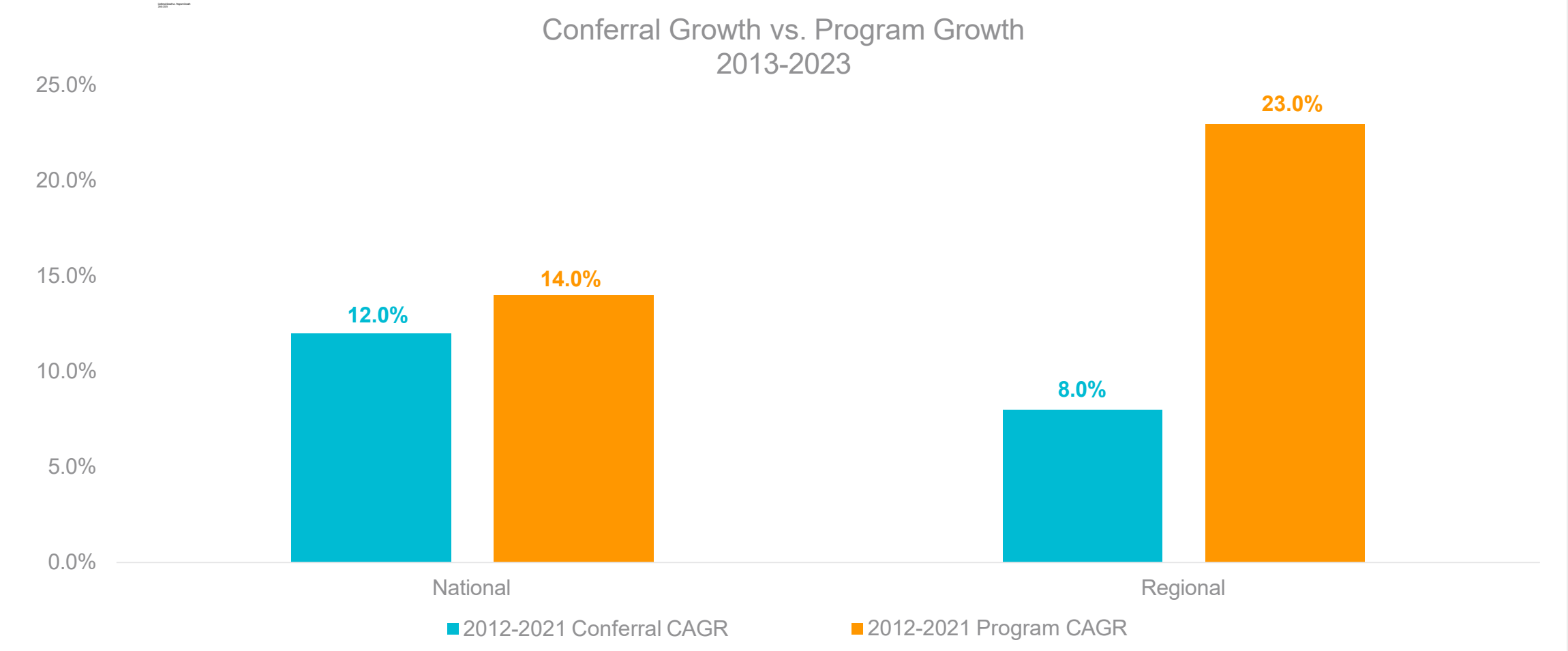
All Conferral 2013-2023 CAGR: 6%

Online 2013-2023 CAGR: 0%

On-Campus 2013-2023 CAGR: 9%

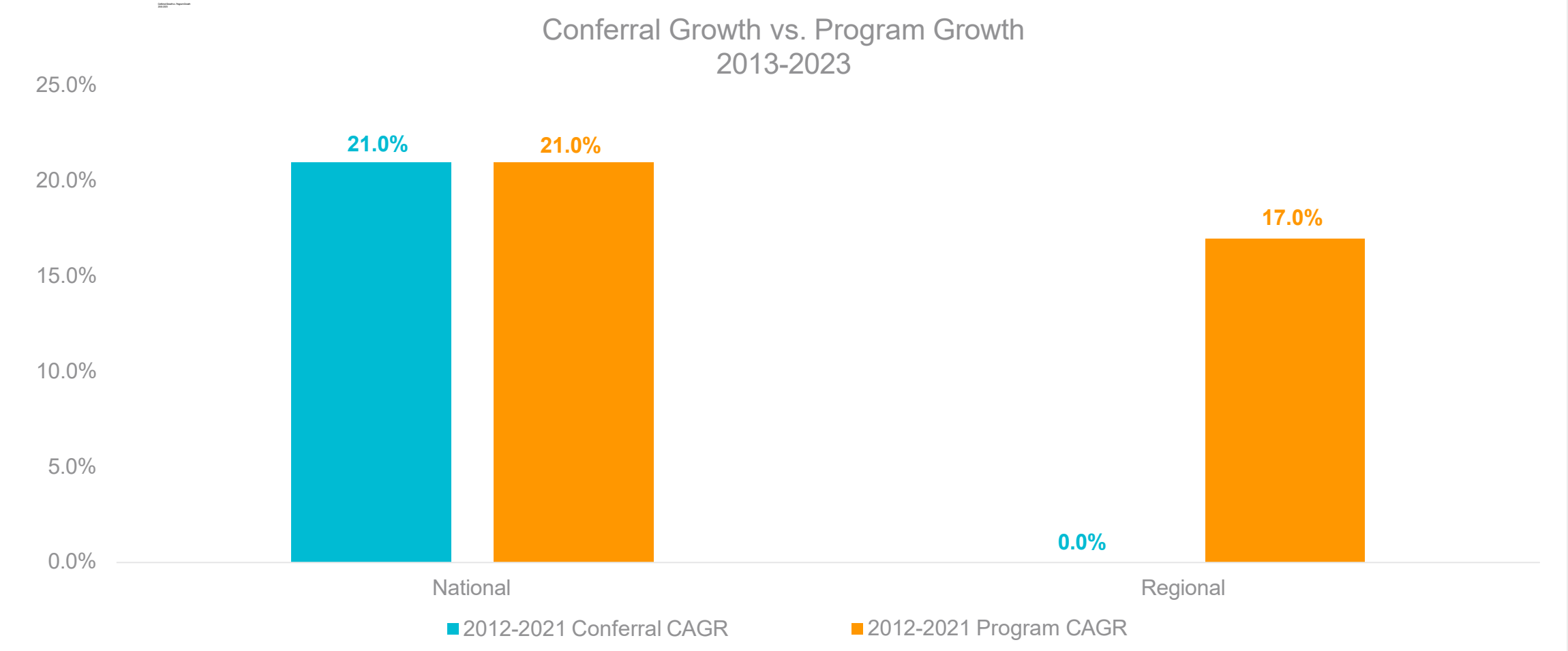
Source: Eduventures analysis of NCES IPEDS data.

Market Productivity (All Public Health CIPs). Both national and regional markets show signs of saturation.



Source: Eduventures analysis of NCES IPEDS data.

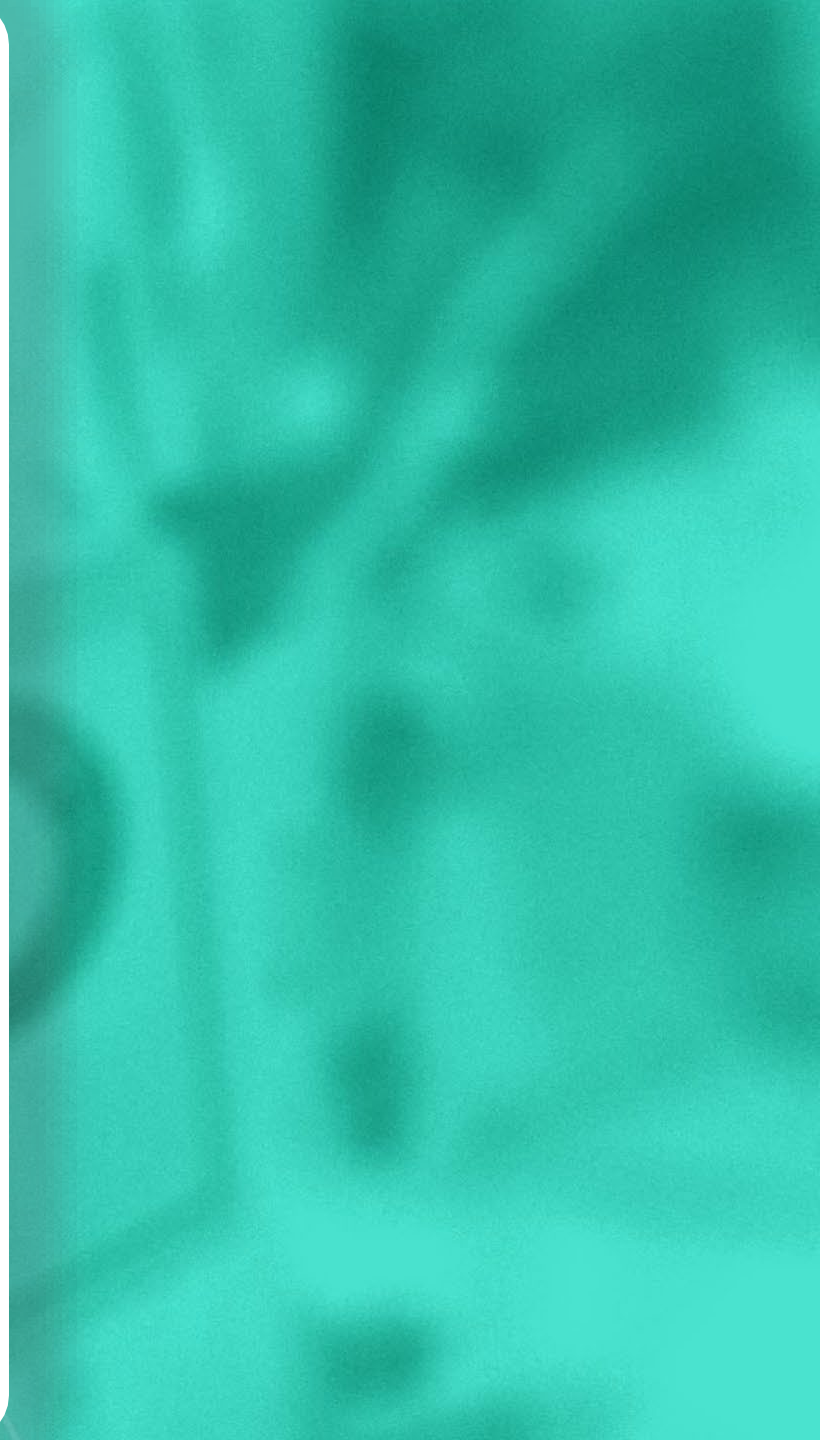
Market Productivity (General Public Health CIP). National needs are currently being met, while the region's supply is outpacing demand.



Source: Eduventures analysis of NCES IPEDS data.

encoura Eduventures Research

Research Findings:
Competitive Landscape



Competitive Landscape
An Overview of Top-Conferring Aligned Programs

In this section of the report, Eduventures provides an overview of the top 10 conferring public health nationally and regionally.

The next few slides include the institution names, modality, 2023 completions, their year-over-year growth rate, and program name,

Online National Competitive Landscape (All Public Health CIPs).

National Online Bachelor's in Public Health			
Institution	2023 Completions	2022-2023 Growth	Program(s) Offered
Texas A&M University- College Station	244	(2%)	BS in Public Health; 3+2 BSPH/MPH
The University of Texas at Arlington	237	43.6%	BS in Public Health
San Jose State University	209	N/A	BS in Public Health
University of South Florida	204	1%	BS in Public Health
University of Arizona	193	(11.5%)	Bachelor's in Public Health (emphases in Global Health, Health Systems Theory, Environmental & Occupational Health, One Health & Practice, and Public Health Practice)
Southern New Hampshire University	193	12.9%	BS in Public Health
San Diego State University	169	4.3%	BS in Public Health
Monroe College	164	(15%)	BS in Public Health
The University of Alabama	152	5.6%	BS in Public Health (emphases in Health Education & Promotion, and Health Professions)
University of Florida	143	(25.5%)	No online BPH; online Bachelor's in Health Science

Teal = Online Offered

Source: Eduventures analysis of Lightcast data.

Online Regional Competitive Landscape (All Public Health CIPs).

Regional Online Bachelor's in Public Health			
Institution	2023 Completions	2022-2023 Growth	Program(s) Offered
University of Missouri- Columbia	38	40.7%	BS in Public Health *currently not accepting applications
Emporia State University	35	N/A	No Public Health program offered
Missouri Southern State University	16	0%	No Public Health program offered
Allen College	5	400%	BS in Health Sciences with a Public Health major
Metropolitan State University of Denver	4	N/A	BA in Public Health
Mercy College of Health Sciences	4	100%	BS in Public Health
Bellevue University	3	0%	Bachelor's in Public Health
Drury University- College of Continuing Professional Studies	3	(72.7%)	No Public Health program offered

Teal = Online Offered

Source: Eduventures analysis of Lightcast data.

Online National Competitive Landscape (Public Health, General CIP).

Table Title			
Institution	2023 Completions	2022-2023 Growth	Program(s) Offered
Texas A&M University- College Station	244	(2%)	BS in Public Health; 3+2 BSPH/MPH
The University of Texas at Arlington	237	43.6%	BS in Public Health
San Jose State University	209	N/A	BS in Public Health
University of South Florida	204	1%	BS in Public Health
University of Arizona	193	(11.5%)	Bachelor's in Public Health (emphases in Global Health, Health Systems Theory, Environmental & Occupational Health, One Health & Practice, and Public Health Practice)
Southern New Hampshire University	193	12.9%	BS in Public Health
San Diego State University	169	4.3%	BS in Public Health
The University of Alabama	152	5.6%	BS in Public Health (emphases in Health Education & Promotion, and Health Professions)
Northern Arizona University	141	5.2%	BS in Health Sciences with a major in Public Health
Kent State University at Kent	126	(24.1%)	BS in Public Health (emphases in Allied Health, Heath Services Administration, and Clinical Trials Research)

Teal = Online Offered

Source: Eduventures analysis of Lightcast data.

Online Regional Competitive Landscape (Public Health, General CIP).

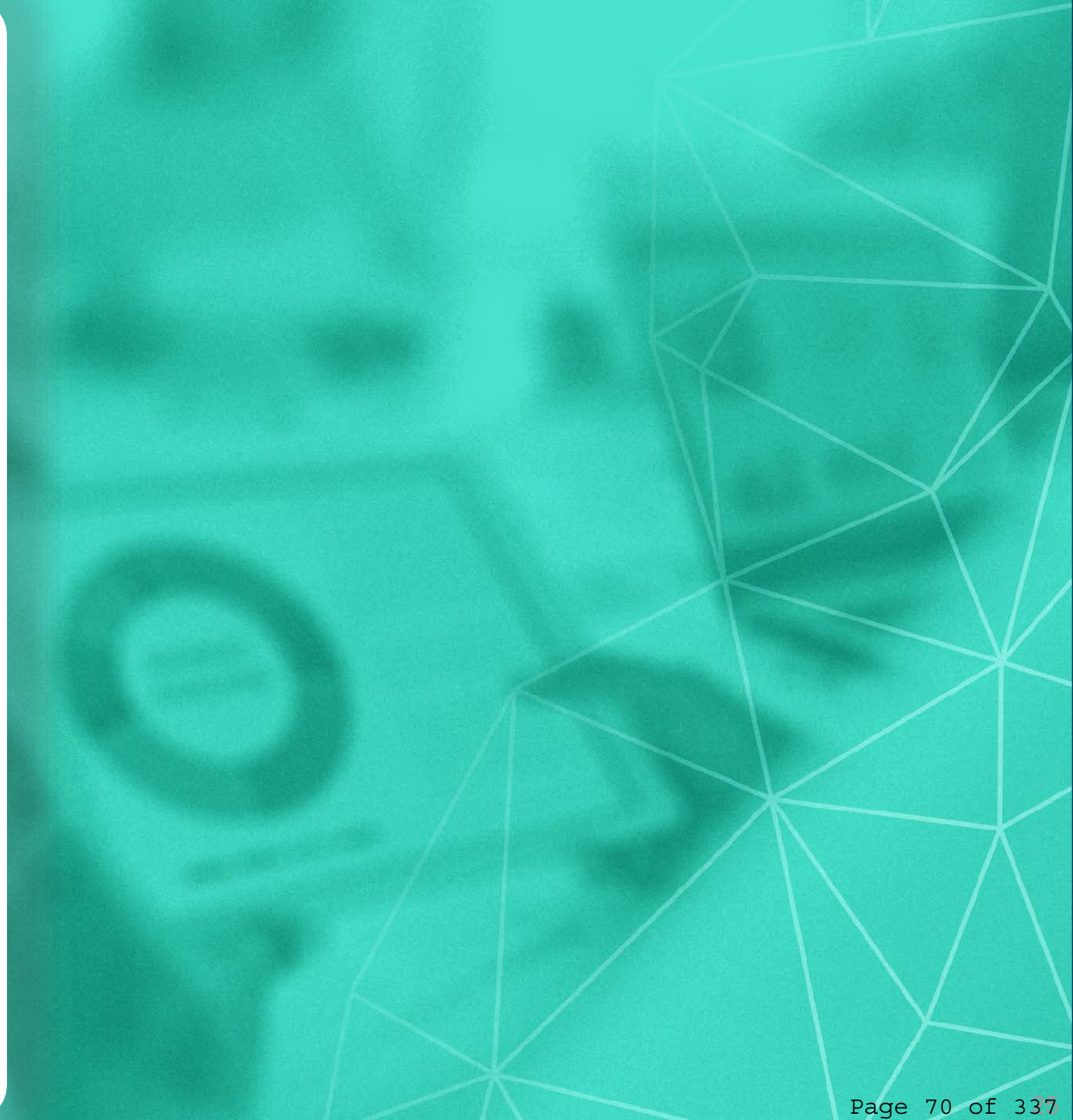
Table Title			
Institution	2023 Completions	2022-2023 Growth	Program(s) Offered
University of Missouri-Columbia	38	40.7%	BS in Public Health *currently not accepting applications
Allen College	5	400%	BS in Health Sciences with a Public Health major
Metropolitan State University of Denver	4	N/A	BA in Public Health
Mercy College of Health Sciences	4	100%	BS in Public Health
Bellevue University	1	N/A	Bachelor's in Public Health

Teal = Online Offered

Source: Eduventures analysis of Lightcast data.

encoura® Eduventures® Research

Research Findings:
Competitive Analysis



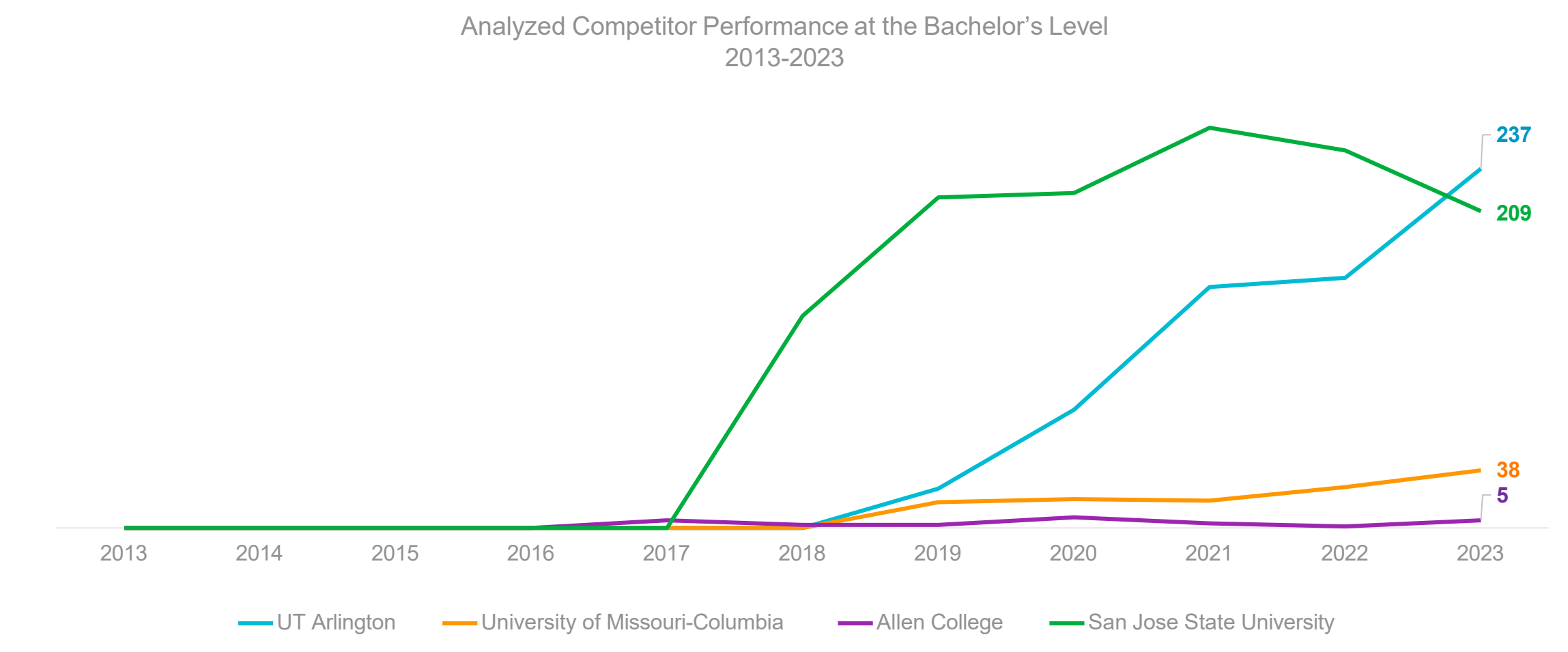
Competitive Analysis:
An Analysis of Closely Aligned Competitor Programming

In this section of the report, Eduventures provides an analysis of 4 institutions that offer competitive programs. Eduventures selected institutions that were top performing either regionally or nationally and have been experiencing recent growth.

These institutions include University of Texas at Arlington, University of Missouri at Columbia, Allen College, and San Jose State University.

The next few slides evaluate the programs based on their conferral performance, modality options, curriculum details and requirements, concentration options, and tuition.

Competitor Performance. Profiled schools only began reporting conferrals between 2017-2019, so online programs have seen recent success.



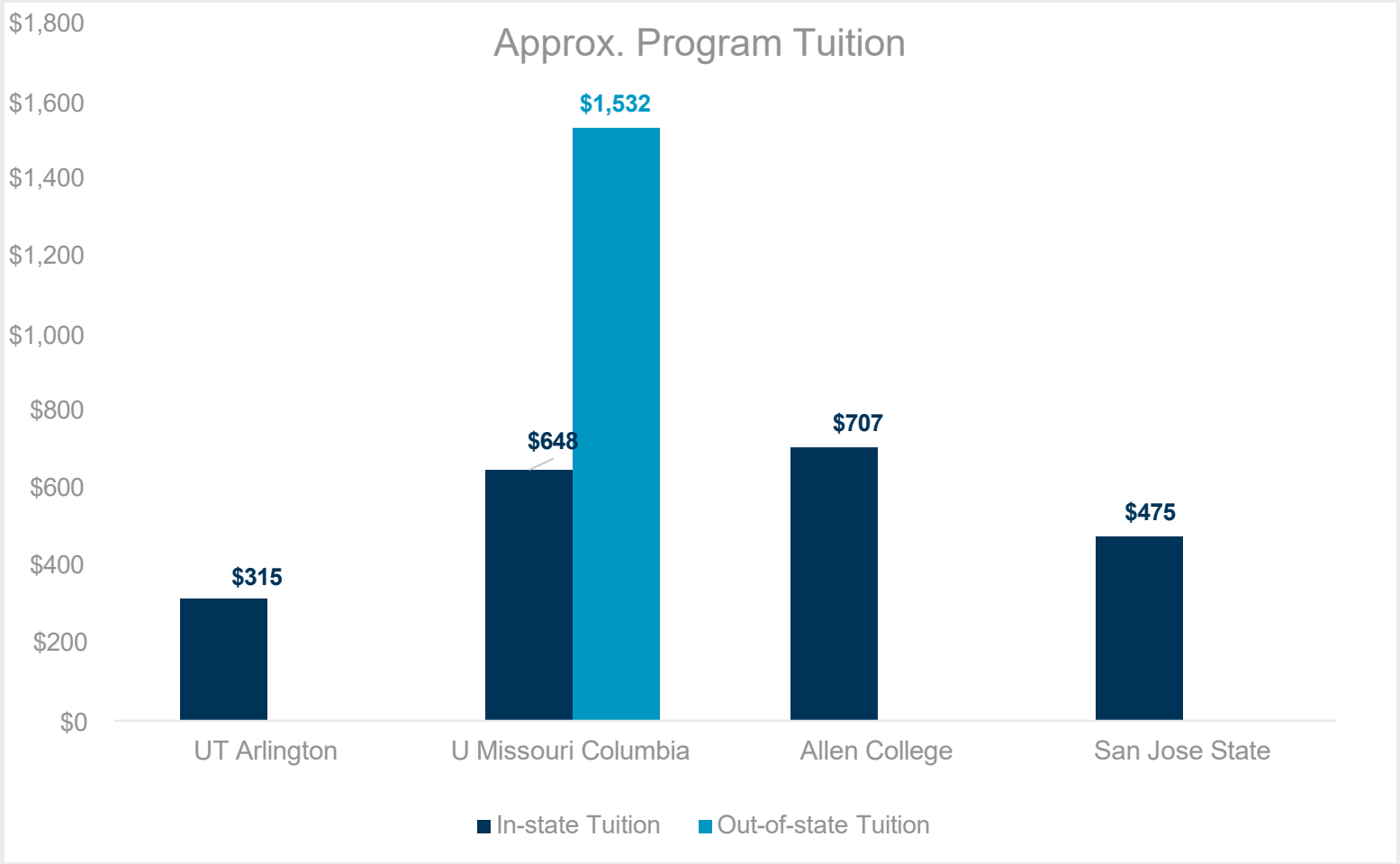
Source: Eduventures analysis of NCES IPEDS data.

Modality. All analyzed competitors are offered in an online format; many also available on-location at each institution.

Table Title			
Institution	Modality	2023 Conferrals	Degree(s) Offered
UT Arlington	Online	237	BS in Public Health *currently only available to TX residents
University of Missouri	Online	38	BS in Public Health *currently not accepting applications
Allen College	Online	5	BS in Health Sciences with a Public Health major
San Jose State	Online	209	BS in Public Health

Source: Eduventures analysis of institutional webpages

Pricing. UT Arlington only offers online program to TX residents while Missouri has a large differential between in-state and out-of-state.



Number of Credits:

UT Arlington: 51 credits

University of Missouri Columbia: 60 credits

Allen College: 36 credits

San Jose State: 60 credits

Analyzed competitors offer different minimum credit requirements due to the transferability of some courses. Missouri and San Jose have the largest institutional requirement on 60 credits, while Allen has the smallest of 36.

Concentration Options. Rare for concentrations at the bachelor's level; however, any specializations in the top performing institutions are commonly experiencing year-over-year decline.

Table Title	
Institution	Concentrations Offered
UT Arlington	None
University of Missouri	None
Allen College	Public Health is technically considered a concentration within a Bachelor's in Health Sciences. Other concentrations areas include Sonography, Imaging, and Medical Laboratory Sciences
San Jose State	None

Source: Eduventures analysis of institutional webpages

Curriculum. UT Arlington and Allen College provide depth in course offerings while Missouri and San Jose are vague.

UT Arlington	U Missouri Columbia	Allen College	San Jose State
Program	**Program**	**Program**	**Program**
BSPH Courses: - Public Health: Principles & Populations - Urbanization & Vulnerable Populations - Public Health Informatics - Intro to Public Health Epidemiology - Health & the Human Condition in the Global Community - Emergency Preparedness & Management - Ethical Practices in Health Professions - Public Health Sciences & Methods - Public Health Advocacy & Leadership - Communication for Health Professions - Public Health Cumulative Experience Learning Activity - Women's Health Issues - Consumer Health & Public Health Systems - Environment & Public Health Systems - Studies in Healthy Aging - Preparation for the Public Health Workforce - Applied Approaches in Public Health Organizations	Core Course work covers: - Social and Behavioral Health - Global Health - Environmental Health - Public Health Ethics - Health Care Management - Health Promotion Programs - Chronic Diseases & Public Health Approaches - Qualitative Methods in Public Health	- Intro to Public Health - The American Health Care Systems - Intro to Epidemiology & Biostatistics - Health Promotion & Disease Prevention - Social Determinants of Health - Public Health Research and Evaluation - Health Care in Diverse Communities - Management, Law, and Ethics - Capstone Project in Public Health - Health Care Informatics - Policy, Organization, and Finance - Public Health Preparedness - Environment and Public Health - Intro to Global Health	- Not available

Source: Eduventures analysis of institutional webpages

encoura® Eduventures® Research

Research Findings:
Eduventures Proprietary Survey Data

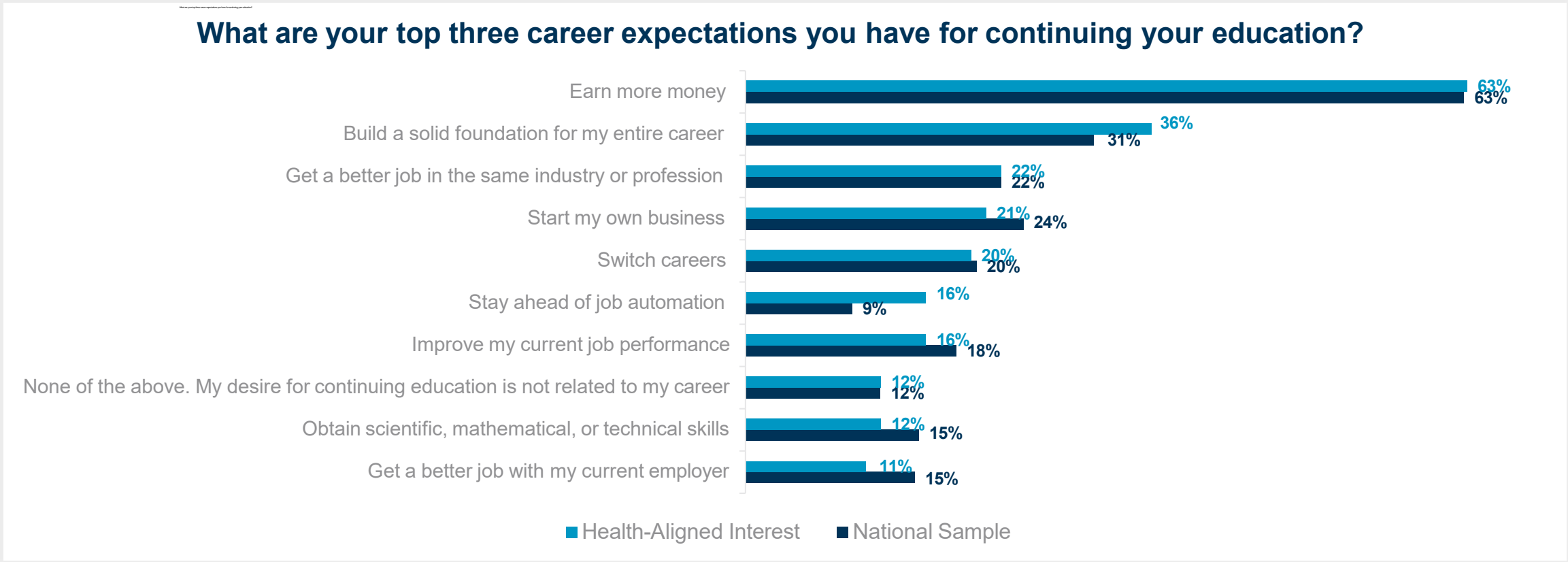
Adult Prospect Research™
Understanding Adult Prospective Students

In this section, Eduventures provides insights on prospective adult learners indicating interest in health-aligned programs (public health and health and wellness) (n = 76) at a college, university, or other education/training provider. This data was collected for Eduventures' Adult Prospective Research ™ Survey and spans the 2021 to 2023 survey years. This survey was designed to provide insights on the expectations and desired experiences of prospective adult learners.

Specifically, the next slides detail:

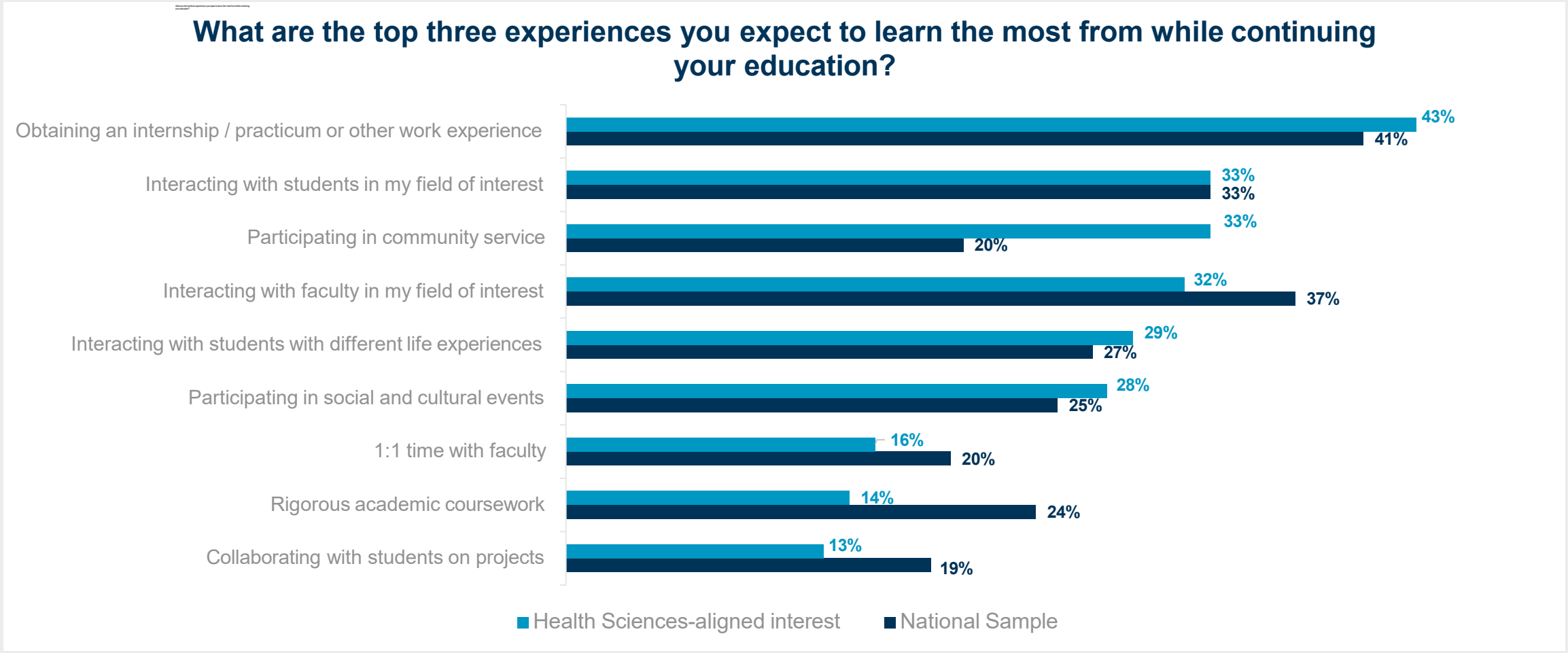
- Top career expectations for adult prospects interested in health-aligned programs contrasted against the national sample
- Desired learning experiences for adult prospects interested in health-aligned programs contrasted against the national sample
- Application drivers for adult prospects interested in health-aligned programs contrasted against the national sample
- Modality preferences for adult prospects interested in health-aligned programs contrasted against the national sample

Career Expectations. Prospects seek higher earnings, building a foundation for their career and improved job performance.



Source: Eduventures' 2021-2023 Adult Prospective Research ™ Surveys
National sample n= 5,478; Health Sciences-aligned Interest n= 76

Learning Experiences. Aligned prospects value hands-on, applied experiences and interacting with faculty and peers.

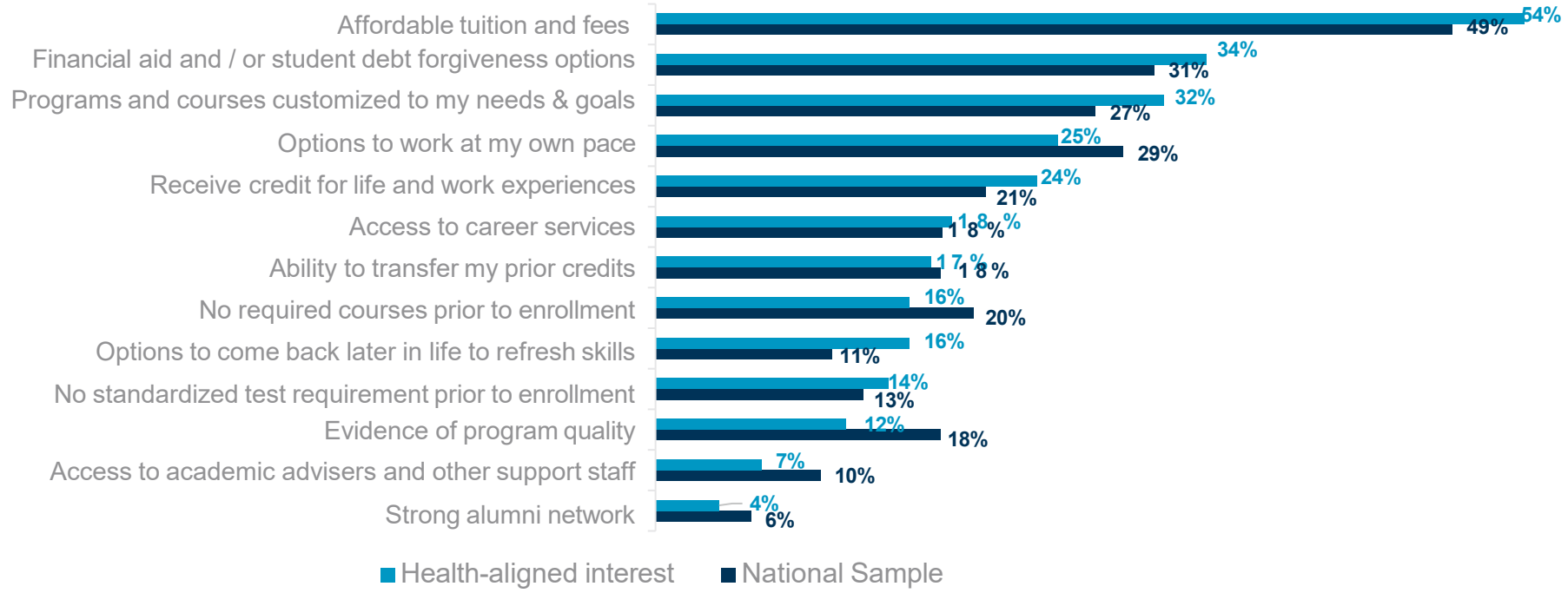


Source: Eduventures' 2021-2023 Adult Prospective Research ™ Surveys
National sample n= 5,478; Health Sciences-aligned Interest n= 76

Application Drivers. Aligned prospects prioritize affordability, loan forgiveness, and program customization tailored to their interests.

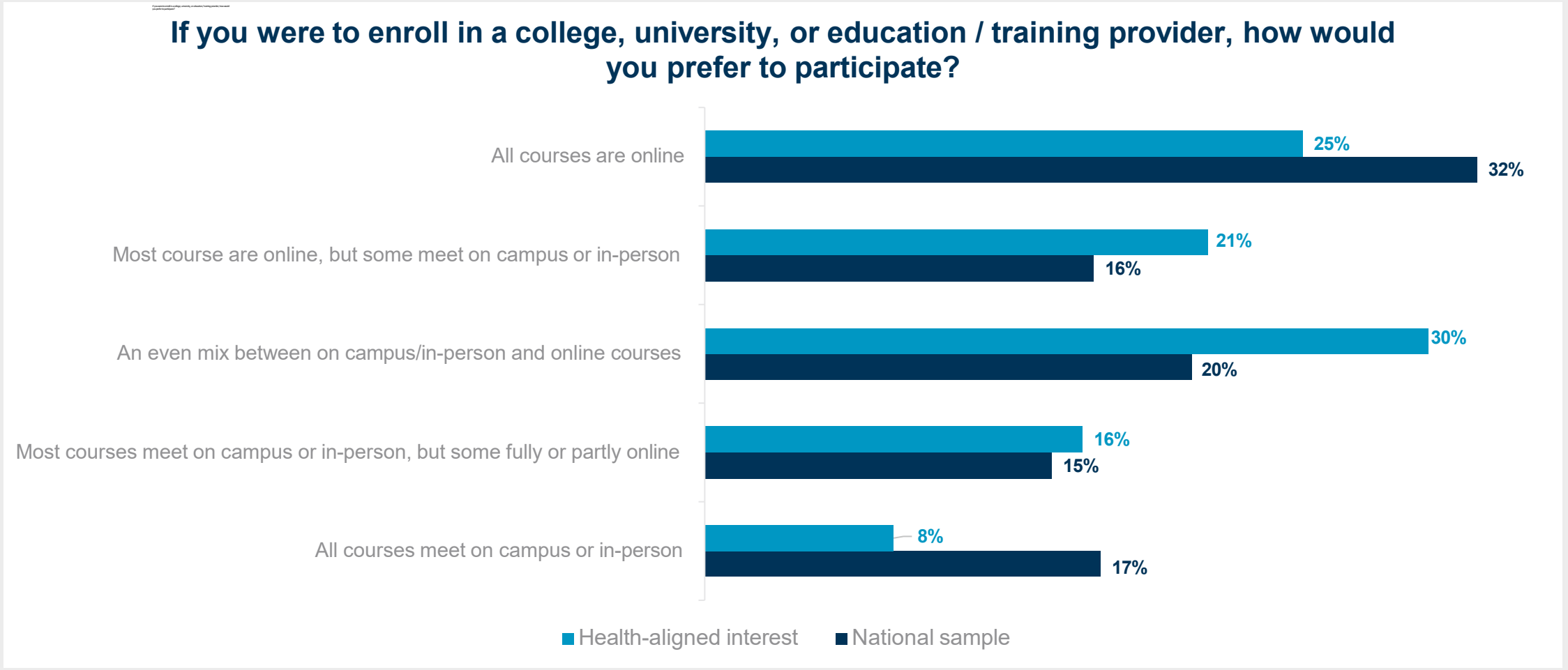
Aligned learners also report a stronger preference for programs with flexible credit transfer policies.

What are the top three features you care about the most when selecting a degree, certificate, or other education program?



Source: Eduventures' 2021-2023 Adult Prospective Research ™ Surveys
National sample n= 5,478; Health Sciences-aligned Interest n= 76

Modality. Almost 60% of aligned prospects indicate preference for hybrid programs with options to meet online and in-person.



Source: Eduventures' 2021-2023 Adult Prospective Research ™ Surveys
National sample n= 5,478; Health Sciences-aligned Interest n= 76

encoura® Eduventures® Research

Research Findings:
Labor Market Demand

National Occupational Projections. All aligned occupations are expected to outpace national average.

Medical and Health Services Managers are projected to grow by almost 30% over the next decade.

	National Occupational Projections					
SOC Code	Description	2024 Jobs	2034 Jobs	% Change	Annual Openings	Typical Entry-Level Education
	All National Occupations	**161,144,487**	**176,589,793**	**10%**	**21,566,081**	**N/A**
11-9111	Medical and Health Services Managers	499,493	669,489	**28%**	55,895	Bachelor's degree
21-1091	Health Education Specialists	60,978	68,254	**12%**	7,098	Bachelor's degree
21-1094	Community Health Workers	68,516	80,518	**18%**	8,528	High school diploma or equivalent
31-9099	Healthcare Support Workers, All Other	105,765	117,047	**11%**	16,018	High school diploma or equivalent

Source: Eduventures analysis of Lightcast data.

Regional Occupational Projections. All aligned occupations are expected to outpace regional average.

	Regional Occupational Projections					
SOC Code	Description	2024 Jobs	2034 Jobs	% Change	Annual Openings	Typical Entry-Level Education
	All Regional Occupations	**11,337,461**	**12,063,195**	**6%**	**1,382,829**	**N/A**
11-9111	Medical and Health Services Managers	36,787	46,200	**26%**	3,820	Bachelor's degree
21-1091	Health Education Specialists	3,952	4,273	**8%**	442	Bachelor's degree
21-1094	Community Health Workers	4,396	4,964	**13%**	519	High school diploma or equivalent
31-9099	Healthcare Support Workers, All Other	8,020	8,639	**8%**	1,181	High school diploma or equivalent

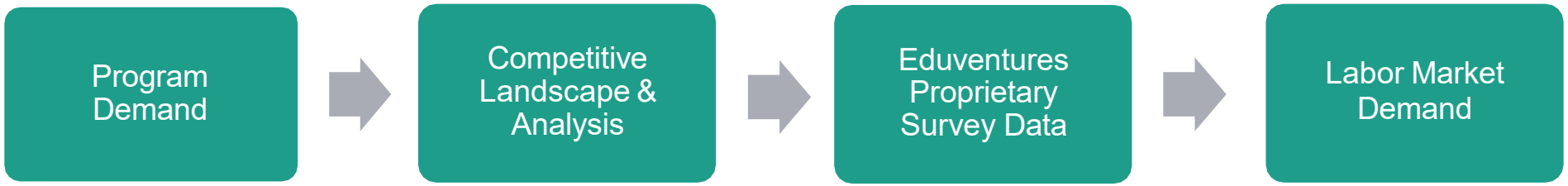
Source: Eduventures analysis of Lightcast data.

encoura® Eduventures® Research

Appendix

Methodology

Eduventures leveraged the following data sources to investigate the market for this degree:



Program Demand

Eduventures consulted the National Center for Education Statistics' (NCES) Integrated Postsecondary Education Data System (IPEDS) database to analyze national completion and provider enrollment trends for the years 2013-2023. The analyzed Classification of Instruction Program Codes (CIP Codes) for this study can be found on slide 43.

Competitive Landscape and Analysis

Eduventures consulted IPEDS degree conferral data for the selected CIP codes to identify the top institutions and organizations through their 2023 completions. Eduventures provided data on the top programs' name, compound average growth rate (CAGR) from 2022-2023 year-over-year growth rate, and program modality. Eduventures then identified aligned or relevant programs to provide a competitive analysis.

Eduventures Proprietary Survey Data

Eduventures provides data from the 2021-2023 Adult Prospect Survey2 to understand how adult learners interested in education may differ from all other prospects when it comes to their expectations and desires for postsecondary education.

Labor Market Demand

Eduventures leveraged Bureau of Labor Statistics (BLS) data through our partnership with Lightcast to provide the occupational outlook, both nationally and regionally, for the occupations aligned to the proposed program. Eduventures analyzed the relevant occupations as classified under the Standard Occupational Classification (SOC) System. The SOC codes analyzed can be found on slide 44.

Methodology (examined CIP codes)

Eduventures utilized the following CIP codes to provide analysis on program demand:

CIP Codes	Program Description
51.22) Public Health	Instructional content for this group of programs is defined in codes 51.2201 - 51.2299.
51.2201) Public Health, General	A program that generally prepares individuals to plan, manage, and evaluate public health care services; to function as public health professionals in public agencies, the private sector, and other settings; and to provide leadership in the field of public health. Includes instruction in epidemiology, biostatistics, public health principles, preventive medicine, health policy and regulations, health care services and related administrative functions, public health law enforcement, health economics and budgeting, public communications, and professional standards and ethics.

Source: NCES

Methodology (examined SOC codes)

Eduventures utilized the following SOC codes to provide analysis on labor demand:

SOC Codes	Program Description
11-9111) Medical and Health Services Managers	Plan, direct, or coordinate medical and health services in hospitals, clinics, managed care organizations, public health agencies, or similar organizations
21-1094) Community Health Workers	Promote health within a community by assisting individuals to adopt healthy behaviors. Serve as an advocate for the health needs of individuals by assisting community residents in effectively communicating with healthcare providers or social service agencies. Act as liaison or advocate and implement programs that promote, maintain, and improve individual and overall community health. May deliver health-related preventive services such as blood pressure, glaucoma, and hearing screenings.
21-1091) Health Education Specialists	Provide and manage health education programs that help individuals, families, and their communities maximize and maintain healthy lifestyles. Use data to identify community needs prior to planning, implementing, monitoring, and evaluating programs designed to encourage healthy lifestyles, policies, and environments. May link health systems, health providers, insurers, and patients to address individual and population health needs. May serve as resource to assist individuals, other health professionals, or the community, and may administer fiscal resources for health education programs.
31-9099) Healthcare Support Workers, all others	"All Other" titles represent occupations with a wide range of characteristics which do not fit into one of the detailed SOC occupation.

Source: NCES

Thank you!

PLEASE CONTACT YOUR CLIENT RESEARCH ANALYST WITH QUESTIONS ON THIS REPORT.

Appendix B
Letters of Support

Internal to the University of Nebraska System

Dr. Bradley Britigan, Dean of the College of Medicine, University of Nebraska Medical Center

Dr. Don Klepser, Dean of the College of Pharmacy, University of Nebraska Medical Center

Dr. Kyle Myer, Dean of the College of Allied Health Professionals, University of Nebraska Medical Center

Dr. Lepaine Sharp-McHenry, Dean of the College of Nursing, University of Nebraska Medical Center

Dr. Karen Gould, Interim Dean, Graduate Studies, University of Nebraska Medical Center

Dr. Julie Shaffer, Vice Chancellor for Academic Affairs, University of Nebraska Kearney

Dr. Paul Twigg, Dean of the College of Arts and Sciences, University of Nebraska Kearney

Peggy Abels, Director of Health Sciences Programs, University of Nebraska Kearney

Dr. Neal Grandgenett, Dean, College of Education, Health, & Human Sciences, University of Nebraska Omaha

External

Dr. Jed Hansen, Executive Director, Nebraska Rural Health Association

Ashley Newmyer, Division of Public Health Director, Nebraska Department of Health and Human Services

Dr. Mona Zuflante, Chief Public Health Officer, Winnebago Public Health Department

Teresa Anderson, Director, Central District Health Department, Nebraska

Gina Uhing, Health Director, Elkhorn Logan Valley Public Health Department, Nebraska

Amanda Jeffres, Health Director, Loup Basi, Public Health Department, Nebraska

Jessica Davies, Director, Panhandle Public Health District

Susan Bockrath, Executive Director, Nebraska Association of Local Health Directors

Julie Lubisi, Executive Director, Public Health Association of Nebraska

Jeremy Nordquist, President & CEO, Nebraska Hospital Association

Renae Moch, Bismark North Dakota Public Health Director and UNMC COPH DrPH Student

Kelly Nielsen, Director, Omaha Pathways Community HUB and current UNMC COPH DrPH Student

Lori Tremmel Freeman, Chief Executive Officer, National Association of County and City Health Officials

Dr. Brian Castrucci, President & Chief Executive Officer, de Beaumont Foundation

Dr. Morgan McDonald, National Director for Population Health, Milbank Memorial Fund

Dr. Matthew Donahue, State Epidemiologist and Deputy State Medical Director, Iowa Department of Health and Human Services

University of Nebraska Medical Center

March 2, 2026

Ali S. Khan, MD, MPH, MBA
Dean, Richard Holland Presidential Chair, and Professor
College of Public Health
University of Nebraska Medical Center

RE: Proposal to develop a Bachelor of Science in Public Health (BSPH)

Dear Dr. Khan:

I am writing to offer my highest level of support for the UNMC College Of Public Health (COPH) proposal to develop a Bachelor of Science in Public Health (BSPH) degree program. The fact that this program will be 100% online is an important aspect as it will increase it accessibility to individuals across the state and the region.

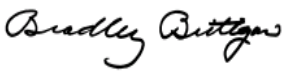
Never have public health skills been more in need. This proposed degree program will address a critical shortage of individuals with formal public health training in our state. Only about 22% of government public health workers have a degree in public health, which is inconsistent with the best interests of our region and country.

In addition, the curriculum is designed to prepare students for seamless transition into MPH, MHA, or other health professions graduate degrees. This should strengthen recruitment into UNMC graduate public health education and health professions training and thereby further increase the public health expertise in Nebraska and surrounding areas. In addition, the proposal builds on the desire for increased collaboration between UNMC and the other University of Nebraska campuses in that the degree utilizes a 2+2 model, where students complete 80 foundational credits at partner institutions like UNK or UNO before completing 40 upper-level credits at UNMC.

Finally, this proposal will likely impact public health across the country. It will be the first fully online, Council on Education for Public Health (CEPH)-accredited BSPH in the U.S., specifically targeting rural health needs. It will be easily accessible to trainees, regardless of their site of residence, and thus is likely to attract students from across the country, increasing the financial return on investment and further elevating the national reputation of the COPH and UNMC.

For these reasons, I strongly support your efforts to establish this important program.

Sincerely,



Bradley E. Britigan, M.D.
Stokes-Shackleford Professor and Dean

985520 Nebraska Medical Center / Omaha, NE 68198-5520
402-559-4204 / FAX 402-559-9798

February 24, 2026

Ali S. Khan, MD, MPH, MBA
Dean and Richard Holland Presidential Chair
College of Public Health
University of Nebraska Medical Center

Dear Dr. Khan,

I am pleased to offer my strong support for the College of Public Health's proposal to launch a fully online Bachelor of Science in Public Health (BSPH) degree. This program represents an important and timely step toward meeting Nebraska's public health workforce needs while also creating a clear pathway for students who may wish to pursue graduate training in public health or other health professions.

National data from the Public Health Workforce Interests and Needs Survey (PH Wins) highlights a significant gap in formal public health education, with only about 22% of governmental public health employees holding a public health degree. The survey also reflects substantial interest in skill areas such as financial management, policy, and systems thinking - competencies that will be foundational elements of the proposed BSPH curriculum.
This program will fill a unique role within the University of Nebraska system. Its 100% online design, emphasis on rural and place-bound learners, and focus on developing workforce-ready professionals complement our existing in-person offerings while extending educational access to students across the state and beyond.

For these reasons, I fully support the development of this program and appreciate the College of Public Health's leadership in addressing a critical need for Nebraska and the region.

Best regards,

Donald G. Klepser, Ph.D., M.B.A.
Joseph D. Williams Endowed Dean
Professor
College of Pharmacy

University of Nebraska Medical Center
College of Pharmacy, Dean's Office
986120 Nebraska Medical Center, PDD 2011 | Omaha, NE 68198-6120 | 402.559.4333 | dklepser@unmc.edu
unmc.edu

April 3, 2026

Ali S. Khan, MD, MPH, MBA
Dean, Richard Holland Presidential Chair, and Professor
College of Public Health
University of Nebraska Medical Center

Dear Dr. Khan:

I am writing to offer my strong support for the University of Nebraska Medical Center College Of Public Health's (COPH) proposal to develop a 100% online Bachelor of Science in Public Health (BSPH) degree program. The proposal offers a timely, workforce-aligned pathway that builds foundational public health skills while also strengthening recruitment into graduate public health education and health professions training.

National workforce data from the Public Health Workforce Interests and Needs Survey (*PH Wins)* shows that approximately 22% of governmental public health workers hold degrees in public health, underscoring the need for accessible foundational training. *PH Wins* also identifies strong interest in key practice areas such as budgeting and financial management, policy engagement, and systems thinking, which are all competencies directly aligned with a high-quality BSPH curriculum.

This BSPH is distinct within the University of Nebraska system in its fully online delivery model, rural focus, and workforce ready design, and it will complement existing in-person programs by expanding access for place-bound and working learners across Nebraska and beyond. For these reasons, I strongly support your efforts to establish this important program.

Sincerely,

Kyle P. Meyer

Kyle P. Meyer, PhD, MS, FASAHP
Professor and Dean, College of Allied Health Professions

Associate Vice Chancellor for Health Workforce Initiatives
Armstrong Family Distinguished Chair for Rural Healthcare Workforce Strategy

University of Nebraska Medical Center

University of Nebraska Medical Center
College of Allied Health Professions
984000 Nebraska Medical Center | Omaha, NE 68198-4000 | 402-559-7428
unmc.edu/alliedhealth/

March 9, 2026

Ali S. Khan, MD, MPH, MBA
Dean, Richard Holland Presidential Chair, and Professor
University of Nebraska Medical Center
College of Public Health
984355 Nebraska Medical Center
Omaha, NE 68198-4355

Dear Dr. Khan:

I am writing to offer my strongest support for the UNMC College Of Public Health (COPH) proposal to develop a 100% online Bachelor of Science in Public Health (BSPH) degree program. The proposal offers a timely, workforce-aligned pathway that builds foundational public health skills while also strengthening recruitment into graduate public health education and health professions training.

National workforce data from the Public Health Workforce Interests and Needs Survey (PH Wins) show that only about 22% of governmental public health workers hold a degree in public health, underscoring the need for accessible foundational training. PH Wins also identifies strong interest in key practice areas such as budgeting and financial management, policy engagement, and systems thinking, which are all competencies directly aligned with a high-quality BSPH curriculum.

This BSPH is distinct within the University of Nebraska system in its fully online delivery model, rural focus, and workforce ready design, and it will complement existing in-person programs by expanding access for place-bound and working learners across Nebraska and beyond. For these reasons, I strongly support your efforts to establish this important program.

Sincerely,

Lepaine Sharp-McHenry, DNP, RN, FACDONA
Dean and Professor

University of Nebraska Medical Center
College of Nursing, Office of the Dean
985330 Nebraska Medical Center | Omaha, NE 68198-5330 | 402.559.4109 | fax 402.559.7570
www.unmc.edu

University of Nebraska Medical Center

GRADUATE STUDIES

March14, 2026

Ali S. Khan, MD, MPH, MBA
Dean, Richard Holland Presidential Chair, and Professor
College of Public Health
University of Nebraska Medical Center

Dear Dr. Khan:

I am pleased to offer my strong endorsement for the UNMC College Of Public Health (COPH) proposal to launch a fully online Bachelor of Science in Public Health (BSPH). At a time when the nation's public health workforce must expand both in size and capability, this program represents a timely and strategic investment in the next generation of public health practitioners.

As you have outlined int the BSPH proposal, data from the Public Health Workforce Interests and Needs Survey (PH WINS) indicate that only about 22 percent of governmental public health workers hold a degree in public health. This striking gap highlights the importance of accessible undergraduate pathways that introduce core public health competencies early in a learner's educational programming and professional's development. The proposed BSPH directly addresses the need for trained public health professionals by emphasizing practical skill areas identified in PH WINS, such as budgeting and financial management, policy engagement, and systems thinking, while simultaneously building a strong academic foundation for graduate education and other health professions training.

What makes this program particularly compelling is its design and reach. As the only fully online BSPH within the University of Nebraska system, it will expand educational access for working professionals, rural learners, and place-bound individuals across Nebraska and beyond. Its workforce-focused structure and emphasis on rural public health will complement existing in-person programs while strengthening the pipeline into advanced public health education.

For these reasons, I enthusiastically support the establishment of this program and believe it will expand access to high-quality public health education for students across Nebraska and beyond.

Sincerely,

Karen A. Gould, Ph.D., M.Ed.
Interim Dean of Graduate Studies
Deputy Research Integrity Officer
Professor and Vice-Chair for Faculty Development,
Department of Genetics, Cell Biology, and Anatomy

987810 Nebraska Medical Center / Omaha, NE 68198-7810
402.559.6532 / fax 402.559.7845 / unmc.edu/gradstudies

UNK

February 3, 2026

Ali S. Khan, MD, MPH, MBA
Dean, Richard Holland Presidential Chair, and Professor
College of Public Health
University of Nebraska Medical Center

Dear Dr. Khan:

I am writing to offer my enthusiastic support for the UNMC College Of Public Health (COPH) proposal to develop an online, undergraduate Bachelor of Science in Public Health (BSPH) degree program. The proposal offers a timely, workforce-aligned program that builds foundational public health skills, while offering recruiting pipelines into graduate public health education and health professions training.

National data from the Public Health Workforce Interests and Needs Survey (PH Wins) show that only about 22% of governmental public health workers hold a degree in public health, underscoring the need for accessible foundational training. PH Wins also identifies strong interest in key practice areas such as budgeting and financial management, policy engagement, and systems thinking, which are all competencies directly aligned with a high-quality BSPH curriculum.

This BSPH is distinct within the University of Nebraska system in its fully online delivery model, rural focus, and workforce ready design, and it will complement existing in-person programs by expanding access for place-bound and working learners across Nebraska and beyond. UNK has been working with UNMC on this proposal for many years, and we are excited to finally have something ready for approval. For these reasons, I strongly support your efforts to establish this important program.

Sincerely,

Julie J. Shaffer

Julie J. Shaffer, Ph.D.

Senior Vice Chancellor for Academic Affairs

University of Nebraska Kearney
Office of the Senior Vice Chancellor for Academic Affairs
2504 9th Avenue, Warner Hall 1000 | Kearney, NE 68849-1205 | 308.865.8209 | fax 308.865.8665
unk.edu

March 7, 2026
Ali S. Khan, MD, MPH, MBA
Dean, Richard Holland Presidential Chair, and Professor
College of Public Health
University of Nebraska Medical Center

Dear Dr. Khan:

I am writing to offer my strongest support for the UNMC College Of Public Health (COPH) proposal to develop a 100% online Bachelor of Science in Public Health (BSPH) degree program. As you know, UNK has invested strongly in collaborations with UNMC including in Public Health. The proposal offers a timely, workforce-aligned program that builds foundational public health skills while also strengthening recruitment into graduate public health education and health professions training in areas of demonstrated need.

National workforce data from the Public Health Workforce Interests and Needs Survey (PH Wins) show that only about 22% of governmental public health workers hold a degree in public health, underscoring the need for accessible foundational training. PH Wins also identifies strong interest in key practice areas such as budgeting and financial management, policy engagement, and systems thinking, which are all competencies directly aligned with a high-quality BSPH curriculum.

This BSPH is unique within the NU system in its fully online delivery model, rural focus, and workforce ready design, and it will complement existing in-person programs by expanding access for place-bound and working learners across Nebraska and beyond. On behalf of the College of Arts & Sciences, the home of UNK Health Science programs, I strongly support your efforts to establish this important and innovative program.

Sincerely,

Dr. Paul Twigg
Dean of the College of Arts and Sciences
Professor of Biology
University of Nebraska at Kearney

University of Nebraska Kearney
College of Arts and Sciences
2404 11th Avenue, Thomas Hall 108 | Kearney, NE 68849 | 308.865.8881
unk.edu

University of Nebraska Kearney

COLLEGE OF ARTS AND SCIENCES
Health Science Programs

February 3, 2026

Ali S. Khan, MD, MPH, MBA
Dean, Richard Holland Presidential Chair, and Professor
College of Public Health
University of Nebraska Medical Center

Dear Dr. Khan:

I am writing to offer my strongest support for the UNMC College of Public Health (COPH) proposal to develop a 100% online Bachelor of Science in Public Health (BSPH) degree program. This proposal offers a timely, workforce-aligned pathway that builds foundational public health skills while also strengthening recruitment into graduate public health education and health professions training. As the Director of Health Sciences, I can attest to strong and sustained student interest in public health, as our introductory courses consistently fill to capacity each semester. Continued growth in the existing Public Health Minor further reflects this demand among our current students. An online bachelor's degree program would provide a much-needed next step for students seeking deeper, applied preparation in public health, while expanding access to those who may not be able to pursue a traditional, campus-based program. This pathway would allow students to meaningfully apply public health principles to a wide range of future careers in health, community, and service-oriented fields.

National workforce data from the Public Health Workforce Interests and Needs Survey (PH Wins) show that only about 22% of governmental public health workers hold a degree in public health, underscoring the need for accessible foundational training. PH Wins also identifies strong interest in key practice areas such as budgeting and financial management, policy engagement, and systems thinking, which are all competencies directly aligned with a high-quality BSPH curriculum.

This BSPH is distinct within the University of Nebraska system in its fully online delivery model, rural focus, and workforce ready design, and it will complement existing in-person programs by expanding access for place-bound and working learners across Nebraska and beyond. For these reasons, I strongly support your efforts to establish this important program.

Sincerely,

Peggy Abels

Peggy Abels
Director of Health Sciences
University of Nebraska at Kearney

Bruner Hall of Science 170 / Kearney, NE 68849-1130
(308) 865-8260 / FAX (308) 865-8942 / unk.edu

April 9, 2026

Dean Ali Khan
UNMC College of Public Health

Dear Dean Khan,

Thank you for sharing your proposal for the UNMC Bachelor of Science in Public Health program collaboration, as well as its rural focus, online modality and reverse articulation opportunities. We do see your on-line degree as potentially complementary to our CEHHS-based Bachelor of Science in Public Health degree at UNO, and as beneficial to rural workforce development. Our program largely serves urban students who are highly engaged on campus in our in-person degree program and with the various metropolitan partnerships associated with the program. I offer my support for the UNMC BSPH program with the understanding that it is online and focuses primarily on preparing students in rural public health. I anticipate that the UNO program will continue to be highly successful in service to our state, region, and nation, and I appreciate your continued support of our UNO campus-based program as we endeavor to help to support your on-line program.

Best wishes as you ramp up, and we look forward to co-serving the state of Nebraska with our UNMC colleagues in the important area of public health.

Sincerely,

Neal Grandgenett, PhD
Lois G. Roskens Dean, College of Education, Health, and Human Sciences

University of Nebraska Omaha
College of Education, Health, and Human Sciences | Office of the Dean
6005 University Drive North, RH 211 | Omaha, NE 68182 | 402.554.2719 | cehhs.unomaha.edu

NEBRASKA RURAL HEALTH ASSOCIATION

February 20, 2026

Ali S. Khan, MD, MPH, MBA
Dean, Richard Holland Presidential Chair, and Professor
College of Public Health
University of Nebraska Medical Center

Dear Dr. Khan,

On behalf of the Nebraska Rural Health Association (NeRHA), I am pleased to offer support our strong support for the University of Nebraska Medical Center College of Public Health (UNMC COPH) proposal to develop a fully online Bachelor of Science in Public Health program. Nebraska, like much of the country, continues to face workforce challenges across public health and healthcare, particularly in rural communities. Expanding accessible undergraduate pathways into public health is a practical step toward strengthening the pipeline of professionals who support population health efforts across the state.

Many individuals working in public health roles today entered the field through nontraditional paths and may not have had access to formal public health training early in their careers. An online BSPH program can help create a clearer entry point for new students while also giving working professionals an opportunity to build skills and advance without leaving their communities. Programs that connect education with real world workforce needs are especially important as organizations look for staff who understand both clinical systems and community-based approaches to care.

It is encouraging to see a rural health focus included within the program. Rural communities often operate with smaller teams and limited resources, and preparing students to understand those realities helps strengthen long term workforce stability. The online design also expands access for place bound learners and working adults across Nebraska who may not otherwise have the opportunity to pursue a public health degree.

The NeRHA appreciates its continued partnership with UNMC COPH in supporting workforce development efforts. We believe this program has the potential to make a meaningful contribution to Nebraska's public health workforce and to the broader region, and we are proud to support its development.

Respectfully submitted,

Jed Hansen, PhD, APRN, FNP-C
Executive Director
Nebraska Rural Health Association

I LOVE RURAL HEALTH

NEBRASKA

Good Life. Great Mission.

DEPT. OF HEALTH AND HUMAN SERVICES

Jim Pillen, Governor

February 20, 2026

Ali S. Khan, MD, MPH, MBA
Dean, Richard Holland Presidential Chair, and Professor
College of Public Health
University of Nebraska Medical Center

Dear Dr. Khan,

I am writing to offer my strong support for the University of Nebraska Medical Center, College of Public Health (COPH) proposal to develop a completely online Bachelor of Science in Public Health (BSPH) degree program. The proposal presents a timely, workforce-aligned pathway that cultivates foundational public health competencies while strengthening the pipeline into graduate public health education and broader health professions training

National workforce data from the Public Health Workforce Interests and Needs Survey (PHWINS) shows only 22% of governmental public health workers hold a degree in public health, underscoring the need for accessible foundational training. Additionally, PHWINS identifies strong interest in key practice areas, including budgeting and financial management, policy engagement, and systems thinking, all of which are competencies directly aligned with a high-quality BSPH curriculum.

This proposed BSPH is distinct within the University of Nebraska system in its fully online delivery model, rural focus, and workforce-ready design. It will complement existing in-person programs by expanding access for place-bound and working learners across Nebraska and beyond. For these reasons, I strongly support your efforts to establish this program.

Sincerely,

Ashley L Newmyer

Ashley Newmyer
Division of Public Health Director
Nebraska Department of Health and Human Services

March 9, 2026

Ali S. Khan, MD, MPH, MBA
Dean, Richard Holland Presidential Chair, and Professor
University of Nebraska Medical Center College of Public Health

Dear Dr. Khan,

I am writing to offer my strong support for the UNMC College of Public Health proposal to develop a fully online Bachelor of Science in Public Health (BSPH) program. This initiative presents an important opportunity to expand access to undergraduate public health education at a time when demand for trained professionals continues to grow and communities increasingly rely on a well-prepared public health workforce.

Undergraduate education plays a vital role in preparing entry-level professionals while also supporting advancement for individuals already working in public health, healthcare, and community-based organizations. Programs such as this BSPH create early pathways into public health practice and graduate education, helping ensure communities have access to professionals equipped with essential core public health competencies. From the perspective of local and Tribal health departments, this type of education is especially valuable as staff are increasingly asked to serve in broad roles while meeting evolving community needs.

This program also presents an important opportunity to strengthen the public health workforce serving Indigenous communities. Indigenous communities face persistent health inequities rooted in historical trauma, underinvestment in health infrastructure, and longstanding social determinants of health. Expanding accessible education pathways can support the development of Indigenous public health professionals and culturally grounded practitioners who understand the importance of community relationships, cultural knowledge, language, and traditional practices as protective factors for health and well-being.

The program's rural health focus is particularly meaningful in this context. Many Tribal communities are located in rural areas where workforce shortages are acute and access to higher education opportunities may be limited. Preparing students to understand the unique opportunities and challenges present in rural and Tribal health systems is an important step toward strengthening capacity in communities where workforce needs are often greatest and culturally responsive care is essential.

The online design further expands access for place-bound learners, working adults, and students in rural, Tribal, or otherwise underserved communities, reducing geographic barriers while maintaining a practice-oriented approach. By pairing online coursework with applied learning experiences, this program has the potential to reach learners across Nebraska and beyond while strengthening readiness for real-world public health practice in diverse community settings.

Winnebago Public Health Department
PO BOX C WINNEBAGO, NE 68071 402-878-2294

This BSPH initiative aligns closely with national efforts to advance public health through workforce development, partnerships, and long-term capacity building. Importantly, it also supports efforts to build a public health workforce that reflects the communities it serves and honors Indigenous knowledge, cultural strengths, and community-driven approaches to health.

For these reasons, I strongly support the development of this program and its potential to contribute to preparing the next generation of public health professionals.

Sincerely,

Mona Zuffante

Mona Zuffante PhD, MPH, CPH

Chief Public Health Officer

Mąką cīnąk wōgijire ra

(Winnebago Public Health Department)

P: 402-745-3950 x2911

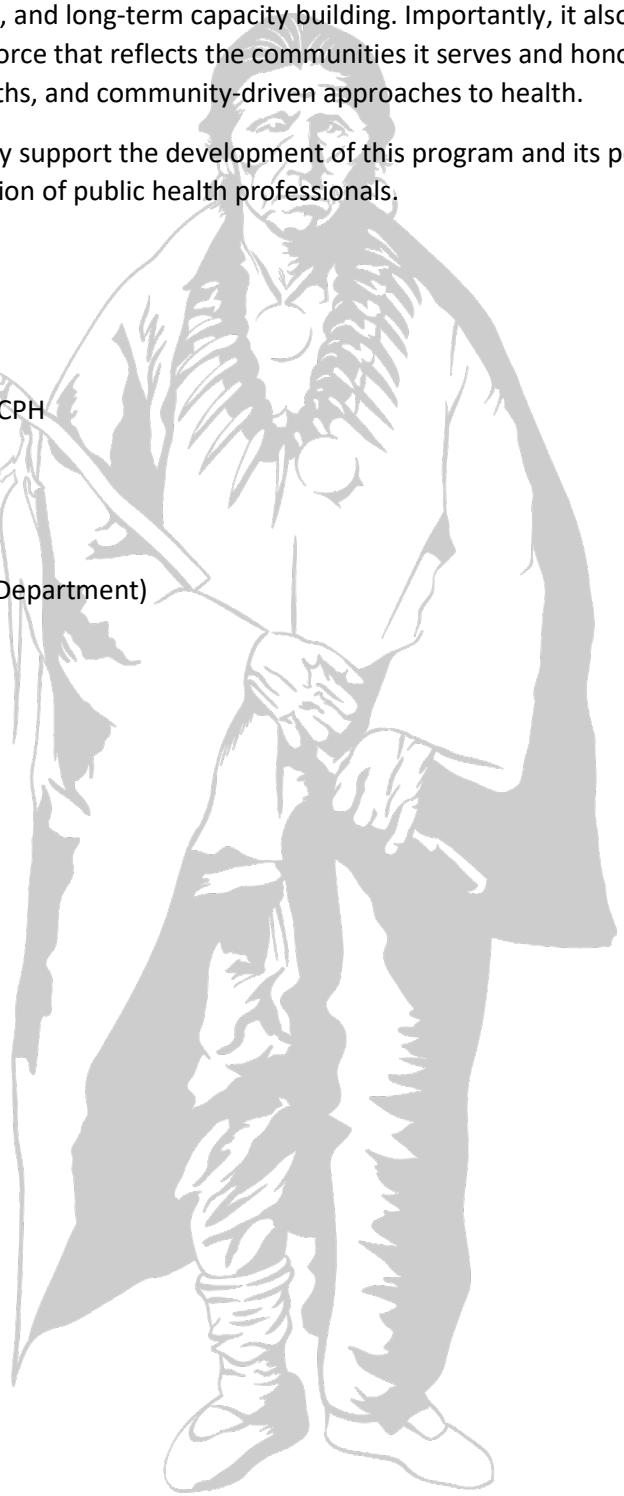
D: 402-745-3950 x2900

C: 712-301-1965

225 S. Bluff St. P.O. Box C

Winnebago, NE 68071

www.wchs.health



Central District
HEALTH DEPARTMENT
1137 South Locust Street, Grand Island, NE 68801 Telephone: (308) 385 5175 Fax: (308) 385 5181

February 20, 2026

Ali S. Khan, MD, MPH, MBA
Dean, Richard Holland Presidential Chair, and Professor
College of Public Health
University of Nebraska Medical Center

Dear Dr. Khan:
I am writing to offer my strong support for the UNMC College of Public Health proposal to develop a fully online Bachelor of Science in Public Health (BSPH) program. This initiative presents an important opportunity to expand access to undergraduate public health education at a time when demand for trained professionals continues to grow and communities increasingly rely on a well-prepared public health workforce.

In the Central District Health Department, we have at least eight staff members who are either engaged in or considering the pursuit of a bachelor's degree. Because they are full time employees and have family and community commitments outside of work, they need a flexible and convenient program that does not require travel time. In our district, a program for a Public Health Degree does not exist.

Undergraduate education plays a vital role in preparing entry-level professionals while also supporting advancement for individuals already working in public health, healthcare, and community-based organizations. Programs such as this BSPH create early pathways into public health practice and graduate education, helping ensure communities have access to professionals equipped with essential core public health competencies. From our local public health perspective, this type of education is especially valuable as staff are increasingly asked to serve in broad roles while meeting evolving community needs.

This program will incorporate a meaningful rural health focus within its curriculum. Preparing students to understand the unique opportunities and challenges present in rural health systems is an important step toward strengthening capacity in communities where workforce needs are often greatest, and resources may be more limited.

By pairing online coursework with applied learning experiences, this program has the potential to reach learners across Nebraska and beyond while strengthening readiness for real-world public health practice.
This BSPH initiative aligns closely with national efforts to advance public health through workforce development, partnerships, and long-term capacity building. For these reasons, we strongly support the development of this program and its potential to contribute to preparing not only our current staff but also the next generation of public health professionals.

Sincerely,

Teresa Anderson MSN, APRN, CNS-BC
Health Director

Elkhorn Logan Valley
Public Health Department
2104 21st Circle | P.O. Box 779
Wisner, NE 68791-0779
Proudly serving Burt, Cuming, Madison and Stanton Counties

February 20, 2026

Ali S. Khan, MD, MPH, MBA
Dean, Richard Holland Presidential Chair, and Professor
College of Public Health
University of Nebraska Medical Center

Dear Dr. Khan:

I am writing to express my strong support for the UNMC College of Public Health's proposal to establish a fully online Bachelor of Science in Public Health (BSPH) program. This initiative represents a timely opportunity to expand access to undergraduate public health education as demand for qualified professionals grows and communities increasingly depend on a skilled public health workforce.

Undergraduate education is essential for preparing entry-level professionals and advancing those already working in public health, healthcare, and community organizations. Programs like this BSPH create early pathways into public health practice and graduate study, helping ensure communities have professionals grounded in core public health competencies. From the perspective of local health departments, this education is particularly important as staff are called to fulfill diverse responsibilities while responding to changing community needs.

The program's inclusion of a meaningful rural health focus is especially important. Equipping students to understand the distinct strengths and challenges of rural health systems will strengthen capacity in communities where workforce shortages are often most significant and resources more limited.

The fully online format broadens access for place-bound learners, working adults, and students in rural or underserved areas, minimizing geographic barriers while maintaining a practice-focused approach. By combining online instruction with applied learning experiences, the program can engage learners across Nebraska and beyond while enhancing readiness for practical public health work.

This BSPH initiative closely aligns with national priorities to strengthen the public health workforce through education, collaboration, and sustainable capacity building. For these reasons, I strongly support development of this program and its role in preparing future public health professionals.

Sincerely,

Gina Uhing

Gina Uhing, Health Director
Elkhorn Logan Valley Public Health Department

Loup Basin
PUBLIC HEALTH DEPARTMENT

327 N 8th Avenue
PO Box 995
Burwell, NE 68823
(P) 308.346.5795
(F) 308.346.9106

February 27, 2026

Ali S. Khan, MD, MPH, MBA
Dean, Richard Holland Presidential Chair, and Professor
College of Public Health
University of Nebraska Medical Center

Dear Dr. Khan:

On behalf of Loup Basin Public Health Department, I am pleased to offer my strong support for the University of Nebraska Medical Center College of Public Health's proposal to develop a fully online Bachelor of Science in Public Health (BSPH) program.

Serving a nine-county, entirely rural region in central Nebraska, we face ongoing workforce challenges, particularly a limited applicant pool. Many individuals in our communities are willing and motivated to further their education, but without accessible online options, pursuing a public health degree is often not realistic. Geography, work obligations, and family responsibilities make relocation or commuting to campus-based programs difficult for rural residents.

Public health has become increasingly visible and valued in recent years, and I anticipate continued growth in interest in this field. An online, rural-focused BSPH program would create a meaningful pathway for individuals who want to serve their communities while remaining in them. As we recruit Community Health Workers and other frontline staff, we see clear opportunity for professional growth through accessible undergraduate public health education.

From a leadership perspective, I also recognize how valuable a program like this would have been earlier in my own career. Expanding access to foundational public health education strengthens not only individual advancement, but also the long-term workforce pipeline for rural health departments. When we can develop talent locally, we improve recruitment, retention, and community impact.

For these reasons, Loup Basin Public Health Department strongly supports the development of this fully online BSPH program and its potential to strengthen the public health workforce across rural Nebraska.

Sincerely,

Amanda Jeffres
Director
Loup Basin Public Health Department

Panhandle Public Health District
P O Box 337 | 808 Box Butte Ave | Hemingford, NE 69348
18 West 16th | Scottsbluff, NE 69361
308-487-3600 | pphd.ne.gov | 308-633-2866

March 3, 2026

Ali S. Khan, MD, MPH, MBA
Dean, Richard Holland Presidential Chair, and Professor
College of Public Health
University of Nebraska Medical Center

Dear Dr. Khan:

I am writing to offer my strong support for the University of Nebraska Medical Center College of Public Health proposal to develop a fully online Bachelor of Science in Public Health (BSPH) program. From the perspective of Panhandle Public Health District (PPHD), this initiative is especially important for the rural Nebraska Panhandle. We see this program as a practical, long-term workforce pipeline that will help us "grow our own" public health professionals, people who already understand the realities of living and working in rural communities and are committed to staying here.

In the Panhandle, ongoing challenges include long travel distances between communities, limited availability of housing in certain areas, and a smaller local labor market. Many talented individuals are place-bound because of family responsibilities, existing employment, or deep community roots, and those same roots are often what make them the best candidates for rural public health practice. A fully online BSPH through UNMC would allow students and working professionals to earn an accredited public health degree without leaving the region, removing one of the biggest barriers to building a stable rural workforce.

An accessible undergraduate public health degree creates a clear entry point into the field for Panhandle residents, while also supporting career growth for existing staff who are already serving their communities. When employees can advance their education without relocating, we are far more likely to retain them, strengthen institutional knowledge, and build leadership capacity that is grounded in the rural context.

PPHD serves a large, predominantly rural region of western Nebraska spanning multiple counties and many small communities. Our team must be prepared to respond to a wide range of needs, often with fewer staff. Staff routinely wear multiple hats, providing population health services across broad

distances and working within the practical constraints that come with rural infrastructure, transportation, and access to care. Preparing students in this context, and supporting learners who already live and work here, helps ensure graduates are ready for the realities of rural public health practice from day one.

For these reasons, I strongly support the development of a fully online BSPH program at UNMC and believe it will be instrumental in strengthening the rural Nebraska Panhandle public health workforce for years to come.

Sincerely,



Jessica Davies, MPH
Health Director
Panhandle Public Health District

NALHD • 800 S. 13th St. Suite 100 • Lincoln, NE 68508 • (402) 904-7946 • http://www.nalhd.org

February 23, 2026

Ali S. Khan, MD, MPH, MBA
Dean, Richard Holland Presidential Chair, and Professor
College of Public Health
University of Nebraska Medical Center

Dear Dr. Khan:

On behalf of the Nebraska Association of Local Health Directors (NALHD), I am pleased to support the University of Nebraska Medical Center College of Public Health's (UNMC COPH) proposal to establish a fully online Bachelor of Science in Public Health (BSPH). As you know, NALHD is Nebraska's NACCHO affiliate. Our members' jurisdictions cover all 93 counties and are overwhelmingly rural. Through NALHD, local health directors work together to make access to a healthy, good life a reality for all Nebraskans. A fully online BSPH program is a significantly needed resource that will impact the training of staff serving in LHDs throughout Nebraska, especially in rural areas.

National data shows that 86% of individuals working in LHDs have no degree in public health. The online UNMC BSPH program will provide new opportunities and fill gaps in training for the current and future public health workforce by focusing on foundational capabilities, specifically assessment, policy, communications, community partnerships, systems thinking, and practice. This program will incorporate a meaningful rural health focus within its curriculum. Preparing students to understand the unique opportunities and challenges present in rural health systems is an important step toward strengthening capacity in communities where workforce needs are often greatest, and resources may be more limited.

The COPH is a valued partner for LHDs and has a proven track record of offering exceptional online learning. Several current LHD leaders and staff members throughout Nebraska have taken advantage of the online MPH program. The expertise the MPH program affords ungirds some of the best work happening in public health statewide.

This new BSPH initiative will align closely with local and national efforts to advance public health through workforce development, partnerships, and long-term capacity building. For these reasons, NALHJD strongly supports the development of this program and its potential to contribute to preparing the next generation of public health professionals.

We are excited by the prospect of this additional, academic training opportunity for the local public health workforce. If we can do anything to further support its approval and roll out, please let us know.

Sincerely,

Susan Bockrath, Executive Director
Nebraska Association of Local Health Directors

March 13, 2026

Ali S. Khan, MD, MPH, MBA
Dean, Richard Holland Presidential Chair, and Professor
College of Public Health
University of Nebraska Medical Center

Dear Dr. Khan:

On behalf of the Public Health Association of Nebraska, I am writing to offer my strong support for the University of Nebraska Medical Center College of Public Health proposal to develop a fully online Bachelor of Science in Public Health (BSPH) program. This initiative presents an important opportunity to expand access to undergraduate public health education at a time when workforce data continue to demonstrate current shortages and increasing future demand across public health and related sectors.

Accessible undergraduate education plays a vital role in preparing entry-level professionals while also supporting advancement for individuals already working in public health, healthcare, and community-based organizations. Programs such as this BSPH create early pathways into public health practice and graduate education, helping ensure communities have access to professionals equipped with essential core public health competencies.

Additionally, this program will incorporate a meaningful rural health focus within its curriculum. Preparing students to understand the unique opportunities and challenges present in rural health systems is an important step toward strengthening capacity in communities where workforce needs are often greatest, and resources may be more limited.

The online design further expands access for place-bound learners, working adults, and students in rural or underserved communities, reducing geographic barriers while maintaining a practice-oriented approach. By pairing online coursework with applied learning experiences, this program has the potential to reach learners across Nebraska and beyond while strengthening readiness for real-world public health practice.

This BSPH initiative aligns closely with national efforts to advance public health through workforce development, partnerships, and long-term capacity building. For these reasons, I strongly support the development of this program and its potential to meaningfully contribute to preparing the next generation of public health professionals.

Sincerely,

Julie Lubisi
Executive Director
Public Health Association of Nebraska

March 24, 2026

To:
Ali S. Khan, MD, MPH, MBA
Dean, Richard Holland Presidential Chair, and Professor
College of Public Health
University of Nebraska Medical Center

RE: UNMC Proposal for Bachelor of Science in Public Health Program.

Dear Dr. Khan,

I am writing on behalf of the Nebraska Hospital Association (NHA), which represents 92 member hospitals, including 64 Critical Access Hospitals. NHA's mission—to drive hospital quality and safety improvement and enhance the health and well-being of all Nebraskans—closely aligns with the goal of the proposal to ***Develop a fully online Bachelor of Science in Public Health (BSPH) program***.

National workforce findings from the Public Health Workforce Interests and Needs Survey (PH WINS) indicate that only about 22% of governmental public health professionals hold a degree in public health, highlighting a critical need for more accessible pathways to foundational training. Establishing this online BSPH program represents an important opportunity to broaden access to undergraduate public health education at a time when the workforce continues to face significant shortages and projected increases in demand across public health and related sectors.

Accessible undergraduate education plays a vital role in preparing entry-level professionals while also supporting advancement for individuals already working in public health, healthcare, and community-based organizations. Programs such as this BSPH create early pathways into public health practice and graduate education, helping ensure communities have access to professionals equipped with essential public health competencies.

It is my understanding that this program will incorporate a meaningful rural health focus within its curriculum. Preparing students to understand the unique opportunities and challenges

present in rural health systems is an important step toward strengthening capacity in communities where workforce needs are often greatest and resources may be more limited.

The online design further expands access for place-bound learners, working adults, and students in rural or underserved communities, reducing geographic barriers while maintaining a practice-oriented approach. By combining accessibility with applied learning, this program has the potential to reach learners across Nebraska and beyond while strengthening readiness to address real-world public health challenges.

This BSPH initiative aligns closely with national efforts to advance public health through workforce development, partnerships, and long-term capacity building. For these reasons, I strongly support the development of this program and its potential to meaningfully contribute to preparing the next generation of public health professionals.



Jeremy Nordquist
President & CEO
Nebraska Hospital Association

RENAE MOCH
PUBLIC HEALTH SYSTEMS LEADER, DRPH STUDENT

120 Keidel Trail SW
Mandan, ND 58554

February 22, 2026

Ali S. Khan, MD, MPH, MBA
Dean, Richard Holland Presidential Chair, and Professor
College of Public Health
University of Nebraska Medical Center

Dear Dr. Khan:

I am writing to offer my strong support for the University of Nebraska Medical Center College of Public Health's proposal to develop a fully online Bachelor of Science in Public Health (BSPH) program. As a public health professional working full-time while pursuing my Doctor of Public Health (DrPH) degree through UNMC's fully asynchronous program, I understand firsthand the importance of accessible, flexible education. I would not have been able to pursue doctoral training without the ability to continue working to support my family and serve my community. The online design of UNMC's program made that opportunity possible for me.

In my role as a local public health director in a rural state, I see firsthand the growing demand for a skilled, prepared workforce. Public health departments face workforce shortages, increasing complexity of community health challenges, and the need for professionals trained in data, systems thinking, health equity, and partnership development. A fully online BSPH program expands the pipeline of future professionals while creating an accessible pathway for working adults, rural residents, and place-bound learners who cannot relocate for traditional on-campus programs.

I am especially encouraged by the program's emphasis on rural health. Communities like the one I serve depend on professionals who understand the unique strengths and constraints of rural systems. Building undergraduate education that reflects those realities strengthens long-term workforce sustainability, where needs are often greatest.

Public health education is not only relevant but also essential. Investing in undergraduate preparation today ensures communities have professionals ready to respond to tomorrow's challenges. For these reasons, I fully support the development of the fully online BSPH program at UNMC and its potential to meaningfully strengthen the public health workforce across Nebraska and beyond.

Sincerely,

Renae Moch

Renae Moch, MBA, FACMPE
Public Health Director, Bismarck, ND
DrPH Student, University of Nebraska Medical Center
NACCHO Board Member – Region 8

March 13, 2026

Ali S. Khan, MD, MPH, MBA
Dean, Richard Holland Presidential Chair, and Professor
University of Nebraska Medical Center - College of Public Health

Dear Dr. Khan:

I am pleased to support the University of Nebraska Medical Center College of Public Health's (UNMC COPH) proposal to develop a fully online Bachelor of Science in Public Health (BSPH) program. As a public health practitioner for the past 15 years in Nebraska, I can attest to the value of well-trained public health graduates who bring evidence-based expertise, critical thinking skills, and an unwavering dedication to solving our communities' most complex problems.

This initiative presents an important opportunity to expand access to undergraduate public health education, which is needed more than ever. The field of public health is facing persistent workforce challenges amid rising demand for trained professionals to meet community needs. High-quality undergraduate programs play a key role in preparing new entrants to the field while also helping those already working in public health, healthcare, and community organizations advance in their careers. Programs such as this BSPH create early pathways into public health practice and graduate education, helping ensure communities have access to professionals equipped with essential core public health competencies.

The online format for this program expands access to a range of learners, including traditional and non-traditional students. As a current online student at the UNMC COPH, I value the flexibility of the online format, allowing me to pursue my studies while working full-time, which I would not be able to do in an in-person program. This format will expand UNMC's reach, engaging a diverse range of learners.

This program will incorporate an important rural health focus within its curriculum. This focus is necessary to prepare students to understand the unique opportunities and challenges present in rural health systems. In Nebraska, and beyond, we need to strengthen the capacity of our rural communities to address complex needs so that our rural communities can thrive.

For these reasons, I offer my full support and look forward to the positive impact this program will have in preparing the next generation of public health professionals.

Sincerely,

Kelly J Nielsen

Kelly Nielsen, MPH, MS, CPH

Director, Omaha Pathways Community HUB

NACCHO
National Association of County & City Health Officials
The National Connection for Local Public Health

February 26, 2026

Ali S. Khan, MD, MPH, MBA
Dean, Richard Holland Presidential Chair, and Professor
College of Public Health
University of Nebraska Medical Center

Dear Dr. Khan:

On behalf of the National Association of County and City Health Officials (NACCHO), I am pleased to offer support for the University of Nebraska Medical Center College of Public Health's proposal to develop a fully online Bachelor of Science in Public Health (BSPH) program.

Across the country, local health departments continue to navigate workforce shortages, increasing complexity of public health challenges, and the need for professionals trained in data, systems thinking, health equity, emergency preparedness, and cross-sector collaboration. Expanding access to high-quality undergraduate public health education is a critical strategy for strengthening the pipeline of future professionals and ensuring communities have access to a well-prepared workforce.

Accessible undergraduate programs play a vital role in preparing entry-level public health practitioners while also supporting career advancement for individuals already working in public health, healthcare, and community-based organizations. A fully online BSPH program creates an important pathway for students who are place-bound, working full time, or living in rural and underserved areas. By reducing geographic and logistical barriers, UNMC's proposed program will broaden participation while maintaining a strong foundation in core public health competencies and applied learning.

NACCHO also recognizes the importance of incorporating a meaningful rural health focus into public health education. Rural communities often face unique workforce constraints, infrastructure limitations, and health inequities. Preparing students to understand and respond to these realities strengthens the capacity of local public health systems where needs are frequently greatest. A curriculum that intentionally addresses rural systems, partnership development, and community-based practice will contribute significantly to long-term workforce sustainability.

This initiative aligns closely with national efforts to modernize and strengthen the governmental public health workforce. By investing in accessible, practice-oriented

undergraduate education, UNMC is helping build the next generation of professionals equipped to protect and promote population health across diverse communities.

For these reasons, NACCHO strongly supports the development of the fully online BSPH program and its potential to meaningfully contribute to workforce development and public health capacity building nationwide.

Sincerely,



Lori Tremmel Freeman, MBA
Chief Executive Officer
National Association of County and City Health Officials (NACCHO)

1201 Eye Street NW, Fourth Floor, Washington, DC 20005 P (202) 783 5550 F (202) 783 1583 www.naccho.org

de Beaumont

February 19, 2026

Ali S. Khan, MD, MPH, MBA
Dean, Richard Holland Presidential Chair, and Professor
College of Public Health
University of Nebraska Medical Center

Dear Dr. Khan:

I am writing to express my strong support for the UNMC College of Public Health proposal to develop a fully online Bachelor of Science in Public Health (BSPH) program. National workforce findings from the Public Health Workforce Interests and Needs Survey (PH WINS) indicate that only about 22% of governmental public health professionals hold a degree in public health, highlighting a critical need for more accessible pathways to foundational training. Establishing this online BSPH program represents an important opportunity to broaden access to undergraduate public health education at a time when the workforce continues to face significant shortages and projected increases in demand across public health and related sectors.

Accessible undergraduate education plays a vital role in preparing entry-level professionals while also supporting advancement for individuals already working in public health, healthcare, and community-based organizations. Programs such as this BSPH create early pathways into public health practice and graduate education, helping ensure communities have access to professionals equipped with essential core public health competencies.

It is my understanding that this program will incorporate a meaningful rural health focus within its curriculum. Preparing students to understand the unique opportunities and challenges present in rural health systems is an important step toward strengthening capacity in communities where workforce needs are often greatest, and resources may be more limited.

debeaumont.org

7501 Wisconsin Avenue
Suite 1310e
Bethesda, MD 20814

The online design further expands access for place-bound learners, working adults, and students in rural or underserved communities, reducing geographic barriers while maintaining a practice-oriented approach. By combining accessibility with applied learning, this program has the potential to reach learners across Nebraska and beyond while strengthening readiness for real-world public health challenges.

This BSPH initiative aligns closely with national efforts to advance public health through workforce development, partnerships, and long-term capacity building. For these reasons, I strongly support the development of this program and its potential to meaningfully contribute to preparing the next generation of public health professionals.

Sincerely,



Brian C. Castrucci, DrPH
President & Chief Executive Officer

debeaumont.org

7501 Wisconsin Avenue
Suite 1310e
Bethesda, MD 20814

Milbank Memorial Fund

Using evidence to improve population health

Morgan F. McDonald
National Director for Population Health

645 Madison Avenue, 15th Floor
New York, NY 10022-1095
Tel: (212) 355-8400
Fax: (212) 355-8599
mmcdonald@milbank.org
www.milbank.org

February 20, 2026

Ali S. Khan, MD, MPH, MBA
Dean, Richard Holland Presidential Chair, and Professor
College of Public Health
University of Nebraska Medical Center

Dear Dr. Khan:

I am writing to offer my strong support for the UNMC College of Public Health proposal to develop a fully online Bachelor of Science in Public Health (BSPH) program. This initiative presents an important opportunity to expand access to undergraduate public health education at a time when workforce data continue to demonstrate current shortages and increasing future demand across public health and related sectors.

In my former role as Health Commissioner in Tennessee and in my current role developing leadership programs for state elected and executive branch officials at Milbank Memorial Fund, I see an increasing need for public health education that is accessible and extends beyond the in person walls of academic institutions. There is a significant need to increase training in public health to better meet community needs, particularly by reaching students in rural areas or who may be working full time jobs and not be able to participate in person.

Accessible undergraduate education plays a vital role in preparing entry-level professionals while also supporting advancement for individuals already working in public health, healthcare, and community-based organizations. Programs such as this BSPH create early pathways into public health practice and graduate education, helping ensure communities have access to professionals equipped with essential core public health competencies.

It is my understanding that this program will incorporate a meaningful rural health focus within its curriculum. Preparing students to understand the unique opportunities and challenges present in rural health systems is an important step toward strengthening capacity in communities where workforce needs are often greatest, and resources may be more limited.

The online design further expands access for place-bound learners, working adults, and students in rural or underserved communities, reducing geographic barriers while maintaining a practice-oriented approach. By combining accessibility with applied learning, this program has the potential to reach learners across Nebraska and beyond while strengthening readiness for real-world public health challenges.

This BSPH initiative aligns closely with national efforts to advance public health through workforce development, partnerships, and long-term capacity building. For these reasons, I strongly support the development of this program and its potential to meaningfully contribute to preparing the next generation of public health professionals.

Best regards,



Morgan McDonald, MD FACP FAAP
National Director for Population Health

25 FEBRUARY 2026

Ali S. Khan, MD, MPH, MBA
Dean, Richard Holland Presidential Chair, and Professor
College of Public Health
University of Nebraska Medical Center

Dear Dr. Khan:

I am writing to offer my strong support for the UNMC College of Public Health proposal to develop a fully online Bachelor of Science in Public Health (BSPH) program. From my perspective in public health leadership roles across the region, I have seen firsthand the ongoing need for accessible pathways into the public health workforce, particularly as workforce data continue to demonstrate both current shortages and growing future demand.

Throughout the COVID-19 pandemic, I partnered closely with the UNMC College of Public Health on several critical initiatives, including training contact tracers, conducting advanced analytics to better understand transmission dynamics, and collaborating with subject matter experts to design interventions tailored to vulnerable populations. This work reinforced the importance of strong foundational public health education and the value of preparing professionals who can translate academic knowledge into real-world practice. Additionally, my experience lecturing for students and building bridges between academia and governmental public health has given me a unique perspective on the importance of programs that cultivate these connections early in a student's career.

Accessible undergraduate education plays a vital role in preparing entry-level professionals while also supporting advancement for individuals already working in public health, healthcare, and community-based organizations. Programs such as this BSPH create early pathways into public health practice and graduate education, helping ensure communities have access to professionals equipped with essential core public health competencies.

It is my understanding that this program will incorporate a rural health focus within its curriculum. Preparing students to understand the unique opportunities and challenges present in rural health systems is an important step toward strengthening capacity in communities where workforce coverage is often limited and professionals are frequently asked to serve in broad, multifaceted roles.

The online design further expands access for place-bound learners, working adults, and students in rural or underserved communities, reducing geographic barriers while maintaining a practice-oriented approach. By combining accessibility with applied

learning, this program has the potential to reach learners across the region while strengthening readiness for real-world public health practice.

This BSPH initiative aligns closely with national efforts to advance public health through education, partnerships, and long-term capacity building. Based on my direct experience collaborating with UNMC and my ongoing work advancing public health practice, I am confident in the value and impact of this program. For these reasons, I strongly support its development and its potential to meaningfully contribute to preparing the next generation of public health professionals.

Matthew Donahue, MD



State Epidemiologist & Deputy State Medical Director

Division of Public Health

Iowa Health & Human Services

SUMMARY-ESTABLISHING A NEW ACADEMIC PROGRAM

CAMPUS AND NAME OF PROGRAM: UNMC BS Public Health

Proposed Date of First Offering: Upon Approval

Brief Explanation:

The proposed degree is designed to expand access to undergraduate public health education while addressing critical workforce needs, particularly in rural and underserved communities across Nebraska and the surrounding region. Forty credit hours will be taken at UNMC after completing at least 80 credits at another institution. The UNMC courses will be delivered online.

New/Additional Annual Program Costs	Program Management	
	FTE	Expense
Faculty*	1	$ 248,546.00
Staff*	5	$ 298,236.00
Additional Expenses**		$ -
Total Annual Expense		$ 546,782.00

*Total salary and benefits at year 5; **Additional costs on an annualized basis estimated for Year 5

AAU Recognition Potential Impact: [ ]Very Negative [ ]Negative [X]None [ ]Positive [ ]Very Positive [ ]Not Applicable

AAU Recognition Criterion Impacted (If any): Informational Metrics

Minimum Estimated Program Enrollment (Year 5)

	Enrollment	Credit Hours	Tuition Rate	Income
Resident Tuition*				$ -
Non-Resident Tuition**				$ -
Special/Other Tuition***	300	30	$ 291.00	$ 2,619,000.00
			Total Income	$ 2,619,000
			Net Income	$ 2,072,218

*calculated income based on an estimated tuition rate of $____ per CH; ____ CH per year per student.

**calculated income based on an estimated tuition rate of $____ per CH; ____ CH per year per student.

***calculated income based on an estimated tuition rate of $291 per CH; 30 CH per year per student.

BOARD OF REGENTS
AGENDA ITEM SUMMARY

Academic Affairs **December 4, 2026**

AGENDA ITEM: Proposal to Establish the Master of Arts in Sport Management degree administered by the Department of Marketing, Agribusiness, and Supply Chain Management in the College of Business and Technology (CBT) at the University of Nebraska at Kearney (UNK).

☐ **Review** ☒ **Review + Action** ☐ **Action** ☐ **Discussion**

☐ *This is a report required by Regents' Policy.*

PRESENTERS: David S. Jackson, Executive Vice President and Provost

PURPOSE & KEY POINTS

This proposal seeks to establish a Master of Arts in Sport Management. This 30-credit-hour online program will prepare graduates for careers in sports marketing, finance, and facility and event operations, among others. Housing the program in the College of Business and Technology will enhance the ability to pursue specialized recognition from the Commission on Sport Management Accreditation. As courses and faculty in Sport Management already exist, no new resources are needed to start this program. The Executive Graduate Council voted to recommend approval on October 28, 2026.

BACKGROUND INFORMATION

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

RECOMMENDATION

The President recommends approval.

SUMMARY- ESTABLISHING A NEW ACADEMIC PROGRAM

CAMPUS AND NAME OF PROGRAM: UNK MA Sport Management

Proposed Date of First Offering: Upon Approval

Brief Explanation:

The proposed degree integrates sport management-specific core courses (i.e., sport governance, marketing, finance, and legal/ethical issues) with business-focused electives. This new degree will be offered as a 30-credit hour program, culminating in either a thesis or comprehensive exams. Courses will draw from existing offerings in Sport Management, Marketing, Management, and Finance, with no immediate need for new course creation.Expenses are estimated for accreditation dues and site visit.

New/Additional Annual Program Costs	Program Management	
	FTE	Expense
Faculty*	0	
Staff*	0	
Additional Expenses**		$ 1,396.00
Total Annual Expense		$ 1,396.00

*Total salary and benefits at year 5; **Additional costs on an annualized basis estimated for Year 5

AAU Recognition Potential Impact: [ ]Very Negative [ ]Negative [X]None [ ]Positive [ ]Very Positive [ ]Not Applicable

AAU Recognition Criterion Impacted (If any): Informational Metrics

Minimum Estimated Program Enrollment (Year 5)

	Enrollment	Credit Hours	Tuition Rate	Income
Resident Tuition*				$ -
Non-Resident Tuition**				$ -
Special/Other Tuition***	25	15	$ 416.25	$ 156,093.75
			Total Income	$ 156,094
			Net Income	$ 154,698

OFFICE OF THE CHANCELLOR

March 18, 2026

Jeffrey P. Gold, M.D.
President
University of Nebraska
Varner Hall, 3835 Holdrege Street
Lincoln, NE 68583
jeffrey.gold@nebraska.edu

RE: Creation of a Master of Arts in Sport Management

Dear President Gold:

I am writing to express my support for the proposed creation of a Master of Arts in Sport Management within the Department of Marketing, Agribusiness, and Supply Chain Management in the College of Business and Technology.

The relocation of this program from the College of Education better aligns with its business focus and supports accreditation through the Commission on Sport Management Accreditation. This 30-credit hour program, which includes a capstone thesis or comprehensive exam, leverages existing courses and resources while expanding opportunities for students. The program aligns well with the UNK Strategic Mission by supporting undergraduate pathways, research engagement, and access for working professionals through online delivery.

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

Sincerely,

Neal H. Schnoor
Chancellor

NHS/km

Cc: Dr. Kendra Schmid, Interim Vice Provost
Dr. Julie Shaffer, Senior Vice Chancellor for Academic Affairs

University of Nebraska Kearney
Office of the Chancellor
2504 9th Avenue, Warner Hall 1000 | Kearney, NE 68849 | 308.865.8208 | fax 308.865.8665
unk.edu

University of Nebraska
Proposal for New Graduate Major or Degree

I. Descriptive Information

Name of Campus Proposing New Major or Degree	
University of Nebraska at Kearney (UNK)	
Full Name of Proposed Major or Degree (including credential level)	
Master's in Sport Management	
Degree to be Awarded to Graduates of the Major	
Masters of Arts Degree	
Other Programs (including Certificates, Majors, or Degrees) Offered in this field by this institution	
Sport Management Comprehensive B.S., Sport Management B.S., Minor in Sport Management, Minor in Event Management	
CIP Code: 6 digit *[Browse here: http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55]*	
52.9999	
Subject Code	
SM	
Administrative Unit(s) for the Major or Degree (eg. Department, School, College)	
Department of Marketing, Agribusiness, Supply Chain Management, and Sport Management in the College of Business and Technology at UNK	
Proposed Delivery Site	
UNK	
Program will be Offered *[full program, not individual courses]*	
__On-campus _x_Online (asynchronous) __ Synchronous Distance __Hybrid/Blended of Selected	
Program leads to professional licensure or certification	
___x___ no _____ yes If yes, complete Appendix: Professional Licensure and Certification.	
Curriculum Categories and Number of Credit Hours (Total = _30___) Minimum for Master's is 30 credit hours	
Existing or repackaged curricula:	__30___ credit hours
Revised or redesigned curricula:	_____ credit hours
New curricula:	_____ credit hours
Proposed Date the New Major or Degree will be Initiated	
Fall 2027	

II. Details

A. Purpose of the Proposed Major or Degree:

The Department of Marketing, Agribusiness, and Supply Chain Management proposes the creation of a Master of Arts in Sport Management at the University of Nebraska Kearney, which will be housed in the College of Business and Technology (CBT). This move strategically aligns the program with its professional, applied nature and national academic trends that place sport management within business-focused colleges.

Sport management is the study and practice of applying business, leadership, and organizational principles to the sport industry. The M.A. in Sport Management will prepare graduates to succeed in areas such as sport marketing, finance, facility and event operations, college athletics administration, and organizational leadership. This program emphasizes the practical application of business and management concepts within sport settings, while also developing students' research and analytical skills.

Relocating the undergraduate and graduate program to CBT enhances UNK's ability to pursue specialized accreditation through the Commission on Sport Management Accreditation (COSMA), strengthening its national visibility, industry relevance, and credibility. Students will also gain greater access to interdisciplinary courses in marketing, finance, and management, further enriching their preparation for sport industry careers.

Alignment with CBT's Mission: This program directly advances CBT's mission "to provide transformational career-focused programs dedicated to extraordinary student experiences and regional economic development in Nebraska," and its vision to advance the region "by empowering students, engaging industry, and creating community." The M.A. in Sport Management's applied, industry-facing curriculum, and planned Sport Management Industry Advisory Board (described below) directly operationalize CBT's commitment to experiential learning, industry engagement, and workforce-ready graduates.

Impact on the College of Education: This relocation does not diminish the College of Education's academic offerings or student opportunities — it creates room for the Kinesiology and Sport Sciences (KSS) graduate program to sharpen its focus on the applied, performance-science specialties that remain squarely within its own academic identity. The undergraduate Sport Management program, KSS faculty lines, and related coursework remain intact within the College of Education; the M.A. in Sport Management is a newly created, stand-alone graduate credential rather than a transfer of existing COE students, faculty, or resources. With Sport Management repositioned as a business credential, KSS's remaining graduate offerings — currently including an M.A.Ed. emphasis in Coaching and Sport Performance (with its 4+1 accelerated pathway from the Exercise Science B.S.), plus separate Exercise Science and Physical Education graduate programs — are well positioned to realign toward growing, credential-driving specialties that a business-housed degree cannot offer. Nationally, demand for strength and conditioning coaches is projected to grow roughly 10% over the next decade (U.S. Bureau of Labor Statistics), with the Certified Strength and Conditioning Specialist (CSCS) credential remaining the standard for collegiate and professional roles — an area the existing Coaching and Sport Performance emphasis is already positioned to build toward. KSS could also expand into a Sport and Performance Psychology / Mental Performance specialization aligned with the coursework required for the Certified Mental Performance Consultant (CMPC) credential through the Association for Applied Sport Psychology, one of the fastest-growing credentials in the field (roughly 19% growth in credential holders between 2024 and 2025). Notably, CMPC eligibility requires a sport-science-based master's degree and does not accept sport management as a qualifying degree area, making this a natural, non-duplicative complement to the M.A. in Sport Management rather than a competing offering.

The Office of Graduate Studies and Academic Innovation, College of Business and Technology and College of Education leadership will continue to coordinate on shared coursework and advising pathways so students

moving between the undergraduate and graduate programs experience no disruption, and so KSS can pursue this realignment alongside the M.A. in Sport Management's launch.

This new degree will be offered as a 30-credit hour program, culminating in either a thesis or comprehensive exams. Courses will draw from existing offerings in Sport Management, Marketing, Management, and Finance, with no immediate need for new course creation.

The M.A. in Sport Management is designed for:

- Students with undergraduate degrees in sport management, business, or related fields seeking advanced preparation.
- Professionals working in athletics, recreation, fitness, event management, or community-based sport organizations.
- Individuals seeking leadership roles in the rapidly growing and globally connected sport industry.

UNK's M.A. in Sport Management will expand graduate-level opportunities in Nebraska and the surrounding region. This degree positions UNK to meet workforce needs and attract both regional and out-of-state students.

B. Description of the Proposed Major or Degree:

The Master of Arts in Sport Management is a 30-credit hour curriculum designed to be completed in two years of full-time study, with part-time enrollment options available for working professionals. Undergraduate students will also have the option to do a 4+1, where they can complete the B.S. and M.A. in 5 years. Students may choose between a thesis track or comprehensive exams.

The curriculum integrates sport management-specific core courses (i.e., sport governance, marketing, finance, and legal/ethical issues) with business-focused electives.

This degree program supports UNK's mission of preparing graduates to lead in dynamic professional environments. By embedding the program within the College of Business and Technology, students will benefit from:

- Cross-disciplinary coursework in management, analytics, and finance.
- Stronger connections to industry partners and alumni networks.
- Enhanced readiness for COSMA accreditation, ensuring curriculum rigor and professional standards.

The program is structured for maximum flexibility. Students may enroll fully online, allowing professionals across Nebraska and beyond to access the program.

C. **Student Learning Outcomes**

Master's Level Program Goals:

1. Prepare students to lead and manage sport organizations through advanced instruction in leadership, governance, and ethics.
2. Develop students' abilities to conduct and apply research to address practical issues in sport management.
3. Strengthen students' skills in legal and risk management, with an emphasis on facility oversight and organizational compliance.
4. Equip students with the strategic tools needed to manage operations, make ethical decisions, and contribute to the growth and sustainability of sport organizations.

Master's Level Student Learning Outcomes:

SLO 1: Students will apply advanced leadership and management principles in sport organizations.
SLO 2: Students will demonstrate the ability to design, conduct, and apply research to address challenges in sport management.

SLO 3: Students will demonstrate ethical decision-making and apply principles of governance and oversight in sport organizations.
SLO 4: Students will identify and address legal and risk management issues related to sport operations and facility management.
SLO 5: Students will apply financial, marketing, and operational strategies to improve performance in sport organizations.

Operational Effectiveness Goals (undergrad and graduate program together):
1. Establish the program as the leading sport management education provider in Nebraska.
2. Ensure faculty maintain expertise through continuous professional development to enhance student outcomes.
3. Increase enrollment, graduation and job placement rates annually.
4.Enhance the visibility and reputation of the program through strategic marketing, social media, alumni engagement, and partnerships.

D. Admissions

Admission to the M.A. in Sport Management program is based upon completion of an undergraduate degree and 2.75 Grade Point Average and a letter of intent. Screening of applicants will include an assessment of student's ability to write their career goals and their interest in sport management. Applications will be reviewed by the Graduate Program Chair.

An applicant interested in pursuing a M.A. in Sport Management should meet the following criteria:

1. The requirements for admission set forth by the Office of Graduate Studies,
2. Submit a one-page personal statement as to why they would like to pursue a master's in Sport Management degree.

E. **Program Curriculum**

List specific required or elective courses in the major or degree. List prerequisites for required courses only. Note any courses that have course/lab fee; indicate if approved or planned. If courses listed are under development or modification, please note accordingly. Add lines as necessary.

Required Courses: Course Code and Title	Major/Degree Credit Hours	Prerequisites, if applicable	Course and Lab Fee	New or Existing Course
(KSS) SM 803 Financial Management of Sport	3	None	None	existing
(KSS) SM 830 Management & Leadership in Athletics & Coaching	3	None	None	existing
SM 851 Research Methods[1]	3	None	None	new
(KSS)SM 802 Sociological Aspects of Sport	3	None	None	existing
(KSS) SM 807 Governance & Ethics in Sport	3	None	None	existing
(KSS) SM 825P Sport & Recreation Law	3	None	None	existing
OR				
(KSS)SM 822P Facilities for Sport & Recreation	3	None	None	existing
Electives: Course Code and Title	Major/Degree Credit Hours			
(KSS) SM 825P Sport & Recreation Law	3	None	None	existing

(KSS) SM 822P Facilities for Sport & Recreation	3	None	None	existing
(KSS) SM 829P Marketing in Sport and Recreation	3	None	None	existing
ACCT 801 Financial Accounting & Corporate Finance	3	None	None	existing
ACCT 858 Accounting & Management Decision Making	3	None	None	existing
FIN 809 Financial Administration	3	None	None	existing
EDAD 875 Activities Director	3	None	None	existing
HIST 848 Readings in Am Hist: Must be Sports History	3	None	None	existing
SM 893 Thesis or SM 892 Internship[1]	3-6	None	None	new
MKT 835 Marketing Research	3	None	None	existing
MGT 893 Social Responsibility of Business: Issues & Ethics	3	None	None	existing
MGT 890 Leadership & Organization Behavior	3	None	None	existing
MGT 891 Seminar in Organization Behavior	3	None	None	existing
ACCT 812 Employment Law	3	None	None	existing
Additional Elective Options Available through UNL:				
SPMC 877 Content Strategy in Sports Promotion	3	None	None	existing
SPMC 864 Sports Media Relations & Promotions	3	None	None	existing
SPMC 878 Social & Digital Media for Sports Promotion	3	None	None	existing
SPMC 876 Planning for Sports Event Production	3	None	None	existing
SPMC 875 Sports Promotion & Engagement	3	None	None	existing

[1] The three new courses are not new to the program. However, KSS department wants to keep their version of those courses, so we will need to create a new course with the SM acronym for SM 851 Research Methods, SM 892 Internship, and SM 893 Thesis, since KSS is keeping KSS 850, KSS 895, and KSS 896.

Cross-Campus Elective Collaboration: Program faculty explored cross-listing graduate electives from UNO and UNL. UNO's Sports Management MBA concentration is delivered through a partnership with Real Madrid Graduate School–Universidad Europea (EURM UE); because students enroll in and pay EURM UE directly for those courses, they cannot be cross-listed as standard UNK electives. Still, the partnership is cited here as evidence of a national trend toward business-college-housed sport management programs, though it is worth noting the program is not accredited by COSMA. UNL's College of Business previously offered a related option—a Master of Arts in Business with a specialization in Intercollegiate Athletics Administration—but that program has since been discontinued.

Faculty found stronger collaboration potential elsewhere at UNL. Program faculty consulted with John Shrader, Associate Professor and Program Coordinator of UNL's Sports Media and Communication program, to explore future opportunities, including potential certificate options for students across the NU system and UNL elective courses available to UNK students, listed above.

Note: Following approval of the M.A. in Sport Management, the department will submit three related certificates for review and approval through the university's academic review process. Developed in collaboration with UNL and UNO, these certificates are designed to enhance the student experience and strengthen workforce preparation, further aligning the program with employer needs. This phased approach positions the program for continued growth, allowing UNK to expand its offerings and enhance its marketability as workforce demands evolve.

The three certificates, Sports Communication, Sports Marketing, and Sports Sales Excellence, each require 12 credit hours, drawn from existing UNK, UNL, and UNO coursework, as detailed below.

Sports Communication Certificate (12 credit hours)

Required Courses: Course Code and Title	Major/Degree Credit Hours	Prerequisites, if applicable	Course and Lab Fee	New or Existing Course
KSS 830 Management & Leadership in Coaching & Athletics	3	None	None	existing
SPMC 877 Content Strategy in Sports Promotion (UNL)	3	None	None	existing
SPMC 864 Sports Media Relations & Promotions (UNL)	3	None	None	existing
SPMC 875 Sports Promotion & Engagement (UNL)	3	None	None	existing

Sports Marketing Certificate (12 credit hours)

Required Courses: Course Code and Title	Major/Degree Credit Hours	Prerequisites, if applicable	Course and Lab Fee	New or Existing Course
KSS 829P Marketing in Sport and Recreation	3	None	None	existing
MKT 838P Consumer Behavior	3	None	None	existing
SPMC 864 Sports Media Relations & Promotions (UNL)	3	None	None	existing
SPMC 868 Social & Digital media for Sports Promotion (UNL)	3	None	None	existing

Sport Sales Excellence (12 credit hours)

Required Courses: Course Code and Title	Major/Degree Credit Hours	Prerequisites, if applicable	Course and Lab Fee	New or Existing Course
MKT 837P Sales Management	3	None	None	existing

KSS 829P Marketing in Sport and Recreation	3	None	None	existing
SPMC 875 Sports Promotion & Engagement (UNL)	3	None	None	existing
BSAD 8326 Sales Management (UNO)	3	None	None	existing

F. Advising

Students accepted into the M.A. in Sport Management program are assigned two advisors: an Online Academic Program Advisor from the Office of Graduate Studies and Academic Innovation (OGSAI), and a Sport Management Advisor from the Department of Marketing, Agribusiness, Supply Chain Management, Sport Managment in the College of Business and Technology. Both advisors are assigned at admission and listed on the student's MyBLUE account and degree audit. Students are required to meet with their Sport Management Advisor every term to discuss academic progress.

Online Academic Program Advisor (OGSAI) – The OGSAI advisor provides academic, career, and professional coaching from initial inquiry through graduation. This includes support with registration, degree-audit review, and connections to campus resources such as the Writing Center and online orientation.

Sport Management Advisor – The Sport Management Advisor will guide students through when courses are offered and specific elective course choices, based on the student's area of interest, and oversees progress toward the capstone experience.

Graduate Program Chair (GPC) – The GPC will help students with their program plan of study and will approve any transfer courses for the M.A. in Sport Management. The GPC will also send email newsletters to all current M.A. students, updating them on course availability, job opportunities, research notes, and other matters pertaining to graduate studies.

G. Evaluation of Program

This M.A. will meet the standards set by the Commission on Sport Management Accreditation (COSMA). COSMA requires 50% of the course to be sport management-specific, while the remaining electives can be in sport management or other related fields, such as business administration, finance, accounting, marketing, etc.

Comprehensive exams and thesis will be evaluated by sport management faculty and used for assessment purposes. An exit survey will also be utilized for assessment purposes. COSMA standards will be followed for using direct and indirect measures to assess student learning outcomes and program goals.

An industry advisor board will be established to provide feedback on the curriculum based on industry needs. Courses, curriculum, and certificate options will be developed based on feedback from the industry advisory board, which may include sport analytics, data-driven decision making, e-sports, fundraising, as well as other industry trends.

H. Plan for Implementation

This program is designed so that students can finish the program in two years while still working full-time. However, students will not be required to complete the program in two years but must finish it within the ten-year time frame.

Below is a suggested outline for how a student entering the program in the Fall could complete the required coursework in 5 semesters. Students will be admitted on a rolling basis, so this outline is a suggestion, not prescriptive.

Fall Year One (6 credits)	Spring Year One (6 credits)	Summer Year One (6 credits)
•SM 850 (3cr) •Elective (3cr)	•SM 822P(3cr) •SM 807(3cr)	•SM 803 (3cr) •SM 825P (3cr)

Fall Year Two (6 credits)	Spring Year Two (6 credits)
• SM 802 (3cr) • SM 830(3cr)	• elective(3cr) • elective (3cr)

I. **Other Information (as applicable)** – 4+1. Students in the 4+1 will take SM 825P and SM 829P in their 4th year and during their 5th year follow the suggested outline below.

Summer Year One (6 credits)	Fall Year One (9 credits)	Spring Year One (9 credits)
•SM 803 (3cr) •SM 802 or 830 (3cr)	•SM 850(3cr) •elective(3cr) •SM 802 or 830(3cr)	•SM 807(3cr) •elective(3cr) •elective (3cr)

III. Review Criteria

A. Centrality to the Campus Role and Mission

The mission of the University of Nebraska System is to serve the state of Nebraska by educating students, producing a qualified workforce, generating impactful research, and supporting communities across every county.

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

Alignment with CBT's Mission: This program directly advances CBT's mission "to provide transformational career-focused programs dedicated to extraordinary student experiences and regional economic development in Nebraska," and its vision to advance the region "by empowering students, engaging industry, and creating

community." The M.A. in Sport Management's applied, industry-facing curriculum, and planned Sport Management Industry Advisory Board (described below) directly operationalize CBT's commitment to experiential learning, industry engagement, and workforce-ready graduates.

Academic Quality – Creating a Master of Arts in Sport Management ensures UNK provides a graduate-level program academically aligned with its professional and applied focus. Sport Management at the master's level emphasizes advanced study in marketing, finance, governance, analytics, leadership, and operations—core elements of business and professional education. Locating the program in the College of Business and Technology positions it for accreditation through the Commission on Sport Management Accreditation (COSMA)**,** which requires systematic review, planning, and continuous improvement.

Access and Success – The new master's program expands opportunities for working professionals, recent graduates, and students across Nebraska and beyond who seek advanced preparation in sport management. Designed to be offered online, the program provides flexible pathways for individuals employed in athletics, recreation, or sport organizations to complete graduate study without relocation barriers. This supports UNK's commitment to student success by making graduate education accessible and by aligning curricula with workforce needs in Nebraska and across the nation. The program's structure will help recruit high-achieving students while fostering retention through professional networking, alumni connections, and faculty mentorship.

Online graduate students in the M.A. in Sport Management will have full access to UNK's established student support infrastructure, coordinated at the campus level through the Office of Graduate Studies and Academic Innovation (OGSAI). Students begin with UNK's self-paced Online Orientation, a resource they can return to throughout their program whenever questions arise, and are paired with UNK's Online Advisor Team, who provide virtual academic advising and help connect students to campus resources and support throughout their entire academic journey. Graduate students also have the opportunity for 1:1 career coaching through OGSAI's Gallup-certified CliftonStrengths coaches, alongside campus-wide services such as Disability Services for Students, who coordinate accommodations for graduate and undergraduate students alike. Students have full virtual access to the Calvin T. Ryan Library's databases and research support and to UNK's IT Help Desk for technical assistance with Canvas and other course systems. Military-connected students are further supported through UNK's dedicated military and veteran services, and all students have access to Togetherall, a free, anonymous, peer-to-peer mental health and well-being platform available to anyone with a UNK email address, as well as UNK's enterprise-level ChatGPT (EDU) license to responsibly explore AI-assisted learning and research. Together, these resources ensure that fully online graduate students receive the same level of academic, career, and personal support as their on-campus peers throughout the program.

Quality of Faculty and Staff – The Master's program draws upon faculty expertise in Sport Management and leverages interdisciplinary collaboration with colleagues in Marketing, Management, and Finance. This strengthens curriculum delivery and enhances research opportunities in sport business, analytics, and governance. Faculty will also be positioned for greater engagement with leading professional associations such as COSMA, the Sport and Recreation Law Association (SRLA), the Sport Marketing Association (SMA), and the North American Society for Sport Management (NASSM). Participation in these organizations advances faculty scholarship, raises UNK's national visibility, and supports the university's strategic commitment to recruit, support, and retain highly qualified faculty and staff.

Stewardship of Resources – The creation of the Master's program is designed for efficiency, utilizing existing courses across Sport Management and the College of Business while minimizing the need for new faculty lines or facilities. Courses already offered in management, leadership, research, and finance will support the curriculum, ensuring efficient use of institutional resources. This approach maximizes academic capacity, avoids duplication, and strengthens UNK's identity as a leader in applied sport business education. By aligning with COSMA

standards and leveraging partnerships with athletics organizations and regional sport enterprises, UNK ensures responsible stewardship of resources while expanding its visibility and impact across the state and region.

B. Relationship of the proposal to the University of Nebraska strategic priorities

Extraordinary Teaching and Learning **-** Creating the M.A. in Sport Management elevates the graduate learning experience by embedding advanced business-focused, experiential education directly into the curriculum. Students will engage in interdisciplinary coursework—such as sport law, leadership, governance, finance, and marketing—while applying theory through internship and thesis options. By situating the program within the College of Business and Technology, the M.A. in Sport Management supports personalized, career-relevant graduate education and advances UNK's commitment to teaching excellence.

Extraordinary Research and Creative Activity - The M.A. in Sport Management expands opportunities for faculty and students to collaborate on applied research at the intersection of business and sport. Projects may include sport marketing analytics, risk management assessments, socio-economic impact studies, facility operations, or leadership in intercollegiate and professional sport organizations. These initiatives create avenues for publication, grant funding, and professional presentations, enhancing both faculty scholarship and student research skills. The program supports UNK's mission to increase research activity with tangible benefits for Nebraska and beyond.

Extraordinary Partnerships and Engagement - The graduate program strengthens UNK's partnerships with athletic departments, professional sport organizations, recreation leaders, and sport marketing firms. These relationships will support internships, applied projects, and consulting opportunities that allow students to gain practical, hands-on experience while contributing value to the industry. In addition, engagement with professional organizations such as COSMA, NASSM, SRLA, and SMA will enhance UNK's visibility and help connect students to national networks.

Extraordinary Culture and Environment - Housing the M.A. in Sport Management in CBT fosters a collaborative environment where graduate students and faculty can integrate sport management with business, analytics, and leadership studies. This interdisciplinary setting encourages innovation, enriches the academic experience, and builds a culture of professional excellence at the graduate level. By engaging working professionals as students, the program also contributes to a dynamic classroom environment that blends theory and practice.

Extraordinary Stewardship and Effectiveness - The M.A. in Sport Management is designed for efficiency by drawing on existing CBT and Sport Management courses, minimizing new costs while maximizing institutional capacity. No new facilities or courses are required at launch. Additionally, positioning the program for Commission on Sport Management Accreditation (COSMA) ensures long-term program credibility and sustainability. This responsible use of resources advances UNK's strategic goal of managing resources effectively while enhancing graduate program quality.

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

The Comprehensive Statewide Plan emphasizes meeting student needs, addressing state workforce demands, and avoiding duplication. The MASM is consistent with these goals:

- Meeting the Educational Needs of Students: The program provides graduate-level training in sport business, governance, and leadership, offering students experiential opportunities through internships, applied projects, or thesis research. This aligns with the Plan's call for student-centered education, timely degree completion, and preparation for productive careers.

Networking and Career Development: Program faculty will develop a co-curricular networking and career development component (e.g., guest speaker series, resume/LinkedIn workshops, and structured

employer/alumni networking events) to complement coursework, addressing the review team's recommendation to build career-readiness activities alongside the formal curriculum.

- Meeting the Needs of the State: Nebraska employers in athletics, community recreation, and sport business need professionals trained in finance, marketing, and operations. The M.A. in Sport Management directly addresses workforce shortages by preparing graduates with advanced management skills, consistent with the Plan's focus on workforce development and lifelong learning.

- Meeting Educational Needs through Partnerships and Collaborations: By locating the program in CBT, the M.A. in Sport Management fosters collaboration across business and sport fields and strengthens industry partnerships for internships and applied research. This reflects the emphasis on institutional partnerships and engagement with employers.

Industry Advisory Board: The program will establish a Sport Management Industry Advisory Board composed of professional, collegiate, and community sport industry leaders, including members based outside Nebraska, to provide ongoing feedback on curriculum relevance, emerging industry trends, and internship/employment pipelines. Board composition, meeting cadence, and charter will be finalized by program faculty prior to program launch.

- Facilities and Stewardship**:** The program requires no new facilities, instead utilizing existing resources. This supports the call for efficient use of facilities and resources, eliminating unnecessary duplication.

Alumni Engagement and Fundraising: CBT already benefits from a strong culture of alumni giving, including a recent $500,000 endowed scholarship gift from Horst Brothers alumni and ongoing support through the UNK Fund's CBT Scholarship and Area of Greatest Need funds, as part of the University of Nebraska's "Only in Nebraska" campaign, which has set a goal of engaging 12,000 donors to raise $70 million for UNK. Establishing the M.A. in Sport Management within CBT creates a new avenue to engage the growing base of Sport Management alumni already working in athletics, recreation, and sport business, expanding CBT's donor pipeline and creating opportunities for dedicated scholarship funds, internship sponsorships, and industry partnerships specific to sport management. Program faculty and OGSAI will continue to coordinate with the University of Nebraska Foundation and CBT's development team to build on this existing philanthropic momentum in support of the new program.

D. Evidence of Need and Demand

1. Need - Nationally, the sport industry continues to expand, with employment in management, marketing, and event operations projected to grow. According to the U.S. Bureau of Labor Statistics' (BLS) 2024–2034 projections, employment of marketing managers, a common path for graduates entering sport marketing and sponsorship roles, is projected to grow 6%, adding about 36,400 openings annually nationwide. Employment of public relations and fundraising managers, directly relevant to the sport fundraising and revenue development specialty the program is developing, is projected to grow 5%. Meeting, convention, and event planners, a common landing role for graduates entering facility and event operations, are projected to grow 5% as well, with about 15,500 openings nationally each year. All three occupations are growing meaningfully faster than the 3.1% BLS projects for total U.S. employment over the same period. **The** Nebraska Department of Labor projects steady growth in recreation and fitness management positions, as well as ongoing demand for administrators in education-based athletics

At the institutional level, UNK currently offers a successful undergraduate Sport Management program. However, there is a lack of graduate opportunities in Nebraska specifically focused on sport business. The M.A. in Sport Management addresses this gap by preparing leaders for roles in athletic administration, sport marketing, community recreation, and sport entrepreneurship. Graduates will contribute to the economic and

cultural vitality of Nebraska communities through athletics and recreation, consistent with the Comprehensive Statewide Plan's emphasis on workforce development and service.

2. Demand

Student interest in Sport Management at UNK has been strong at the undergraduate level, consistently maintaining robust enrollment. The previous Masters in Kinesiology with an emphasis in Sport Management had a steady number of students enrolled in the Sport Management emphasis. Currently, there are 12 students actively enrolled in the Sport Management emphasis. In both 2022 and 2023, the number of students actively enrolled in the Sport Management emphasis of the Kinesiology Master's program remained steady at 13.

Projected enrollment for the Masters in Sport Management:

Year 1: 5-10 students
Year 2: 10-15 students
Year 3: 15-20 students
Year 4: 20-25 students
Year 5: 25+ students. Goal is to maintain at least 15-20 with the hope of 20+, especially after COSMA accreditation.

E. Avoidance of Unnecessary Duplication

Wayne State College offers an online Sport and Recreation Master's Degree, which is 36 credit hours. Their master's is offered through the School of Science, Health, and Criminal Justice and in the Department of Health, Human Performance, and Sport.

Chadron State College offers a Master of Organization Management degree with a concentration in Sport and Recreation Management. Their program takes 3 years on average and is a mix of online and hybrid courses.

Bellevue University offers an online 36 credit hour M.A. in Sport Management. Midland University offers an online 36 credit hour M.S. in Sport Administration and Leadership.

No other school in the NU System offers a stand-alone masters in Sport Management, so UNK would be the only one. The UNK Master's in Sport Management will be 30 credit hours and 100% online. Although there are a couple of other master's degrees which have sport management courses available within a program in the state of Nebraska, none are COSMA-accredited, which would make the NU system on the UNK campus be the first COSMA-accredited program in the state of Nebraska. Our program will also be the first housed in a College of Business in the state of Nebraska, which follows the national trend of placing Sport Management within Colleges of Business.

Differentiation and Specialization: To further distinguish the program from online competitors such as Wayne State, Bellevue, Chadron, and Midland, and to strengthen long-term viability, program faculty will evaluate a formal certificate options and specialization options (e.g., sport sales and marketing, sport media and communication, collegiate athletics administration, or sport analytics) building on UNK's regional athletics partnerships and the planned UNL collaboration described above.

F. Adequacy of Resources:

1. Faculty/Staff

The M.A. in Sport Management will be delivered by existing Sport Management faculty (2 lines) along with faculty from Marketing, Management, and Finance in CBT. Future enrollment growth may justify additional lines, but current staffing is adequate to support the program.

OGSAI and CBT commit to an ongoing, periodic reevaluation of the program's resource needs; including faculty workload, staffing levels, and budget at defined intervals (annually during the program's first three years, and at

minimum each COSMA accreditation cycle thereafter) to ensure the program remains fully and equitably supported as enrollment grows. This reevaluation will specifically monitor faculty workload as demands increase from rising enrollment and COSMA accreditation preparation, and will determine whether additional faculty lines, course release time, or other resources are needed so that program growth does not come at the expense of equitable workload distribution among current Sport Management, Marketing, Management, and Finance faculty.

2. Library/Information Resources
UNK's Calvin T. Ryan Library and electronic databases already provide substantial resources in sport business, management, law, and marketing. Access to databases such as SPORTDiscus, Business Source Premier, and JSTOR ensures strong support for graduate-level research. A subscription to the SportsBusiness Journal to provide direct access to current industry news, data, and analysis as a supplement to existing library databases will also be explored.

3. Physical Facilities and Equipment
The program will be housed in West Center, the home of the College of Business and Technology. Existing classrooms, computer labs, and technology infrastructure are sufficient. No new facilities or major equipment are required, consistent with UNK's commitment to responsible stewardship of resources.

1. Budget Projections [include Table 1 and Table 2]
   Table 1: Projected Expenses

   Table 2: Revenue Sources for Projected Expenses

IV. Appendices

A. Catalog Copy

B. **Market Analysis** – Lightcast Q3 Data Set October 2025
Sport Management Master's in Nebraska
Sport Management Master's in the United States

C. Letters of Support
Internal
College of Education – Kinesiology & Sport Sciences Department Chair
College of Education Dean
Graduate College Dean
College of Business & Technology - Marketing Department Chair
College of Business & Technology Dean

External
JoAnn Scott – Vice President of Men's Basketball NCAA
Amy L. Reis – Director of Women's Basketball NCAA
Cody Brousek – Director of Track & Field/Cross Country Operations UNL Athletics
Eric Hellriegel - Director of Parks for the City of Kearney
Clare Coniglio- Recreation Coordinator for the City of Omaha Parks & Rec Department
Dr. Gil Fried – Full Professor at the University of West Florida; prior Chair, Assistant Dean, and Associate Dean at UWF

Executive Director of COSMA
Dr. Robyn Lubisco from the Silberman College of Business at Fairleigh Dickinson University

D. Abstract of Proposal

E. Faculty CVs
Rachel S. Silverman
Suyeon Jung
Jason Kight
Dustin Favinger

Appendix A: Catalog Copy

Current Kinesiology Masters with an emphasis in Sport Management:
https://catalog.unk.edu/graduate/departments/kinesiology-sport-sciences/kinesiology-sport-sciences-mae/

Proposed New Masters Program:

18 HR CORE	SM	803	Sport Finance
	SM	830	Management & Leadership in Athletics & Coaching
	SM	850	Research Methods
	SM	802	Sociological Aspects of Sport
	SM	807	Governance and Ethics in Sport
	SM	825P	Sport and Recreation Law
	OR SM	822P	Facilities for Sport & Recreation
ELECTIVES – REMAINING 12 HOURS	SM	825P	Sport and Recreation Law
	SM	822P	Facilities for Sport & Rec
	SM	829P	Marketing in Sport and Rec
	ACCT	801	Financial Acct & Corp Finance
	ACCT	858	Acct & Mgt Decision Making
	FIN	809	Financial Administration
	EDAD	875	Activities Director
	HIST	848	Readings in Am Hist: Must be Sports Hist
	SM	893	Internship
	SM	892	Thesis
	MKT	835	Marketing Research
	MGT	893	Social Resp of Business- Issues & Ethics
	MGT	890	Leadership & Org Behavior
	MGT	891	Seminar in Org Behavior
	ACCT	812	Employment Law
ADDITIONAL ELECTIVES AVAILABLE THROUGH UNL			SPMC 877 Content Strategy in Sports Promotion
			SPMC 864 Sports Media Relations & Promotions
			SPMC 878 Social & Digital Media for Sports Promotion
			SPMC 876 Planning for Sports Event Production
			SPMC 875 Sports Promotion & Engagement

Appendix B: Market Research

Program Overview

Sport and Fitness Administration/Management

Lightcast Q3 2025 Data Set

October 2025

University of Nebraska Omaha

Nebraska

Parameters

Completions Year: 2023

Jobs Timeframe: 2022 - 2024

Job Postings Timeframe: Nov 2022 - Nov 2024

Programs:

Code	Description
31.0504	Sport and Fitness Administration/Management

Regions:

Code	Description
31	Nebraska

Education Level:

Description
Master's degree

Tuition Type: Tuition & Fees

Graduate Status: Undergraduate

Residency: In-State

There are not enough institutions in this search to display this information.

Program Overview



	Completions (2023)	% Completions	Institutions (2023)	% Institutions
All Programs	1	100%	1	100%
Distance Offered Programs	1	100%	1	100%
Non-Distance Offered Programs	0	0%	0	0%

Market Share by Institution Type



Institution Type	Completions (2023)	Market Share
Private not-for-profit, 4-year or above	1	100.0%

Market Share by Program

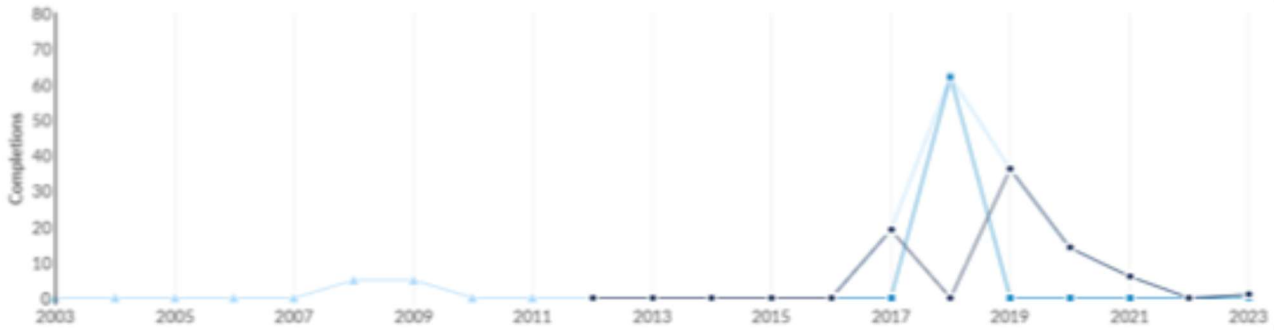


Program	Completions (2023)	Market Share
Sport and Fitness Administration/Management (31.0504)	1	100.0%

Completions by Institution

Institution	Master's Degree Completions (2023)	Growth % YOY (2023)	Market Share (2023)	IPEDS Tuition & Fees (2023)	Completions Trend (2019-2023)
Concordia University-Nebraska	1	Insf. Data	100.0%	$39,330	

Regional Trends



	2012 Completions	2023 Completions	% Change
Distance Offered Programs	0	1	Insf. Data
Non-Distance Offered Programs	0	0	0.0%
All Programs	0	1	Insf. Data

Regional Completions by Award Level



Award Level	Completions (2023)	Percent
Master's Degree	1	100.0%

Similar Programs

17	478
Programs (2023)	Completions (2023)

CIP Code	Program	Master's Degree Completions (2023)
13.0401	Educational Leadership and Administration, General	250
52.9999	Business, Management, Marketing, and Related Support Services, Other	41
13.0499	Educational Administration and Supervision, Other	33
51.0913	Athletic Training/Trainer	27
09.0999	Public Relations, Advertising, and Applied Communication, Other	22
19.0501	Foods, Nutrition, and Wellness Studies, General	20
51.0001	Health and Wellness, General	20
13.1314	Physical Education Teaching and Coaching	19
31.0501	Sports, Kinesiology, and Physical Education/Fitness, General	17
52.1401	Marketing/Marketing Management, General	14

Target Occupations

**Filtered by the proportion of the national workforce in these occupations with a Master's degree*

870	+13.9%	$18.20/hr $37.8K/yr	208
*Jobs (2022)**	*% Change (2022-2024)**	Median Earnings	*Annual Openings**
*10% below National average**	*Nation: +12.3%**	Nation: $23.16/hr; $48.2K/yr	

Occupation	2022 Jobs*	Annual Openings*	Median Earnings	Growth (2022 - 2024)*	Employment Concentration (2022)*
Coaches and Scouts	432	73	$23.59/hr	+5.09%	0.99
Exercise Trainers and Group Fitness Instructors	328	110	$14.91/hr	+24.09%	1.08
Education Administrators, All Other	85	16	$35.41/hr	+21.18%	0.48
Athletes and Sports Competitors	<10	Insf. Data	$24.44/hr	Insf. Data	Insf. Data
Umpires, Referees, and Other Sports Officials	<10	Insf. Data	$16.51/hr	Insf. Data	Insf. Data
Agents and Business Managers of Artists, Performers, and Athletes	<10	Insf. Data	$27.12/hr	Insf. Data	Insf. Data

Job Postings Summary

131	2 : 1	40	32 days
Unique Postings 298 Total Postings	Posting Intensity Regional Average: 3 : 1	Employers Competing 21,167 Total Employers	Median Posting Duration Regional Average: 27 days

There were 298 total job postings for your selection from November 2022 to November 2024, of which 131 were unique. These numbers give us a Posting Intensity of 2-to-1, meaning that for every 2 postings there is 1 unique job posting.

This is lower than the Posting Intensity for all other occupations and companies in the region (3-to-1), indicating that they may not be trying as hard to hire for this position.

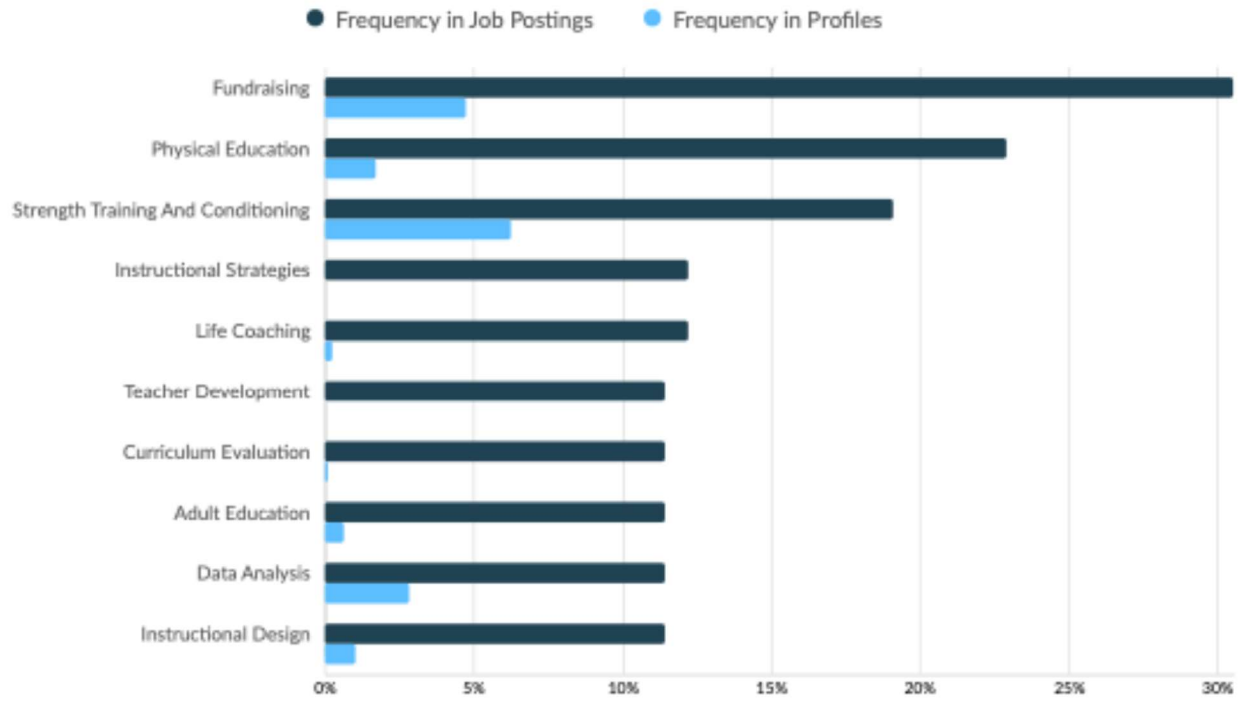
Top Companies Posting

Company	Total/Unique (Nov 2022 - Nov 2024)	Posting Intensity	Median Posting Duration
Nelnet	19 / 15	1 : 1	50 days
Midland University	17 / 13	1 : 1	28 days
National Collegiate Athletic Association	13 / 9	1 : 1	37 days
Creighton University	26 / 7	4 : 1	24 days
Doane University	28 / 7	4 : 1	19 days
Omaha Public Schools	38 / 7	5 : 1	33 days
Peru State College	7 / 7	1 : 1	30 days
Nebraska Wesleyan University	27 / 6	5 : 1	42 days
College of Saint Mary	11 / 5	2 : 1	52 days
University of Nebraska	18 / 5	4 : 1	34 days

Top Posted Job Titles

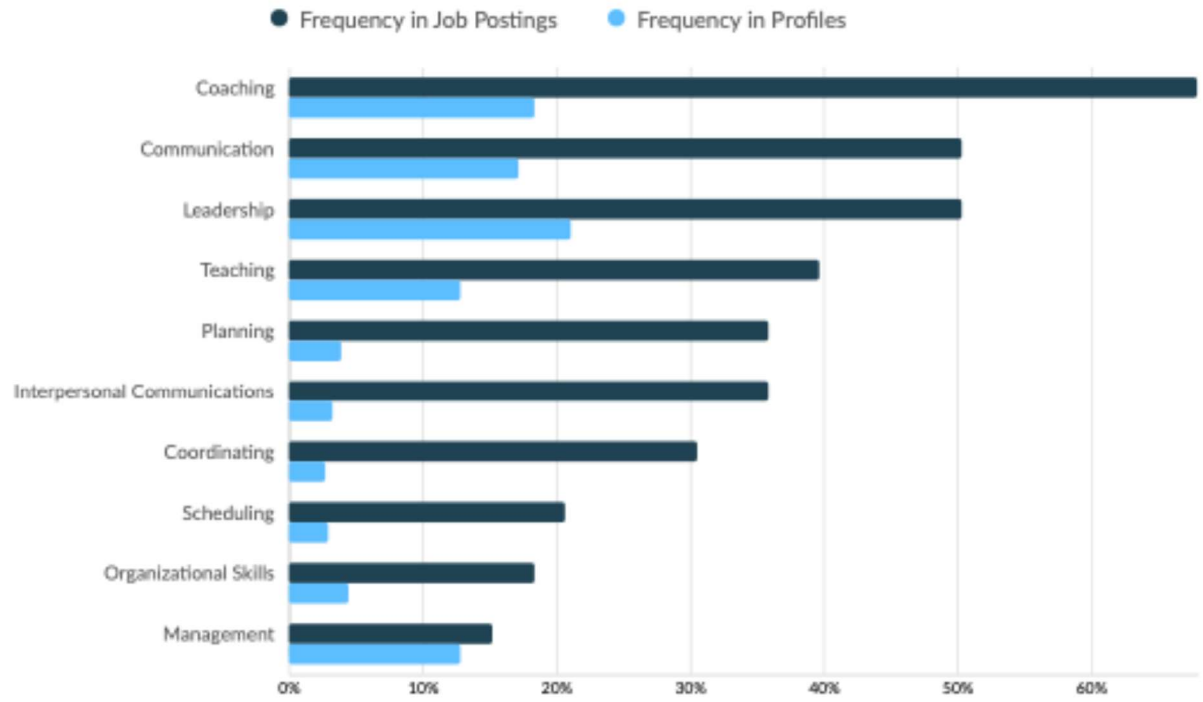
Job Title	Total/Unique (Nov 2022 - Nov 2024)	Posting Intensity	Median Posting Duration
High School Coaches	19 / 15	1 : 1	50 days
Head Women's Basketball Coaches	21 / 7	3 : 1	26 days
Assistant Women's Soccer Coaches	16 / 5	3 : 1	42 days
Head Wrestling Coaches	17 / 5	3 : 1	30 days
Assistant Coaches	4 / 4	1 : 1	5 days
Graduate Assistants	4 / 4	1 : 1	32 days
Head Softball Coaches	11 / 4	3 : 1	33 days
Strength and Conditioning Coaches	6 / 4	2 : 1	28 days
Assistant Strength and Conditioning Coaches	4 / 3	1 : 1	13 days
Head JV Baseball Coaches	3 / 3	1 : 1	41 days

Top Specialized Skills



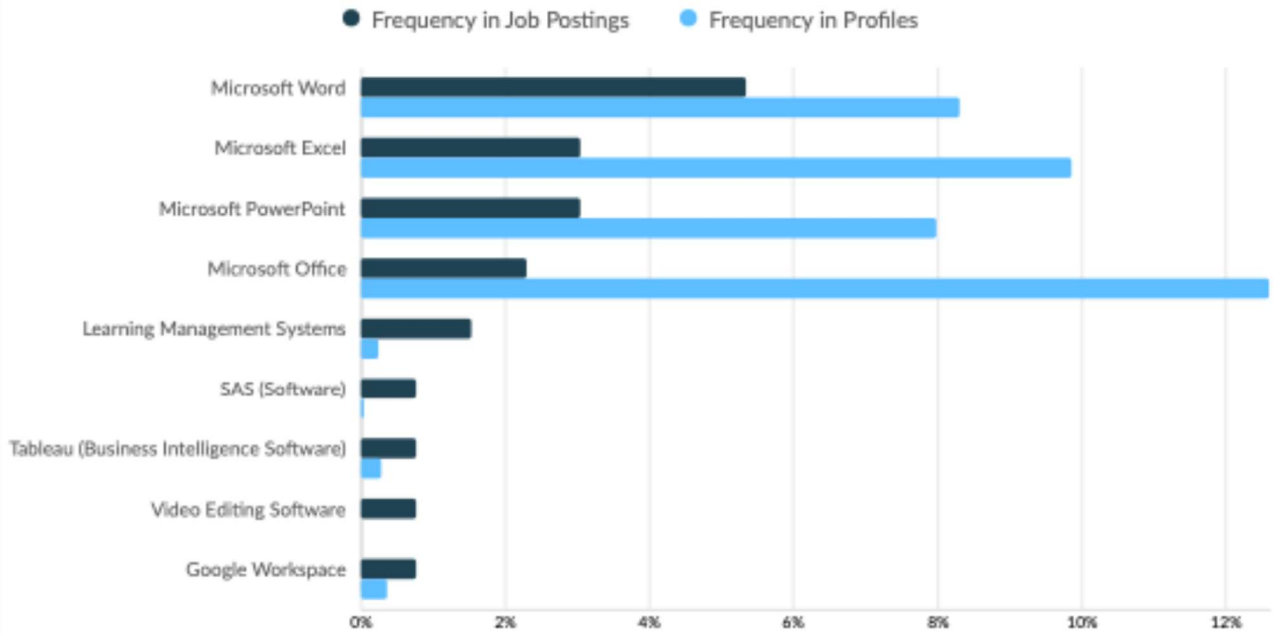
Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Fundraising	40	31%	241	5%	+24.4%	Rapidly Growing
Physical Education	30	23%	87	2%	+10.4%	Growing
Strength Training And Conditioning	25	19%	318	6%	+7.2%	Stable
Instructional Strategies	16	12%	0	0%	+26.3%	Rapidly Growing
Life Coaching	16	12%	13	0%	+8.5%	Stable
Teacher Development	15	11%	0	0%	+2.1%	Lagging
Curriculum Evaluation	15	11%	6	0%	-3.5%	Lagging
Adult Education	15	11%	32	1%	+9.7%	Growing
Data Analysis	15	11%	144	3%	+25.8%	Rapidly Growing
Instructional Design	15	11%	52	1%	+9.3%	Growing

Top Common Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Coaching	89	68%	937	18%	+16.4%	Growing
Communication	66	50%	872	17%	+3.6%	Lagging
Leadership	66	50%	1,073	21%	+8.5%	Stable
Teaching	52	40%	656	13%	+18.8%	Growing
Planning	47	36%	202	4%	+10.9%	Growing
Interpersonal Communications	47	36%	167	3%	+12.5%	Growing
Coordinating	40	31%	137	3%	+14.7%	Growing
Scheduling	27	21%	151	3%	+16.4%	Growing
Organizational Skills	24	18%	225	4%	+14.3%	Growing
Management	20	15%	651	13%	+5.3%	Stable

Top Software Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Microsoft Word	7	5%	423	8%	+7.2%	Stable
Microsoft Excel	4	3%	502	10%	+17.7%	Growing
Microsoft PowerPoint	4	3%	407	8%	+26.1%	Rapidly Growing
Microsoft Office	3	2%	642	13%	+18.5%	Growing
Learning Management Systems	2	2%	12	0%	+6.6%	Stable
SAS (Software)	1	1%	2	0%	+12.4%	Growing
Tableau (Business Intelligence Software)	1	1%	14	0%	+20.8%	Rapidly Growing
Video Editing Software	1	1%	0	0%	+10.9%	Growing
Google Workspace	1	1%	18	0%	+18.8%	Growing

Top Qualifications

Qualification	Postings with Qualification
Teaching Certificate	31
Valid Driver's License	20
Cardiopulmonary Resuscitation (CPR) Certification	8
Master Of Business Administration (MBA)	8
First Aid Certification	5
Automated External Defibrillator (AED) Certification	3
Lifeguard Certification	1
Personal Trainer Certification	1
Certified Safety Auditor	1

Appendix A

Program Selection Details

CIP Code	Program Name
31.0504	Sport and Fitness Administration/Management

Appendix B - Data Sources and Calculations

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

State Data Sources

This report uses state data from the following agencies: Nebraska Department of Labor, NEworks

Program Overview

Sport and Fitness Administration/Management

Lightcast Q3 2025 Data Set

October 2025

University of Nebraska Omaha

Nebraska

Parameters

Completions Year: 2023

Jobs Timeframe: 2022 - 2024

Job Postings Timeframe: Nov 2022 - Nov 2024

Programs:

Code	Description
31.0504	Sport and Fitness Administration/Management

Regions:

Code	Description
0	United States

Education Level:

Description
Master's degree

Tuition Type: Tuition & Fees

Graduate Status: Undergraduate

Residency: In-State

195
Institutions
28% Growth (2019-2023)

4,863
Completions
10% Growth (2019-2023)

Completions Distribution

Average: 24.9
1 — 237
Median: 15

Program Overview



	Completions (2023)	% Completions	Institutions (2023)	% Institutions
All Programs	4,863	100%	195	100%
Distance Offered Programs	3,300	68%	112	57%
Non-Distance Offered Programs	1,563	32%	83	43%

Market Share by Institution Type



Institution Type	Completions (2023)	Market Share
Public, 4-year or above	2,583	53.1%
Private not-for-profit, 4-year or above	2,207	45.4%
Private for-profit, 4-year or above	73	1.5%

Market Share by Program



Program	Completions (2023)	Market Share
Sport and Fitness Administration/Management (31.0504)	4,863	100.0%

Completions by Institution

Institution	Master's Degree Completions (2023)	Growth % YOY (2023)	Market Share (2023)	IPEDS Tuition & Fees (2023)	Completions Trend (2019-2023)
Concordia University-Irvine	237	-28.8%	4.9%	$41,390	
University of Florida	168	37.7%	3.5%	$6,381	
Georgetown University	166	13.7%	3.4%	$65,081	
Southeastern Oklahoma State University	165	-9.8%	3.4%	$7,200	
Arkansas State University	146	-22.3%	3.0%	$7,754	
Southern New Hampshire University	127	4.1%	2.6%	$16,450	
Liberty University	127	7.6%	2.6%	$15,822	
Florida State University	125	22.5%	2.6%	$6,517	
Ohio University-Main Campus	101	-15.1%	2.1%	$13,746	
University of San Francisco	93	-1.1%	1.9%	$58,222	

Regional Trends



	2012 Completions	2023 Completions	% Change
Distance Offered Programs	1,396	3,300	+136.4%
Non-Distance Offered Programs	1,618	1,563	-3.4%
All Programs	3,014	4,863	+61.3%

Regional Completions by Award Level



Award Level	Completions (2023)	Percent
Master's Degree	4,863	100.0%

Similar Programs

44	53,744
Programs (2023)	Completions (2023)

CIP Code	Program	Master's Degree Completions (2023)
13.0401	Educational Leadership and Administration, General	18,176
13.0501	Educational/Instructional Technology	6,787
13.0406	Higher Education/Higher Education Administration	3,339
31.0505	Exercise Science and Kinesiology	2,878
52.1401	Marketing/Marketing Management, General	2,211
51.0913	Athletic Training/Trainer	1,889
30.1901	Nutrition Sciences	1,617
13.1314	Physical Education Teaching and Coaching	1,539
52.9999	Business, Management, Marketing, and Related Support Services, Other	1,194
09.0102	Mass Communication/Media Studies	1,166

Target Occupations

**Filtered by the proportion of the national workforce in these occupations with a Master's degree*

152,264	+12.3%	$23.16/hr $48.2K/yr	34,355
*Jobs (2022)**	*% Change (2022-2024)**	Median Earnings	*Annual Openings**

Occupation	*2022 Jobs**	*Annual Openings**	Median Earnings	*Growth (2022 - 2024)**
Coaches and Scouts	*68,573*	*13,804*	$22.01/hr	*+11.37%*
Exercise Trainers and Group Fitness Instructors	*47,769*	*13,516*	$21.92/hr	*+16.05%*
Education Administrators, All Other	*27,925*	*4,570*	$41.12/hr	*+8.51%*
Umpires, Referees, and Other Sports Officials	*3,321*	*1,361*	$18.97/hr	*+17.80%*
Agents and Business Managers of Artists, Performers, and Athletes	*2,730*	*526*	$38.92/hr	*+5.31%*
Athletes and Sports Competitors	*1,946*	*580*	$29.85/hr	*+4.47%*

Job Postings Summary

18,396	2 : 1	2,849	32 days
Unique Postings 41,320 Total Postings	Posting Intensity Regional Average: 3 : 1	Employers Competing 1.36M Total Employers	Median Posting Duration Regional Average: 27 days

There were **41,320** total job postings for your selection from November 2022 to November 2024, of which **18,396** were unique. These numbers give us a Posting Intensity of **2-to-1**, meaning that for every 2 postings there is 1 unique job posting.

This is close to the Posting Intensity for all other occupations and companies in the region (3-to-1), indicating that they are putting average effort toward hiring for this position.

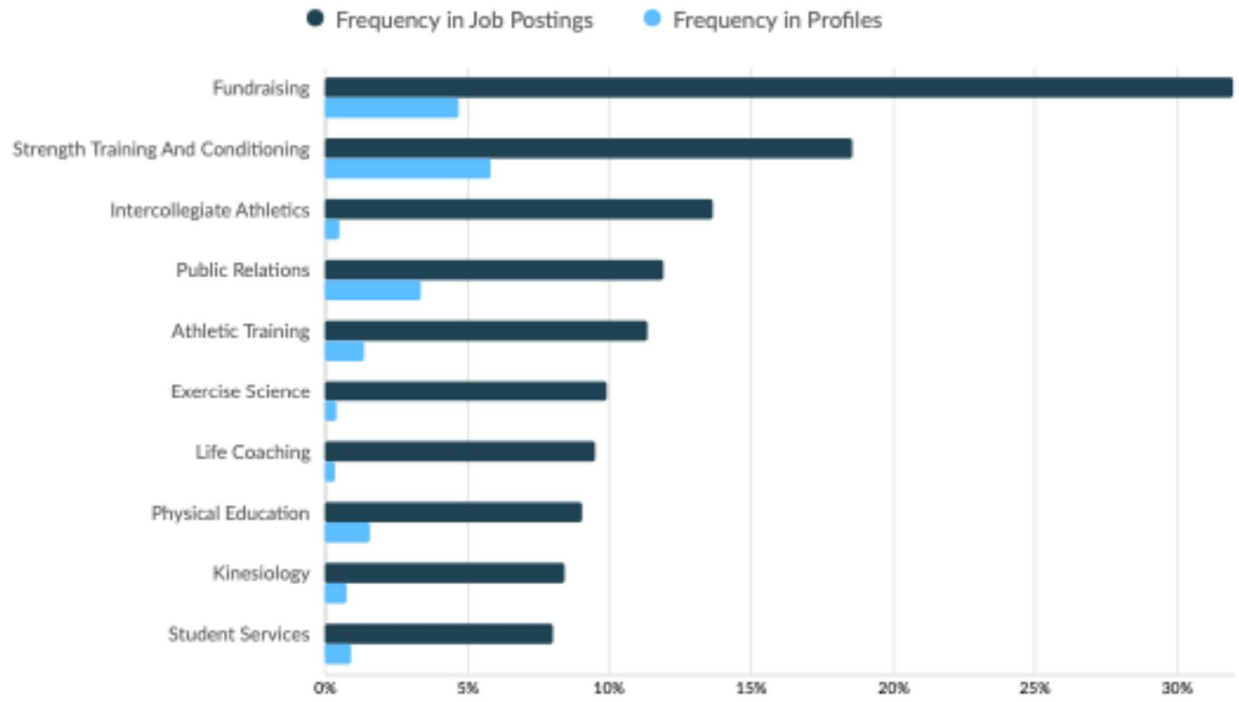
Top Companies Posting

Company	Total/Unique (Nov 2022 - Nov 2024)	Posting Intensity	Median Posting Duration
National Collegiate Athletic Association	1,298 / 1,052	1 : 1	34 days
Pennsylvania State University	259 / 165	2 : 1	22 days
Cambridge Public Schools	246 / 150	2 : 1	26 days
Sunnyside Unified School District	440 / 134	3 : 1	22 days
California State University-Chancellors Office	448 / 130	3 : 1	36 days
EXOS	407 / 112	4 : 1	40 days
Texas A&M University	315 / 112	3 : 1	35 days
Ottawa University	172 / 101	2 : 1	23 days
Nelnet	96 / 86	1 : 1	26 days
Ventura County Community College District	151 / 71	2 : 1	29 days

Top Posted Job Titles

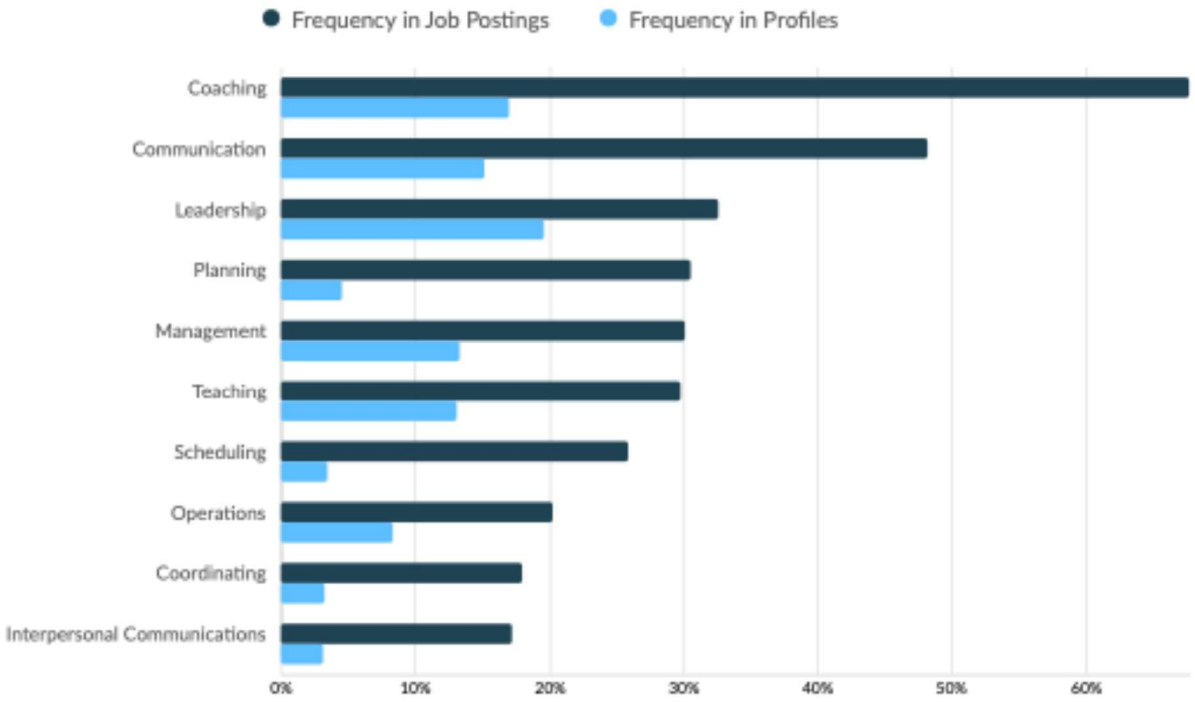
Job Title	Total/Unique (Nov 2022 - Nov 2024)	Posting Intensity	Median Posting Duration
Head Women's Basketball Coaches	1,037 / 477	2 : 1	32 days
Assistant Football Coaches	1,025 / 476	2 : 1	31 days
Assistant Softball Coaches	899 / 399	2 : 1	33 days
Assistant Men's Basketball Coaches	971 / 396	2 : 1	30 days
Assistant Women's Soccer Coaches	758 / 361	2 : 1	31 days
Assistant Strength and Conditioning Coaches	1,005 / 360	3 : 1	30 days
Head Softball Coaches	714 / 351	2 : 1	35 days
Assistant Women's Basketball Coaches	834 / 334	2 : 1	31 days
Head Women's Soccer Coaches	599 / 320	2 : 1	37 days
Assistant Baseball Coaches	664 / 303	2 : 1	30 days

Top Specialized Skills



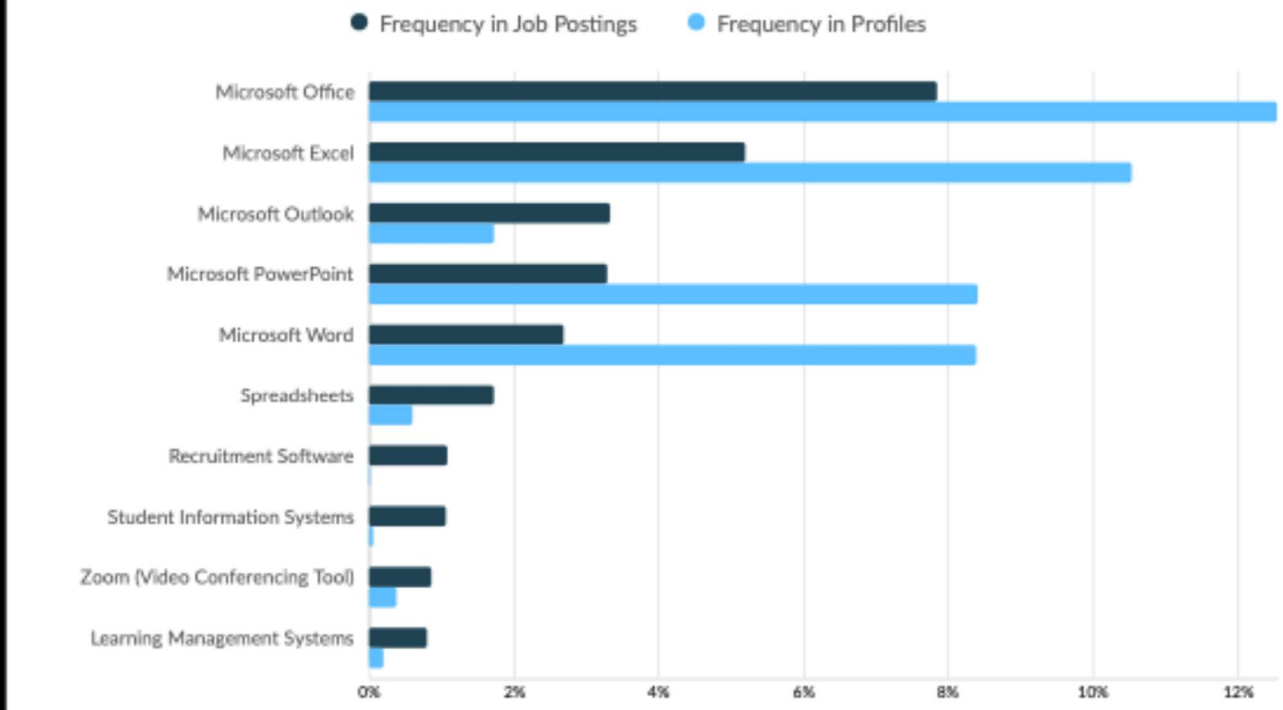
Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Fundraising	5,886	32%	45,501	5%	+24.4%	Rapidly Growing
Strength Training And Conditioning	3,414	19%	56,466	6%	+7.2%	Stable
Intercollegiate Athletics	2,511	14%	5,131	1%	+25.1%	Rapidly Growing
Public Relations	2,192	12%	32,576	3%	+16.9%	Growing
Athletic Training	2,087	11%	13,542	1%	+2.2%	Lagging
Exercise Science	1,823	10%	4,187	0%	+10.2%	Growing
Life Coaching	1,749	10%	3,473	0%	+8.5%	Stable
Physical Education	1,663	9%	15,279	2%	+10.4%	Growing
Kinesiology	1,552	8%	7,233	1%	+16.4%	Growing
Student Services	1,479	8%	9,076	1%	+7.1%	Stable

Top Common Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Coaching	12,459	68%	164,554	17%	+16.4%	Growing
Communication	8,866	48%	146,711	15%	+3.6%	Lagging
Leadership	5,995	33%	190,140	20%	+8.5%	Stable
Planning	5,621	31%	43,945	5%	+10.9%	Growing
Management	5,536	30%	128,713	13%	+5.3%	Stable
Teaching	5,486	30%	127,216	13%	+18.8%	Growing
Scheduling	4,768	26%	33,656	3%	+16.4%	Growing
Operations	3,734	20%	81,275	8%	+8.1%	Stable
Coordinating	3,311	18%	31,307	3%	+14.7%	Growing
Interpersonal Communications	3,176	17%	30,857	3%	+12.5%	Growing

Top Software Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Microsoft Office	1,444	8%	121,631	13%	+18.5%	Growing
Microsoft Excel	956	5%	102,167	11%	+17.7%	Growing
Microsoft Outlook	614	3%	16,819	2%	+25.0%	Rapidly Growing
Microsoft PowerPoint	604	3%	81,478	8%	+26.1%	Rapidly Growing
Microsoft Word	495	3%	81,321	8%	+7.2%	Stable
Spreadsheets	317	2%	5,864	1%	+22.2%	Rapidly Growing
Recruitment Software	201	1%	202	0%	+9.4%	Growing
Student Information Systems	197	1%	666	0%	+10.8%	Growing
Zoom (Video Conferencing Tool)	157	1%	3,628	0%	+13.1%	Growing
Learning Management Systems	147	1%	1,963	0%	+6.6%	Stable

Appendix A

Program Selection Details

CIP Code	Program Name
31.0504	Sport and Fitness Administration/Management

Top Qualifications

Qualification	Postings with Qualification
Valid Driver's License	4,399
Cardiopulmonary Resuscitation (CPR) Certification	4,363
First Aid Certification	3,189
Automated External Defibrillator (AED) Certification	2,986
Certified Strength And Conditioning Specialist	809
Teaching Certificate	791
Personal Trainer Certification	552
American College Of Sports Medicine (ACSM) Certification	501
Master Of Business Administration (MBA)	305
Basic Life Support (BLS) Certification	301

Appendix B - Data Sources and Calculations

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

State Data Sources

This report uses state data from the following agencies: Alabama Department of Labor; Alaska Department of Labor and Workforce Development; Arizona Commerce Authority; Arkansas Division of Workforce Services; California Employment Development Department; Colorado Department of Labor and Employment; Connecticut Department of Labor; Delaware Office of Occupational and Labor Market Information; District of Columbia Department of Employment Services; Georgia Labor Market Explorer; Hawaii Workforce Infonet; Idaho Department of Labor; Illinois Department of Employment Security; Indiana Department of Workforce Development; Iowa Workforce Development; Kansas Department of Labor; Kentucky Center for Statistics; Louisiana Workforce Commission; Maine Department of Labor; Maryland Department of Labor; Commonwealth of Massachusetts, Mass.gov; Michigan Department of Technology, Management and Budget; Minnesota Department of Employment and Economic Development; Mississippi Department of Employment Security; Missouri Economic Research and Information Center; Montana Department of Labor and Industry; Nebraska Department of Labor, NEworks; Nevada Department of Employment, Training and Rehabilitation; New Hampshire Employment Security; New Jersey Department of Labor and Workforce Development; New Mexico Department of Workforce Solutions; New York Department of Labor; North Carolina Department of Commerce; North Dakota Job Service; Ohio Department of Job and Family Services; Oklahoma Employment Security Commission; Oregon Employment Department; Pennsylvania Department of Labor and Industry, Center for Workforce Information and Analysis; Rhode Island Department of Labor and Training; South Carolina Department of Employment and Workforce; South Dakota Department of Labor and Regulation; Tennessee Department of Labor & Workforce Development; Texas Workforce Commission; Utah Department of Workforce Services; Vermont Department of Labor; Virginia Employment Commission; Washington State Employment Security Department; West Virginia Department of Commerce; Wisconsin Department of Workforce Development; Wyoming Department of Workforce Services; FloridaCommerce

Appendix C: Letters of Support

9/03/2025

To: Dean Mark Reid, College of Education

From: Dr. Kazuma Akehi, Co-Chair, Dept. Kinesiology and Sport Sciences

RE: Letter of Support, Sport Management College Relocation

Dear Dean Reid,

On behalf of the Department of Kinesiology and Sport Sciences at the University of Nebraska at Kearney, I am writing to express our full support for the proposed relocation of the Sport Management program from the Department of Kinesiology and Sport Sciences in the College of Education to the Department of Marketing, Agribusiness, and Supply Chain Management in the College of Business and Technology. We believe this move aligns with the evolving academic and professional landscape of sports management, which increasingly emphasizes business acumen, strategic planning, and organizational leadership. The College of Business and Technology offers a robust infrastructure and faculty expertise that will enhance the program's ability to prepare students for dynamic careers in the sports industry.

More importantly, this realignment will give students greater access to business- and marketing-focused coursework, experiential learning opportunities, and industry partnerships that are essential for success in today's competitive sports management field. Students will gain from a curriculum that integrates core business principles with sports-specific applications, better preparing them for internships, employment, and leadership roles upon graduation. This realignment also reflects a thoughtful and strategic alignment of academic resources that will benefit students, faculty, and the university as a whole. We are confident that the program will succeed in its new academic home and continue to make significant contributions to UNK's mission of excellence in education and innovation.

Please consider this letter as a formal endorsement of the proposed relocation. We look forward to continued collaboration and support of the Sport Management program in its new setting.

Sincerely,

Kazuma Akehi, Ph.D, LAT, ATC
Professor
Co-Chair, Department of Kinesiology and Sport Sciences
University of Nebraska at Kearney

University of Nebraska Kearney
Kinesiology and Sport Sciences
1410 W 26th Street, Cushing 129 | Kearney, NE 68849 | 308.865.8331 | fax 308.865.8073
unk.edu

UNK
GRADUATE STUDIES &
ACADEMIC INNOVATION

September 4, 2026

David Jackson, PhD
Executive Vice President and Provost for the University of Nebraska
University of Nebraska System

Dear Provost Jackson,

I am writing in strong support of the proposal to establish a Master of Arts in Sport Management, housed in the College of Business and Technology (CBT). This program addresses a clear gap in our graduate portfolio, builds on demonstrated faculty expertise, and positions UNK competitively within a growing academic and career field.

Sport management is a nationally growing field, and peer institutions increasingly house these programs within business colleges to strengthen career alignment. Moving this program to CBT reflects that trend and gives students direct access to business faculty, coursework, and industry connections. Faculty have already built strong cross-campus relationships with UNL and UNO, positioning UNK to offer a distinctive, collaborative graduate option rather than a duplicative one.

Program Overview
The M.A. in Sport Management is a 30-credit hour program designed for completion within two years of full-time study, with part-time options for working professionals. A 4+1 pathway allows qualified undergraduates to complete both the B.S. and M.A. in five years, and students choose between a thesis track and comprehensive exams to complete their degree. Students are supported by two assigned advisors, an Online Academic Program Advisor through OGSAI and a Sport Management Advisor, along with the Graduate Program Chair and campus resources.

Following approval, the department will pursue three related certificates (Sports Communication, Sports Marketing, and Sports Sales & Marketing), developed in collaboration with UNL and UNO, to further strengthen workforce alignment and program marketability.

I recommend approval of the M.A. in Sport Management. It leverages existing faculty strength, meets a documented workforce need, and establishes a foundation for continued program growth through complementary certificates. I am happy to discuss further or provide additional supporting documentation as needed.

Sincerely,

Megan M. Adkins

Dean, Graduate Studies and Academic Innovation
University of Nebraska at Kearney
adkinsmm@unk.edu

September 27, 2025

Julie Shaffer, Ph.D.
Senior Vice Chancellor for Academic and Student Affairs
1000 Warner Hall
University of Nebraska at Kearney

Dear Dr. Shaffer,

I am writing in support of moving the Sport Management program from the Department of Kinesiology and Sports Science within the College of Education to the College of Business and Technology. This transition represents a strategic realignment that will better serve our students, faculty, and institutional mission.

The Sport Management program emphasizes areas such as business operations, organizational leadership, finance, event management, and marketing. While the program has been well supported in the College of Education, its curricular strengths and professional pathways are more closely aligned with the expertise, resources, and faculty of the College of Business and Technology.

Relocating the program will provide:

- **Stronger Academic Synergy**: Students will benefit from access to faculty whose research and teaching specialties in business, management, and technology directly complement the program's applied focus.
- **Enhanced Career Pathways**: The College of Business and Technology's professional networks and internship partnerships will open new opportunities for students pursuing careers in sport organizations, athletic administration, and event operations.
- **Resource Optimization**: Consolidating this program alongside related business and technology disciplines will allow for shared resources, faculty collaboration, and program growth.
- **Student-Centered Alignment**: Students will be better positioned to market their skills to employers by graduating from a program situated in a college that is nationally and regionally recognized for business and technology education.

This move represents a thoughtful and student-focused realignment of academic programs. It is also one that aligns with national trends. Although I know this program and the faculty in it will be missed in the College of Education, I support this move.

Sincerely,

Mark J. Reid, Ph.D.
Dean

University of Nebraska Kearney
Office of the Dean, College of Education
1615 West 24th Street, COE C114 | Kearney, NE 68849-5520 | 308.865.8502 | fax 308.865.8097
unk.edu

University of Nebraska Kearney

COLLEGE OF BUSINESS AND TECHNOLOGY
Department of Marketing, Agribusiness, and Supply Chain Management

Date: 9/14/2025
From: Dr. Greg Broekemier, Chair
To: Dr. Brooke Envick, College of Business and Technology Dean
Re: Sport Management Move

The Marketing, Agribusiness, and Supply Chain Management Department met recently to discuss the move of the Sport Management Program to CBT to be housed in our department. There was unanimous support for this change. Sports management and business share a natural alignment, as both require strategic planning, resource allocation, and leadership to achieve sustainable success. In both contexts, data-driven decision-making, talent development, and effective communication are central to achieving goals. Sports management also emphasizes adaptability under pressure and long-term vision—qualities that translate seamlessly into the corporate world, where resilience and foresight determine growth and competitiveness.

Equally powerful are the synergies between sports and marketing. Sports offer marketers a unique stage to engage audiences through passion, loyalty, and shared experiences. Fans identify deeply with teams and athletes, creating emotional connections that brands can tap into to build authenticity and trust. Whether through sponsorships, endorsements, or live event activations, sports marketing allows companies to amplify visibility while fostering lasting brand affinity. Additionally, sports-driven marketing is more than exposure—it's about storytelling and community, enhancing the relationship-building aspect of marketing. This approach not only drives consumer engagement but also positions brands as integral to the excitement, unity, and inspiration that sports consistently deliver.

Given the synergies above, we believe that Sport Management will be an excellent fit. This relocation will result in a more well-rounded business and marketing education for sports management students. Further, there should be resulting faculty usage efficiencies that benefit the department, college, and campus.

Regards,

Greg Broekemier
Chair, Marketing/Agribusiness/Supply Chain Management Department

1917 West 24th Street / West Center Building 400C / Kearney, NE 68849-4425
(308) 865-8468 / FAX: (308) 865-8669

September 8, 2025

To: UNK Academic Affairs Office & NU Board of Regents
From: Dr. Brooke Envick, Dean
College of Business & Technology
University of Nebraska at Kearney

Subject: Letter of Support for Undergraduate and Graduate Sport Management Programs Relocation to CBT

I write to express my full support for the proposed transition of the Undergraduate Sport Management Program from the College of Education to the College of Business & Technology (CBT), as well as for the creation of a new Master of Arts in Sport Management to be housed in CBT.

The field of sport management is fundamentally grounded in business principles, such as marketing, finance, governance, operations, and event management, all of which align directly with the mission and expertise of the College of Business & Technology. Relocating the undergraduate program to CBT ensures stronger interdisciplinary collaboration, greater integration with business curricula, and a clear professional identity for students preparing for careers in sport and recreation industries.

This move also positions the program for Commission on Sport Management Accreditation (COSMA), a critical step in elevating the program's national visibility, credibility, and industry relevance. Our faculty and students will benefit from the collaborative environment in West Center, where closer proximity to marketing, management, and finance colleagues will enhance research opportunities, curriculum innovation, and industry engagement.

In addition, I strongly endorse the proposal for a 30-credit-hour online Master of Arts in Sport Management within CBT. This program builds upon the solid foundation of the undergraduate major while responding to regional and national workforce demands. It is designed to prepare graduate students and working professionals for leadership roles in athletics administration, sport marketing, facility and event management, and organizational leadership.

The graduate program's alignment with COSMA standards ensures academic rigor, continuous improvement, and sustained program quality. Offering this degree program fully online increases accessibility for students across Nebraska and beyond, particularly those currently employed in the sport industry. With the inclusion of a 4+1 option, undergraduate students will also have a streamlined path to graduate study, further enhancing recruitment and retention.

The relocation of the undergraduate program and the launch of the graduate program represent strategic, forward-looking decisions that will strengthen UNK's reputation as a leader in applied business and professional education. Together, these initiatives advance UNK's mission, respond to industry needs, and create meaningful opportunities for our students and faculty.

I am proud to lend my strong support to both proposals and look forward to the continued growth and success of Sport Management within the College of Business & Technology.

Sincerely,

Brooke R. Envick

University of Nebraska Kearney
Office of the Dean, College of Business and Technology
1917 West 24th Street, West Center 300C | Kearney, NE 68849-4450 | 308.865.8342 | fax 308.865.8387
unk.edu

COSMA

EXCELLENCE IN SPORT MANAGEMENT EDUCATION

TO: NU Board of Regents
FROM: Heather Alderman, Executive Director
Commission on Sport Management Accreditation (COSMA)
DATE: August 29, 2025
RE: Moving Sport Management degree programs to the College of Business and Technology

I am writing in strong support of the sport management degree programs at the University of Nebraska, Kearney, moving from the College of Education to the College of Business and Technology.

As the field of Sport Management evolved over the last 50 years, it moved away from its roots in Physical Education in Colleges of Education. Students are taught the "business" of sport; not how to teach students about playing sports e.g., golf, tennis, general physical fitness, etc. The management of sport in the world is a 2.65 *trillion* dollar industry. Students studying sport management are able to work in a variety of contexts due to curricular requirements in areas such as: Basic management; governance; policy; operations, events, and facilities management; marketing, sales, and public relations; media and communications; finance, budgeting, accounting, and economics; legal and risk management; ethics; and technological advances. Most of these areas are also covered in Colleges of Business, not Colleges of Education or Kinesiology, Exercise Science, Recreation, or Coaching. With a solid foundation in business concepts and a further foundation in the specific arena of sport business, graduates are ready to work in the sport industry. With a focus on experiential education, generally including a significant internship, sport management degree programs focus on the practical and applied nature of business within the context of sport entities, organizations, and businesses.

At COSMA, we track "hot" topic areas and emerging content and encourage our accredited programs to incorporate Esports management, sport analytics, entrepreneurship, research, professional development, job search strategies – into their curricula. In addition, every other year, we survey faculty in sport management programs across North America to find out in what Colleges their programs are housed, and the move into business and/or professional studies has been clear and swift. The internal relationships built between sport management students and faculty when the degree programs are in Colleges of Business is beneficial for all. Students may be tasked with solving real-world problem with on-campus or local/regional sport entities and enhance both their education and their communities.

COSMA, as a 501(c)3 organization, puts excellence in sport management education as its focus and faculty as the individuals who require support and professional development to do their jobs. We are recognized by the Council for Higher Education Accreditation (CHEA) as a specialized accreditor. We offer faculty development opportunities such as Board membership, conference presentation and attendance, the COSMA Journal within which to publish, mentoring, networking and move and shift along with trends both in sport business and in global higher education to fulfill our mission.

When this sport management program moves to the College of Business, I am excited to see the changes that occur for your current and prospective students, for your faculty, and for the UNK community.

Please do not hesitate to contact me for further information about this or any related topic.

Sincerely,

Heather L Alderman

Heather Alderman
Executive Director
COSMA

FAIRLEIGH DICKINSON UNIVERSITY

INTERNATIONAL SCHOOL OF HOSPITALITY, SPORTS, AND TOURISM MANAGEMENT

Florham Campus
285 Madison Ave.
M-CB1-01
Madison, New Jersey 07940
973-443-8971 Voice
732-491-6619 Cell

Dear UNK Office of the University Registrar,

I am writing in support of classifying Sport Management faculty under **CIP 52.999 (Business, Management, Marketing, and Related Support Services, Other)** rather than **CIP 31.0504**. This recommendation is based on the evolving nature of the discipline, current curricular trends, and alignment with student career outcomes.

In recent years, Sport Management programs have increasingly been housed within business schools, and curricula have shifted to emphasize business-related competencies. When comparing the subcategories under CIP 52 and CIP 31, the knowledge, skills, and employment outcomes of Sport Management students more closely align with the business-oriented outcomes of CIP 52 than with the recreation, parks, physical education, or kinesiology focus of CIP 31.

CIP 31: Parks, Recreation, Leisure, and Fitness Studies
This family of programs is historically rooted in recreation and physical education. Sport Management is sometimes placed here due to its early ties to those disciplines. Typical learning outcomes include:

- Recreation and leisure program design: Planning and delivering community or nonprofit services.
- Facility and event management: Overseeing recreation centers, parks, and fitness facilities.
- Wellness and fitness promotion: Integrating kinesiology and health-related programming.
- Community engagement: Developing inclusive recreational programs.
- Leadership and supervision: Managing staff and volunteers in community contexts.

The overall emphasis is community-facing, service-oriented, and programmatic.

CIP 52: Business, Management, Marketing, and Related Support Services
This family of programs is grounded in business principles, aligning more directly with the professional expectations of Sport Management graduates working in professional sports, intercollegiate athletics, and corporate settings. Typical learning outcomes include:

- Business foundations: Accounting, finance, economics, and statistics.
- Strategic management: Organizational planning, leadership, and decision-making.
- Marketing and sales: Consumer behavior, sponsorship, branding, and promotions.
- Operations and analytics: Data-driven decision-making, human resource management, logistics.
- Professional competencies: Communication, critical thinking, problem solving, and global awareness.

The emphasis here is market-facing, revenue-driven, and organizationally/business-oriented.

THE LEADER IN GLOBAL EDUCATION

FAIRLEIGH DICKINSON UNIVERSITY

INTERNATIONAL SCHOOL OF HOSPITALITY AND TOURISM MANAGEMENT

Florham Campus
285 Madison Ave.
M-CB1-01
Madison, New Jersey 07940
973-443-8971 **Voice**
732-491-6619 **Cell**

A shift to CIP 52 classification also has important implications for faculty resources and compensation. According to the **AACSB 2019–2020 survey**, the average salary for business faculty was **$130,700**, while COSMA's **2022 survey** reported an average Sport Management faculty salary of **$87,139**. Because many respondents in COSMA's survey were unsure of their CIP classification, a direct comparison was not possible; however, the limited data available indicated that faculty classified under CIP 52 reported higher salaries than those under CIP 31.

For these reasons, curricular alignment, industry relevance, and equitable faculty treatment. I strongly support classifying Sport Management under **CIP 52.999** rather than CIP 31.0504.

Sincerely,



Robyn Lubisco, Ph.D.
Associate Professor
Silberman College of Business
International School of Hospitality, Sports, and Tourism Management
Coordinator of the Sport Management Program
Florham Campus

October 28, 2025

To Whom it May Concern:

I am writing to support the standalone Master's in Sports Management and relocation of the Sport Management program to the College of Business and Technology at the University of Nebraska Kearney.

A 1986 graduate of the University of Nebraska, Kearney I have over forty years of experience in sports administration. As the current Vice President of Men's Basketball at the NCAA, I have spent a lifetime working with individuals in the career of sports management, including the growing demand for skilled graduates in sports administration.

Within the last two years alone, men's basketball has hired five college graduates with sports management degrees, with all five earning their master's degrees in sports management as well. While the sports management knowledge and degrees set them apart from all applicants throughout the hiring process, I believe it has been the diverse courseload that prepared them to be successful in our workplace.

My experience with these recent hires, as well as the other four sports management majors on the men's basketball staff, has taught me about the unparalleled passion each brings to their role. Additionally, the business acumen learned throughout their educational journey has been necessary for the financial pressures in the current landscape of college athletics. However, I find it is their sport internships which set them apart from other co-workers, including real life experiences and decision making in high-profile sports management.

I've never been as excited for growth of business in sports, specifically women's sports. It is my hope the University of Nebraska, Kearney will continue the education of Sports Management to prepare all students for these future roles, especially young women.

Thank you for consideration of my support of the program. Should you have additional questions, please don't hesitate to contact me directly at jlscott@ncaa.org.

JoAn L. Scott

JoAn Scott
Vice President of Men's Basketball
NCAA

October 31, 2025

To Whom It May Concern:

I am writing to express my sincerest support and encouragement of your support for the new University of Nebraska at Kearney (UNK) standalone Master's in Sport Management and relocation of the UNK Sport Management program to the College of Business and Technology.

Today, the sports and recreation industry requires all the personnel entering the field to continue to develop in ways to benefit the industry through qualified students who become employees in an ever-changing field. I could not be more impassioned to advocate for UNK to feature a standalone Master's in Sports Management and relocation of the Sport Management program to the College of Business and Technology. My belief is this continued investment and support of this next development and phase of the UNK Sports Management program will further prepare qualified employees and enable professional preparation in the sport and recreation industry to bring the next generation of sport executives throughout the world in ways we may only imagine. The sports and recreation industries has never moreso been aligned with the business and management side of the issues and topics of the day. The alignment of this program within the College of Business and Technology would be the pivotal and most impactful decision at this moment in time within sports as a whole and the future of the industries.

I am a proud alum of UNK (Class of 2004) with a degree in communications and sports management. The exemplary experiences I was able to acquire during my time in the UNK Sport Management program provided me the skills to succeed in the sports industry. The UNK Sport Management program and opportunities to garner first-hand experience in the UNK Athletics Department were the foundation to my executive sports career. I'm currently serving as the NCAA's Director of Women's Basketball with responsibilities of the NCAA Division I Women's Basketball Championship with oversight the duration of the tournament from game and facility operations, student-athlete experiences, community and sustainability initiatives, lodging and hospitality, fan/guest experiences, ancillary fan events (e.g., youth events, concerts, executive programming, fan festivals) and manage the operations security command center. For purposes of the NCAA Women's Final Four, I serve as the primary liaison to the local organizing committee responsible for bridging the NCAA's championship expectations with the host city in all the operational areas above and more.

There is no amount of gratitude I may express for what UNK and specifically, Dr. Nita Unruh, provided in practical leadership in the sports industry, innovative real-time learnings in the classroom, and the development of passion to ensure sport management students from UNK were the best of the best. Expectations were high by the UNK Sport Management department during my time and the competitive environment in the classroom fueled the ability to succeed following my graduation in the actual industry. I know this culture continues within the UNK Sports Management department and permeates even more throughout the program than ever before.

Please take this moment to support and allow UNK Sport Management program to continue to be a leader in the sport and recreation space now and long into the future by approving the request for a standalone Master's in Sport Management and relocation of the UNK Sport Management program to the College of Business and Technology.

In Full Support and Always a Loper,

Amy L. Reis
Director of Women's Basketball
National Collegiate Athletic Association (NCAA)

P.O. BOX 6222
INDIANAPOLIS, IN 46206-6222

TRACK & FIELD

October 23rd, 2025

To Whom It May Concern,

It is my absolute privilege to write this letter on behalf of the Sport Management program at the University of Nebraska at Kearney as the department takes steps toward strengthening the program by establishing a standalone Master's in Sport Management and relocating the Sport Management program to the College of Business and Technology.

To better explain why I am so enthusiastic in my support, a bit of background may be helpful. I am a nontraditional graduate student who realized that the career path I pursued as an undergraduate didn't quite "work out." I graduated from Nebraska Wesleyan University in 2013 with degrees in Elementary Education (K–8) and Special Education (K–12). I entered the classroom soon after, but over time I discovered that my passion for teaching didn't mirror that of my parents. Professionally, I knew it was time for a change—and I found myself drawn back to collegiate athletics, something that had been a central part of my undergraduate experience as a student-athlete.

In August 2016, I began a new chapter in my life, accepting my first full-time position in collegiate athletics at Wichita State University. Over the past nine years, I have served as Director of Track & Field and Cross Country Operations at Wichita State, the University of Notre Dame, and now the University of Nebraska - Lincoln. During this time, I have had the privilege of serving as meet director for multiple conference championships, sitting as an active member of the NCAA Division I Track & Field/Cross Country Sport Committee, and assisting coaching staffs and student-athletes who have gone on to achieve countless conference, NCAA, and world championship accolades.

Throughout my career, I have learned much through daily practice and experience. Still, I often felt that I could be "better" within my profession had I only gone to school and learned from experts in the field. That is why, in 2024, I chose to enroll in the Sport Management graduate program at the University of Nebraska at Kearney. Under the guidance of knowledgeable professors such as Dr. Rachel Silverman, Scott Hoffman, Dr. Nita Unruh, and Dr. Caitlin Golden, I have grown both personally and professionally. Through their instruction and mentorship, I have developed new skills, a deeper understanding of the industry, and a renewed sense of purpose in my role.

Collegiate athletics is in the midst of profound change, and we are writing a new chapter in history that will be studied and discussed for decades to come. It is imperative that professionals in this field are well-prepared to meet these challenges with specific sport understanding and integrity. The knowledge and perspective I have gained through my coursework at UNK have equipped me for the road ahead, and I am confident that future Lopers will experience similar growth and success as they begin their own journeys in the sport and recreation industry.

With great pride,

Cody Brousek
Director of Track & Field/Cross Country Operations

Eric Hellriegel, Director of Parks
City of Kearney
2005 1st Avenue
P. O. Box 1180
Kearney, NE 68848-1180

TELEPHONE · (308) 251-3264
E-MAIL · ehellriegel@kearneygov.org
WEBSITE · www.cityofkearney.org

October 30, 2025

RE: Master's in Sport Management Program at UNK

To Whom It May Concern:

I am writing to provide my support of Dr. Rachel Silverman & the Sport & Recreation Program's intention to develop a Sport Management Master's Program at UNK. First and foremost, UNK and the City of Kearney Park & Recreation Department have a long-standing relationship of educating and employing individuals into career positions within our department.

I would hope this program would lead to additional student interactions with our department via internships and other academic initiatives, employing graduates from this program (which we've successfully done over the last 40+ years), promote sharing of "industry" experience in the classroom regarding facility development & maintenance, programming, and promotion; and as a pathway for current staff to consider continuing their educational paths and career goals.

Between the current supply of Sports Management professionals and the current demand for those persons, continued educational offerings at the University level will continue to address the local and regional needs in resolving workforce challenges. I believe there is an infinite benefit to our community and our department from the creation of this program.

We look forward to collaborating with you on this initiative.

Sincerely yours,

CITY OF KEARNEY

Eric Hellriegel
Director of Parks

We provide services, solutions, and opportunities for our community.

To Whom it May Concern,

I'm writing to share my support for the creation of a standalone Master's in Sport Management program and the relocation of the Sport Management program to the College of Business and Technology at the University of Nebraska at Kearney (UNK).

As an upcoming graduate from UNK's Recreation Management program, I've seen how valuable sport management education is in preparing students for the real world. Through my experience working in campus recreation and city recreation departments, I've learned how crucial the skills we acquire in leadership, communication, and organization are. These are the skills that help professionals succeed in the sport and recreation field every day.

UNK has done a great job giving students hands-on experience that translates directly into the workplace. From supervising staff and managing facilities to planning community events, my education and experience here have set me up for success in my career. There's a growing need for qualified, well-trained professionals in sport and recreation, and this new program would be a great way for UNK to meet that demand. It would also strengthen the connection between the sports industry and the university while helping students reach their professional goals.

I fully support this initiative and believe it will be a great addition to UNK and to the field of sport management as a whole.

Sincerely,

Clare Coniglio

Bachelor's of Recreation Management (December 2026)

Recreation Coordinator, City of Omaha Parks and Recreation

UNIVERSITY of WEST FLORIDA

Lewis Bear Jr. College of Business
11000 University Parkway
Building 76A
Pensacola, FL 32514

October 24, 2025

To Whom It May Concern,

My name is Gil Fried and I am a full professor at the University of West Florida (UWF). I was a Chair, Assistant Dean, and Associate Dean at UWF over the years. Prior to coming to UWF I was at the University of New Haven (UNH) for 22 years where I ran their sport management programs. At both institutions, sport management was/is in the college of business. At UWF we are not yet under the AACSB umbrella, but at UNH we were under AACSB as long as the college was accredited by them. I have written 19 textbooks in the sport management space and have taught numerous courses over the years. I also served on the board of directors for the accrediting body (Commission on Sport Management Accreditation (COSMA)) for seven years, so I am very familiar with the sport management education space.

I got into sport management the traditional way, which was from being an athlete to a coach. I have seen the discipline evolve over the years from the old coach helping to run a venue to specialize training required to run venues that are worth billions of dollars each. Also, professional and collegiate sport teams are often now worth billions of dollars and specialized training, and education is required to effectively run these operations. Many of my students over the years have not pursued careers in sport management but rather have used their business education to pursue a host of possible career options. Students have been able to learn hard business skills such as finance, marketing, economics, quantitative analysis and similar topics using examples that they relate to- from the sports space. For the many who have pursued a career in sport, the specialized classes such as sport law, finance, media, facility management, revenue generation, event management, and related topics help prepare many of our students for entry level jobs and the graduate degrees with a greater focus on sport analytics, sport betting, and even sport sustainability help students advance their career as athletic directors, event organizers, fitness center owners, sport fundraisers, and even the general manager of a professional team. All these windows are opened through a robust sport management curriculum.

When I was hiring individuals to work with me in the Women's Professional Basketball League (WPBL), there were very few individuals with a sport management degree back in the 1980s. It was very difficult to find qualified individuals. Now it is easier to find those who went through a sport management program and have the necessary skills. As chair of the Academic Committee for the 9,000 members of the International Association of Venue Managers (IAVM), I can share that members who run stadiums, arenas, theaters, and convention centers cherish graduates of sport management

office 850.474.3352
fax 850.474.2716
cob@uwf.edu
uwf.edu/lbjcob
An Equal Opportunity/Equal Access Institution

UNIVERSITY of WEST FLORIDA

programs who understand the industry, the time constraints, entertainment focus, career options, drive, dedication, and knowledge needed from day one.

Even though some sport management programs might not be in major media markets, my graduates often start their own businesses or work remotely for some of the biggest sport brands out there. I regularly talk with folks interested in working in the sport space and I try to share with them that it is much broader than many anticipate. It can range from sport products (think Nike), sport equipment, venues, YMCAs, JCCs, military fitness centers, recreation programs, park programs, collegiate athletics, high school athletics, esports competitions, and the list can go on and on before we finally reach professional sport.

In conclusion I think there is a strong demand for business school-based sport management programs and I encourage the University of Nebraska, Kearny to move their program into the college of business and help train the next generation of sport industry leaders.

Sincerely,

Gil Fried
Prof. Gil Fried
Lewis Bear Jr. College of Business

Appendix D: Abstract of Proposal

The University of Nebraska at Kearney (UNK) proposes the creation of a Master of Arts (M.A.) in Sport Management, housed within the College of Business and Technology (CBT). This 30-credit hour online graduate program strategically aligns with national academic trends by situating sport management within a business-focused environment. The degree is designed to prepare students for leadership and administrative careers in sport organizations, athletics, event and facility management, and related industries.

Sport management applies business, leadership, and organizational principles to the unique context of the sport industry. The proposed program emphasizes advanced preparation in governance, ethics, finance, marketing, and legal/risk management while equipping students with the research and analytical skills necessary for evidence-based decision-making. Students may pursue either a thesis track or comprehensive exams, ensuring flexibility in meeting academic and professional goals. A 4+1 pathway will also allow qualified undergraduates to complete both a B.S. and M.A. within five years.

The program leverages existing courses and faculty expertise in Sport Management, Marketing, Management, and Finance, ensuring efficient use of institutional resources with no immediate need for new faculty lines, courses, or facilities. Embedding the program within CBT does more than relocate it — it strengthens it: students gain direct access to CBT's business faculty, industry partnerships, and a planned Sport Management Industry Advisory Board, while the program becomes eligible for accreditation through the Commission on Sport Management Accreditation (COSMA) in a way it could not pursue in its previous home. This accreditation will set UNK apart as the first COSMA-accredited program in Nebraska and the first housed in a College of Business in the state, a distinction none of Nebraska's competing programs can claim, and one that gives UNK graduates a business-grounded credential increasingly expected by employers in the field.

The M.A. in Sport Management is designed for students with undergraduate degrees in sport management, business, or related fields, as well as professionals currently working in college athletics, professional sports, recreation, and community sport organizations. The fully online delivery model provides accessibility for students across Nebraska and beyond, particularly working professionals seeking to advance their careers without relocating.

Projected enrollment begins with 10–12 students in the first year, growing to 20+ within five years. The curriculum incorporates both core requirements and electives, allowing students to tailor their studies to specific career interests. Graduates will be equipped to lead sport organizations through advanced instruction in leadership, governance, risk management, finance, and marketing while contributing to the economic and cultural vitality of their communities.

The proposed program supports UNK’s mission of providing high-quality, accessible graduate education and directly addresses workforce needs in Nebraska. With employment in sport occupations projected to grow faster than the average for all professions, this program will prepare professionals to meet demand in athletic administration, recreation leadership, sport marketing, and event/facility management.

In conclusion, relocating the Master of Arts in Sport Management to CBT is not simply an administrative change — it is a strategic repositioning that sharpens UNK's academic profile, aligns the program with where the sport industry and its accreditors are heading, and gives graduates a distinctly business-grounded, career-ready credential unmatched anywhere else in Nebraska. The program enhances UNK’s academic profile, expands graduate opportunities for students across the region, and provides a rigorous, business-focused pathway for professionals to advance in the rapidly growing sport industry.

Appendix E: Faculty CVs

Rachel Silverman
silvermanr@unk.edu
Learner - Relator - Achiever - Discipline - Competition

Education

B.A. in Studio Art and Art History with a minor in Journalism
May 2008
Graduated Cum Laude with Honors in Studio Art
Brandeis University in Massachusetts

M.A. in Kinesiology & Sport Management
May 2020
The University of South Dakota

Ph.D. in Sport Management
March 2024
Troy University in Alabama
Dissertation
Silverman, R.S. (2024). Biological female athletes' perceptions of the inclusion of transgender athletes in women's contact sports: An exploratory case study. *ProQuest.*

Teaching

Assistant Professor & Program Coordinator
Sport & Recreation Management Program
Kinesiology and Sport Sciences Department
University of Nebraska at Kearney
June 2023 – present

- KSS 402 Sociology of Sport
- KSS 403 Sport Finance
- KSS 425/825P Legal Aspects of Sport & Recreation
- KSS 429/829P Marketing in Sport, Recreation, & Events
- KSS 430 Org & Admin in Sport & Recreation
- KSS 800 Philosophy of Sport, PE, & Coaching
- KSS 802 Sociological Aspects of Sport
- KSS 807 Governance and Ethics in Sport
- KSS 830 Management & Leadership in Coaching & Athletics
- KSS 850 Research Methods in Kinesiology & Sport Sciences
- LOPER 126 Ballin' on a Budget
- REC 354 Programming in Sport, Recreation, & Events
- REC 422/KSS822P Facilities in Recreation, Sport, & Events

Mentorship Activities

- Summer 2026 – Mentor MBA student on research study "Explaining the Growth Trajectory of Women's Collegiate Sports: Funding, Fan Engagement, and Institutional Change." Graduate Research Assistant (GRA) Development Program.
- Fall 2025- present: Mentor MBA student on research study "More than a game: Measuring the financial and social impact of Husker football for Lincoln and Nebraska."
- 2025-2026: URF student Alex Lee accepted to present and compete at the 2026 SRLA conference.
- Took 4 students to the 2025 COSMA Conference in Las Vegas. Undergraduate students participated in the Case Study Cup and won 1st place out of 11 teams.

- Took 3 students to the SRLA Conference in Myrtle Beach to participate in the undergraduate competition as well as poster and oral presentations on their research.
- Took 15 undergraduate students to the 2024 Kansas Sport Summit at Wichita State University. Conference included panels and discussions with sport industry professionals and a career fair for students.
- Multiple undergraduate students completed honors projects in my classes.
- Advised Graduate student Kathleen Jones with her paper she submitted for the SRLA Graduate Best Paper Competition (2023-2024).

Undergraduate Research Fellows

- Bunger, C. (2026-present). Women in sports 3-year research project.
- Lee, A. (2025-2026). A content analysis of legal cases shaping NIL rights in collegiate sports.
- Groebner-Disney, C. (2024-2025). The impact of recreational cooking classes.
- Damme, C. (2024-2025). Athlete perceptions of risk management at collegiate sports events.
- Ruiz, G. (2024-2025). Nebraska residents' perceptions of online sports gambling.

Teaching Grants

- 2026 – Fall 2026 ONE Grant for authoring OER Textbook ($1500)
- 2026 – Summer 2026 UNK Online Course Development Grant ($750)
- 2025 – Summer 2025 UNK Online Course Development Grant (2 x $750)
- 2025 – Spring 2025 ONE Grant for authoring OER Textbook ($1500)
- 2024 – Fall 2024 UNK Online Course Development Grant ($750)
- 2024 – Summer 2024 UNK Online Course Development Grant ($750)
- 2023 - UNK Experiential Learning Grant for REC 354 Programming in Recreation, Sports, & Events ($200)

Professional Development

- Monday Morning Mentors: How to Craft Assignments that Outsmart AI Tools (2025)
- UNK Feedback Fruits Training Events (2025)
- Monday Morning Mentors: How Do I Get Students to Complete Reading Assignments? (2024)
- Navigating Degree Works – "The Basics" (2023)
- Yuja Training through the University of Nebraska (2023)
- Universal Design for Learning (2023)
- Monday Morning Mentors: How Can I Intentionally Create a Course that Boosts Learning and Decreases Student Stress? (2023)
- Monday Morning Mentors: Harnessing the Power of Story to Create Classroom Community (2023)
- Center for Teaching Excellence: Flipped Classrooms (2023)
- Center for Teaching Excellence: Spice up your teaching (2023)
- Center for Teaching Excellence: Goosechase (2023)
- Principles of Effective Online Instruction by the University of Nebraska Kearney – July 2023
- Online Teaching Certificate from Fullerton College - June 2020

Guest Lecturer for Sport Sociology
Louisiana State University
4/10/24

- Presented and discussed my published dissertation research study about biological female perceptions of transgender athletes in women's contact sports.

Guest Lecturer for KSS 121 Foundations of Sport and Recreation
University of Nebraska at Kearney
9/27/23

- Teach jiu-jitsu.

Guest Lecturer for KSS 425/825P Legal Aspects of Sport & Recreation

Undergraduate and Graduate students
University of Nebraska at Kearney
3/21/23

- Lecture, discussion, and group activity on risk management.

Guest Lecturer for Graduate Stage Management Class
University of California Irvine
2/17/23

- Taught yoga and explained the benefits of yoga and breathing techniques for a class focused on self-care, well-being, and stress management.

Adjunct Faculty
Fullerton College in Fullerton, CA
August 2018 – June 2023

- PE 102 Yoga, PE 109 Intermediate Yoga, PE 230 Yoga Teacher Training Fundamentals, PE 231 Yoga Teacher Training Development, PE 234 Yoga Teacher Training Integration
- Worked with Yoga Alliance to approve the Fullerton College Teacher Training program
- Taught 3 classes each fall and spring semester and one class during the summer semesters.

Scholarship

Peer-Reviewed Publications

Kight, J.P., & **Silverman, R.S.** (2026). Empowering service academy athletes: The case for a limited nil safe harbor in the post-house era. *Journal of Legal Aspects of Sport*. *(Accepted; In Press).*

Kight, J.P., Faircloth, M.A., Mikl, L.J., & **Silverman, R.S.** (2026). NIL and Contract Law: Advising a Prospective College Athlete Through Competing Name, Image, and Likeness Agreements. *The COSMA Journal, 3*(1). https://scholarworks.bgsu.edu/cosma/vol3/iss1/13

Silverman, R.S., Kempt, S., & Unruh, N. (2025). Navigating leadership: A qualitative exploration of challenges and coping strategies for women in sport management education. *The COSMA Journal, 2*(1). https://scholarworks.bgsu.edu/cosma/vol2/iss1/7/

Silverman, R.S., Dixon, A., & Dixon, H. (2024). The challenges women face in Brazilian jiu-jitsu in the United States. *Journal of Athlete Development and Experience*, *6*(3), 174-193.

Silverman, R.S., Corr, C., & Carroll, M.S (2024). United States Center for SafeSport: A case study on wrestling coaches' perspectives. *Applied Research in Coaching and Athletics Annual, 39,* 130-146.

Silverman, R.S. (2022). An analysis of Title IX and the Equal Protection Clause of the 14th Amendment in women's wrestling. *Journal of NCAA Compliance, November-December,* 9-18.

Submitted and Under Review

Silverman, R.S., Alam, N., & Sellars, N. (2026). Context matters: Differential public attitudes toward transgender women's participation in recreational versus competitive sports. *Sport Social Work Journal. (Submitted, Under Review).*

Silverman, R.S., Feusner, C., & Grothaus, J. (2025). Student satisfaction with online teaching innovations: An evaluation of technology-enhanced learning experiences. *Issues and Trends in Learning Technologies. (Submitted, Under Review).*

Textbooks

Silverman, R.S. (2026). *Running the show: Organization and Administration in Sport, Recreation, & Events.* University of Nebraska Pressbooks (*in progress)*

Silverman, R.S. (2025). *Game plan: Programming for sport and recreation.* University of Nebraska Pressbooks. https://pressbooks.nebraska.edu/gameplan

Book Chapters

Silverman, R.S. (2024). Cheerleading. In G. Fried, T. Seidler, S. Foster, & J. Miller (Eds.), *Safe at first: The essential risk management guide for sport administrators* (2nd ed.). Hackney Publications.

Silverman, R.S. (2024). Wrestling/MMA. In G. Fried, T. Seidler, S. Foster, & J. Miller (Eds.), *Safe at first: The essential risk management guide for sport administrators* (2nd ed.). Hackney Publications.

Silverman, R.S. (2024). Professional Sports. In G. Fried, T. Seidler, S. Foster, & J. Miller (Eds.), *Safe at first: The essential risk management guide for sport administrators* (2nd ed.). Hackney Publications.

Silverman, R.S. (2024). High School Sports. In G. Fried, T. Seidler, S. Foster, & J. Miller (Eds.), *Safe at first: The essential risk management guide for sport administrators* (2nd ed.). Hackney Publications.

Editor-Reviewed Publications

Silverman, R.S. (2026). Court allows cheerleader's disability claims to move forward but dismisses sex discrimination claims. *Sports Litigation Alert,*

Silverman, R.S. (2026). No liability for post-game fan violence: Court dismisses claims against school district. *Sports Litigation Alert, 23* (9), 5-7.

Silverman, R.S. (2026). Parking lot is still school grounds: Iowa court affirms firearm ban at high school football venue. *Sports Litigation Alert, 23*(2), 11.

Silverman, R.S. (2025). Tapped out: Alcohol sales, insurance gaps, and risk management at University of Nebraska System athletics. *Sports Litigation Alert, 22*(19), 14-16.

Silverman, R.S. (2025). Court limits Title IX damages to educational opportunities in Roe v. Cypress-Fairbanks ISD. *Sports Litigation Alert*, *22*(15), 7-8.

Silverman, R.S. (2025). Motion to dismiss denied in high school basketball First Amendment and retaliation case. *Sports Litigation Alert*, *22*.

Silverman, R.S. (2024). Motion to dismiss denied in transgender athlete case. *Sports Litigation Alert, 21*(16), 5-6.

Silverman, R.S. (2024). Court dismisses sexual abuse case involving coach due to statute of limitations. *Sports Litigation Alert, 21*(6), 5-6.

Silverman, R.S. (2024). Former UCB athlete allowed to proceed with sexual harassment claim against soccer coach. *Sports Litigation Alert, 21*(1), 1-2.

Silverman, R.S. (2023). Preliminary injunction granted in transgender athlete case. *Sports Litigation Alert, 20*(16), 8-9.

Silverman, R.S. (2023). Defendant's motion to transfer denied in transgender athlete case. *Sports Litigation Alert, 20*(15), 5-6.

Silverman, R.S. (2023). Consolidated appeal examining primary assumption of risk produced different results. *Sports Litigation Alert, 20*(12), 9.

Silverman, R.S. (2023). Court rules on whether USTA is liable for coach's sexual misconduct. *Sports Litigation Alert, 20*(11), 9-11.

Silverman, R.S. (2023). Summary judgment granted in case of female basketball coach termination. *Sports Litigation Alert, 20*(6), 1-4.

Silverman, R.S. (2023). Appellate court affirms transgender athlete's case against Idaho is not moot. *Sports Litigation Alert, 20*(5), 7.

Silverman, R.S. (2023). Preliminary injunction granted in the case of Title IX and middle school club sports. *Sports Litigation Alert, 20*(1).

Silverman, R.S. (2023). $10 million settlement in case of heatstroke death. *Sports Litigation Alert, 20*(1).

Silverman, R.S. (2022). Court grants summary judgment in white football coach's Title VII case. *Sports Litigation Alert, 19*(21), 6-7.

Silverman, R.S. (2022). Court rules in case where private high school refuses to play opposing football team that has a female wide receiver. *Sports Litigation Alert, 19*(20), 3-5.

Silverman, R.S. (2021). Judge grants summary judgment in case involving racial discrimination, harassment, and retaliation claims made by high school coach. *Sports Litigation Alert*, *18*(21), 12-13.

Silverman, R.S. (2021). Judge grants summary judgment in case involving racial discrimination, harassment, and retaliation claims made by high school coach. *Legal Issues in High School Athletics*, *November-December,* 8-9.

Silverman, R.S. & Carroll, M. (2021). Murder charge levied against high school coaches, already accused of negligence. *Sports Litigation Alert*, *18*(22), 9-10.

Silverman, R.S. & Carroll, M. (2021). Murder charge levied against high school coaches, already accused of negligence. *Legal Issues in High School Athletics, November-December,* 9-10.

Peer Reviewed Presentations (national/international)

Silverman, R.S., Feusner, C., & Grothaus, J. (2026). Student satisfaction with online teaching innovations: An evaluation of technology-enhanced learning experiences. *2026 COSMA Conference*, St. Augustine, FL, February 2026.

Silverman, R.S., Unruh, N., & Unruh, S. (2026). Balancing innovation and integrity: Integrating ethical AI use in sport law and risk management education. *2026 Sport & Recreation Law Association Conference*, New Orleans, LA, February 2026.

Lee, A., & **Silverman, R.S.** (2026). Contracts, courts, and compensation: Legal battles defining NIL in college athletics. *2026 Sport & Recreation Law Association Conference*, New Orleans, LA, February 2026.

Silverman, R.S., & Sellars, N. (2025). Perceptions of transgender participation in sport and the impact on continued participation. *2025 Sport & Recreation Law Association Conference,* Myrtle Beach, SC, February 2025.

Damme, C., **Silverman, R.S.,** & Unruh, S. (2025). Athlete perceptions of risk management at collegiate sports events. *2025 Sport & Recreation Law Association Conference,* Myrtle Beach, SC, February 2025.

Ruiz, G., **Silverman, R.S.,** & Unruh, S. (2025). Nebraska residents' perceptions of online sports gambling. *2025 Sport & Recreation Law Association Conference,* Myrtle Beach, SC, February 2025.

Silverman, R.S., Kempt, S., & Unruh, N. (2025). Navigating leadership: A qualitative exploration of challenges and coping strategies for women in sport management education. *2025 COSMA Conference.* Las Vegas, NV. January 2025.

Curto, J., **Silverman, R.S.,** & Miller, J. (2025). Content analysis of sport management doctoral program curriculum in the United States. *2025 COSMA Conference.* Las Vegas, NV. January 2025.

Seshadri, S., Broekemier, G., **Silverman, R.S.,** & Puckett, M. (2024). An exploratory study of division II athletes' perceptions of NIL. *2024 Sports Marketing Association Conference*. St. Louis, MO. November 2024.

Silverman, R.S., Carroll, M., Dixon, H., Sellars, N., & Dixon, A. (2024). An exploration of biological female athletes' perceptions on the inclusion of transgender athletes in women's contact sports. *2024 Sport & Recreation Law Association Conference.* Baltimore, MD. February 2024.

Silverman, R.S., Corr, C., & Curto, J. (2024). From PhD to professor: Advice from assistant professors. *2024 COSMA Conference.* Montgomery, AL. February 2024.

Silverman, R.S., Dixon, A., & Dixon, H. (2023). A case study of challenges facing women participating in jiu jitsu in the United States. *2023 North American Society for Sport Management Conference.* Montreal, Canada. June 2023.

Silverman, R.S., & Carroll, M. (2023). The right to use the bathroom based on gender identity. *2023 Sport & Recreation Law Association Conference.* Las Vegas, NV. February 2023.

Silverman, R.S., & Corr, C. (2023). U.S. Center for SafeSport: A case study on wrestling coaches' perspectives. *2023 COSMA Conference.* Tampa, FL. February 2023.

Silverman, R.S., & Smith, N. (2022). Undergraduate students' perceptions of NIL and the impact it has on brand equity. *2022 Sports Marketing Association Conference.* Charlotte, NC. October 2022.

Silverman, R.S. (2022). An analysis of Title IX and the Equal Protection Clause of the 14th Amendment in women's wrestling. *2022 Sport & Recreation Law Association Conference.* Atlanta, GA. February 2022.

Invited Presentations

February 1st, 2026- Invited panelist for a post-film discussion on Jesse Owens and race issues in sport at the World Theatre. Sponsored by UNK Modern Languages & International Studies, UNK Student Engagement & Leadership, UNK Calvin T. Ryan Library, and Humanities Nebraska.

November 3rd, 2025- Invited panelist for *JA Baldwin Free Enterprise Lecture Series Fund presents- Behind the Jersey: A Sports Business Panel* at Brewed Awakening at UNK's College of Business and Technology.

April 11th, 2024 - Invited panelist for *Beyond the Binary: Exploring Trans Inclusion in Sports* at the Robert Zicklin Center for Corporate Integrity at Baruch College.

Grant Writing Activities

- Summer 2026 – Graduate Research Assistant (GRA) Development Program. GRA stipend $6,250. Applicable FICA (7.65%). Supplies up to $1,000. Sponsored by the Division of Research and Creative Activity. (*Approved & Funded*)
- Fall 2024 –UNK Research Services Council Grant for a research study using jiu-jitsu to help people deal with PTSD and trauma. (*Funded $4,973*)
- 2024-2026 - Online Innovation Research & Teaching Fellow with the UNK Office of Graduate Studies and Academic Innovation (*Funded $1500*)
- 2022-2023 COSMA Graduate Student Grant (*Funded $1200*)

Awards

- 2026 – SRLA Lori K. Miller Young Professional Award
- 2026 – SRLA President's Award
- 2022 – Mary Myers SRLA Student Travel Award

Peer-Reviewed Journal Reviewer

- 2023-2027 The COSMA Journal Editorial Board
- 2025 Reviewer for The COSMA Article of the Year
- Journal of Contemporary Issues in Sport Editorial Board
- Article Reviewer for The Journal of Sport, Education, and Society

Conference Abstract Reviewer

- SRLA 2026 Abstract Reviewer
- SRLA 2025 Abstract Reviewer
- SRLA 2024 Abstract Reviewer
- COSMA 2024 Abstract Reviewer

Service

Professional Organization Service

Commission on Sport Management Accreditation

- 2025 – present COSMA Vice Chair on the Board of Directors
- 2024-present COSMA Board of Directors
- 2026 – COSMA Site Reviewer for the University of Louisville in Louisville, KY
- 2025 – COSMA Site Reviewer for Lancaster Bible College in Lancaster, PA
- 2024 and 2025 - Scholarship and Grant Reviewer for COSMA
- 2023-2024 Commission on Sport Management Accreditation Student Director

Sport and Recreation Law Association

- 2026-2028 SRLA Board of Directors Finance Officer
- 2024-2026 SRLA Board of Directors Member-At-Large Honors & Awards
- 2025-present SRLA Social Media Coordinator
- 2024-2025 SRLA Marketing Committee Member
- 2022-2024 Sport and Recreation Law Association Student Rep

Other Professional Service:

- 2025-present Sport & Recreation Subject Editor for the Resources for College Libraries
- 2024 – present Expert Witness for Sports Law Expert by Hackney Publications
- Moderator at 2023 NASSM Conference in Montreal, Canada

Memberships:

- COSMA Professional Member 2024 – present
- SRLA Professional Member 2024 – present
- 2024 – Invited member of Phi Kappa Phi Honor Society
- International Association of Physical Education and Sport for Girls and Women (IAPESGW) student member. Sponsored by Dr. Darlene Kluka.
  2023 – 2024
- North American Society for Sport Management (NASSM) student member
  2021 – 2024
- The Commission on Sport Management Accreditation (COSMA) student member
  2021 – 2024
- Sport and Recreation Law Association (SRLA) student member 2021 – 2024
- Sports Marketing Association (SMA) student member 2022 – 2023

University Service

- UNK Research Services Council – Fall 2024-present (COE 2024-26, CBT 2026-present)
- UNK AI Learning Communities – Lead for the Teaching & Learning Community – Fall 2025 - present
- Yoga Instructor for the Men's Basketball Team – Fall 2025 - present

- Loper 2 Loper Mentor – Fall 2024 mentoring 2 students
- Judge for poster sessions at UNK Student Research Day – Spring 2024, 2025, 2026
- UNK AI Taskforce – Committee on Academic Integrity, Research, & Ethics – Spring 2024

College of Business and Technology Service

- CBT Graduate Council (Fall 2026 – present)
- CBT Student Affairs Committee (Fall 2026 – present)
- CBT representative on Research Services Council (2026- present)
- Search Committee Chair- Sport Management Assistant Professor (2025-2026)
- Program Coordinator for Sport Management
    - Moved Sport Management to CBT. Modified the undergraduate program to move to CBT and created a new standalone Master's in Sport Management as part of the move to CBT.

Department of Marketing, Agribusiness, Supply Chain Management & Sport Management

- Attend monthly department meetings.

Sport Management Program Service

- Sport Management Club Faculty Advisor – Fall 2023-present
    - April 30th, 2025 - Winner of the Student Organization Advisor of the Year Award at the Applauding Excellence Award Ceremony for SpRec Club.
- Sport Management Program Coordinator – Fall 2023-present
    - Working towards COSMA accreditation
    - 2026- Moved the undergraduate program to CBT and created a standalone Master's degree.
    - Revamped mission statement, goals, and student learning outcomes – Fall 2024
    - Merged the recreation management program with the sport management program to create a new program – Fall 2023

College of Education Service

- COE representative on the commencement committee

KSS Department Service

- Peer Review Committee Chair- Kim Ferner (2025-present)
- Peer Review Committee Member- Jason Miller (2024-present)
- Member of 2 search committees (Fall 2024-Spring 2025)
- KSS Social Committee Chair
- UNK COE Promotion Committee Member – Kate Gienger applying for promotion to Senior Lecturer – Spring 2024
- Attend monthly department meetings

Community Service

- Tap Cancer Out –Tap Cancer Out Ambassador and Super Volunteer.
- KSS 403 students organized a fundraiser event for youth scholarships to Kearney Combat Sports.
- REC 354 students plan yearly free event for The Archway in Kearney, a non-profit.

Certifications

- SafeSport Trained
- CPR/AED certified
- Yoga Alliance 500hr E-RYT
- YogaFit 200-hour Teacher Training
- Yoga Medicine 500-hour teacher training
- Lagree Fitness certified Megaformer instructor
- NASM Performance Exercise Specialist

- Institute for Integrative Nutrition Certified Health Coach

Skills

- Canvas
- Feedback Fruits
- Canva
- Notebook LM, ChatGPT, and other AI tools
- MS Office
- SPSS
- QSR Nvivo
- Zoom and Microsoft Teams
- Yuja

Other Relevant Work Experience

Yoga Instructor
UNK Campus Recreation
August 2025 – present

- Teach power yoga and yoga sculpt for UNK Campus Recreation.

Jiu-Jitsu Coach
2017-present

- Coached youth jiu-jitsu classes at OC Kickboxing & MMA from October 2017 to July 2019. Coached youth classes and women's classes at Triunfo BJJ & MMA in Costa Mesa, CA, from December 2020 to present. Coached adult and youth classes at Kearney Combat Sports from October 2023 to the present. Coach private lessons.
- Brown belt in jiu-jitsu with ten years' experience.

Owner/Founder
RSS Namaste
September 2017-September 2019

- 2 years of marketing and promoting online yoga retail business. Created all my own apparel designs, website, and social media.
- 6 months managing a yoga studio inside a baseball academy.

Owner/Founder
Center Yoga Studio in Tustin, CA
April 2011 – March 2013

- Managed my own yoga studio, including marketing, finance, sales, training, and teaching.
- Created my own Yoga Alliance approved Yoga Teacher Training School.

Competitive Figure Skater & Youth Coach
2003-2011

- Coached youth learn to skate classes in New Hampshire. Worked the front desk at Colonial Figure Skating Club in Massachusetts.
- Trained 2 hours per day, 6 days per week and traveled to local, regional, and national competitions across the United States.
- ISI World Champ, USFSA National Champ, USFSA National Showcase Champ.

Program Coordinator & Graphic Designer
Women's and Gender Studies Department
Brandeis University in Waltham, MA
August 18, 2008 – August 17, 2009

Curriculum Vitae

Suyeon Jung
Ph.D. Candidate
Department of Health, Sport & Exercise Sciences
School of Education and Human Sciences
University of Kansas
Robinson Center, Lawrence, KS 66045, USA
Email: tndus4178@ku.edu
Phone: (785)-218-7229

EDUCATION

Ph.D. January 2024 – July 2026
University of Kansas Kansas, USA
School of Education and Human Sciences GPA: 4.30/4.30
Major: Sport Management
Dissertation: A Computational Analysis of Sport Docuseries' Longitudinal Influence on Social Media Engagement: Evidence from Netflix's *Drive to Survive* and Reddit

M.S. Seoul National University Graduate School of Physical Education Major: Global Sport Management
February 2021 – February 2023
Seoul, South Korea
GPA: 4.17/4.30

B.S. Ewha Womans University College of Science and Industry Convergence Major: Global Sports Management (Minor: Consumer Studies)
February 2016 – **February 2021**
Seoul, South Korea
GPA: 3.60/4.50

RESEARCH

Refereed Publications

1. 2. 3. **Jung, S**., Paek, B., Gordon, B., Choi, K., & Jung, H. (Under Review). Sustained well-being through sports over-the-top consumption: The roles of usage motivations and satisfaction within psychological sustainability. *European Sport Management Quarterly*.

Jung, S., Paek, B., & Choi, K. (Under Review). What Drives Consumer Engagement in Sports Documentaries? A Computational Analysis of Narrative Themes and Affective Responses on YouTube. *International Journal of Sport Marketing and Sponsorship*.

Jung, S., Appelman, A., Paek, B., & Jung, H. (2026). Beyond the full game: Development and validation of a sport highlight viewing scale. *International Journal of Sport Communication*, *19*(2). https://doi.org/10.1123/ijsc.2026-0031CURRICULUM VITAE SUYEON JUNG

4. 5. Choi, K., Lee, D., **Jung, S**., Yoo, S. K., & Gang, A. C. (2024). The importance of goal setting and the meaning of success: A narrative inquiry into the Asian Cup journey of the South Korea national football team (U-17) coach. *Korean Society of Sports and Leisure Studies*, *96*, 193-207. https://doi.org/10.51979/KSSLS.2024.04.96.193

Jung, S., Lee, D., Yoo, S. K., & Choi, K. (2022). A study on the actual usage of OTT platform's sport live streaming service applying UTAUT2: A case of Coupang Play. *Korean Society of Sport Management, 27*(2), 64–85. https://doi.org/10.31308/KSSM.27.2.64

2. 3. *4.* 5. ***Works in Progress***

1. **Jung, S**., Paek, B., & Lim, C. H. (Nearing submission). Does the "fear of missing out (FOMO)" affect Millennials' sports media consumption?: The mediating role of rewards.

Jung, S. (Nearing submission). Niche vs. mainstream sport media viewing: Analyzing consumer experiences in YouTube sports documentaries through topic modeling and sentiment analysis.

Jung, S., Paek, B., Choi, K., & Jung, H. (Nearing submission). A new digital platform context: Scale development and validation of sports over-the-top (OTT) consumption motivations.

Jung, S., & Paek, B. (Data analysis). A longitudinal computational analysis of the impact of sports docuseries on social media engagement: The case of *F1: Drive to Survive.*

Dillard, R., Bredikhina, N., **Jung, S**., & Emanutor, S. (Manuscript development). Fit or misfit? Examining the role of mascot-brand semiotic congruence on fan engagement through schema theory.

Refereed Conference Presentations

Jung, S., Lee, W.-Y., & Oh, I. (Accepted). A Computational Analysis of Sport Documentaries' Longitudinal Influence on Social Media Engagement: Evidence from Netflix's *Drive to Survive.* 2026 Sport Marketing Association (2026 SMA), Baltimore, MD, USA. **Poster Presentation.**

Jung, S. (2026, May). Analyzing the Impact of Sports Films on Social Media Engagement Using Digital Trace Data: Evidence from *F1: The Movie.* 2026 North

American Society for Sport Management (2026 NASSM), San Juan, Puerto Rico, USA. **Oral Presentation.**

Paek, B., Jung, H., Kim, K., & **Jung, S**. (2025, October). Social Media Engagement and Subjective Well-Being Among Sport Consumers: The Mediating Roles of Perceived 1. 2. 3. CURRICULUM VITAE SUYEON JUNG 4. 5. 6. 7. 8. 9. Value and Passion. 2025 Sport Marketing Association (2025 SMA), Phoenix-Glendale, AZ, USA. **Poster Presentation.**

Jung, S., Kim, J., Andrada, S., & Lee, W.-Y. (2025, September). The Motivation for Sport Highlight Viewing: Multi-Dimensional Scale Development and Validation. 2025 European Association for Sport Management (2025 EASM), Budapest, Hungary. **Poster Presentation.**

Jung, S., Jordan, B., Bogina, A., & Lee, W.-Y. (2024, September). Niche vs. Mainstream Sports Media Viewing: Analyzing Consumer Experiences in YouTube Sports Documentaries Through Topic Modeling and Sentiment Analysis. 2024 European Association for Sport Management (2024 EASM), Paris, France. **Oral Presentation.**

Jung, S., Jung, H., Lee, W.-Y., & Choi, K. (2024, September). Digital Flourishing on Sports OTT Platforms: Motivation, Engagement, and Team Identification. 2024 European Association for Sport Management (2024 EASM), Paris, France. **Oral Presentation.**

Jung, S., Choi, K., Song, H., Gordon, B., & Paek, B. (2024, May). Developing a Scale for Motivations in Live Sports OTT Service Consumption. 2024 North American Society for Sport Management (2024 NASSM), Minneapolis, MN, USA. **Poster Presentation.**

Jung, S., Jung, H., Kim, K., Oh, I., Park, H., & Paek, B. (2024, May). Exploring the Emotional Impact of Sports Documentaries: An Investigation into Viewer Sentiments and Influential Factors. 2024 North American Society for Sport Management (2024 NASSM), Minneapolis, MN, USA. **Oral Presentation.**

Gang, A. C., Park, J., Park, J. H., Choi, K., **Jung, S**., & Lee, J. Y. (2023, November). Consolidation of Social Capital in Women's College Athletics: The Implication of Culture, Space, and Identity on Developing Social Capital at Senior Military College. 2023 North American Society for the Sociology of Sport (2023 NASSS), New Orleans, LA, USA. **Oral Presentation.**

10. Lee, D., Choi, K., **Jung, S**., & You, S. G. (2023, June). What Powers Do Sports Content Hold?: Classification and Restructuring of Sports Content. 2023 Korea Speech, Media & Communication Association (2023 KSMCA), Seoul, South Korea. **Oral Presentation.**

11. **Jung, S.,** Choi, K., Lee, D., & You, S. G. (2023, June). Why Do People Consume Media Sports Content through OTT Services?: The Development of the OTT Service Sport Consumption. 2023 Korea Speech, Media & Communication Association (2023 KSMCA), Seoul, South Korea. **Oral Presentation.**CURRICULUM VITAE SUYEON JUNG

12. **Jung, S.,** Lee, D., Kang, D., & Lim, C. H. (2022, September). Does the "Fear of Missing Out (FOMO)" Affect Millennials' Sport Media Consumption? 2022 European Association for Sport Management (2022 EASM), Innsbruck, Austria. **Oral Presentation.**

13. Choi, K., **Jung, S**., Lee, D., & You, S. G. (2022, June). The Development and Measurement of the Communication Index of the Korean Professional Sport Team. 2022 Korea Speech, Media & Communication Association (2022 KSMCA), Seoul, South Korea. **Oral Presentation.**

ACADEMIC TEACHING EXPERIENCE

Instructor of Record

University of Kansas, Lawrence, KS, USA

• HSES 380: Sociology of Sport • HSES 483: Sport Finance and Economics Average Student Evaluation Score = 4.86/5.00

• HSES 483: Sport Finance and Economics Average Student Evaluation Score = 4.77/5.00

• HSES 380: Sociology of Sport Average Student Evaluation Score = 4.92/5.00

Semyung University, Jecheon-si, South Korea

• Badminton (SMU 001, 002, 003) Average Student Evaluation Score = 4.89/5.00

Summer 2026 (28 students)

Spring 2026 (75 students)

Fall 2025 (75 students)

Summer 2025 (31 students)

Fall 2023 (30, 30, 31 students)

Guest Lectures

University of Kansas, Lawrence, KS, USA

• HSES 299: Careers in Sport Management (Instructor: Dr. Howard Graham) *Topic: Resume and Cover Letter Development for Sport Management Careers*

• HSES 289: Introduction to Sport Management (Instructor: Dr. Austin Bogina) *Topic: International Sports and Global Sport Industry*

• HSES 299: Careers in Sport Management (Instructor: Dr. Howard Graham) *Topic: Resume and Cover Letter Development for Sport Management Careers*

Spring 2025
Fall 2024
Fall 2024CURRICULUM VITAE SUYEON JUNG
• HSES 381: Sport Ethics (Instructor: Dr. Howard Graham) *Topic: Ethical Issues and Challenges in International Sport*
Spring 2024
Teaching Assistantship
University of Kansas, Lawrence, KS, USA
• HSES 381: Sport Ethics (Dr. Howard Graham) • HSES 299: Careers in Sport Management (Dr. Howard Graham) • HSES 299: Careers in Sport Management (Dr. Howard Graham) • HSES 384: Sport Law (Dr. Austin Bogina) • HSES 289: Introduction to Sport Management (Dr. Sayvon Foster) • HSES 289: Introduction to Sport Management (Dr. Austin Bogina) • HSES 380: Sociology of Sport (Dr. Nataliya Bredikhina) • HSES 491: Foundations of NIL (Dr. Nataliya Bredikhina) • HSES 381: Sport Ethics (Dr. Howard Graham) • HSES 299: Careers in Sport Management (Dr. Howard Graham) • HSES 886: Sport Fundraising (Dr. Bomin Paek / Dr. Austin Bogina) **Seoul National University**, Seoul, South Korea
• 054031 (I, II): Mountains and Life (Dr. Seungil Park) Spring 2026
Fall 2025
Spring 2025
Spring 2025
Spring 2025
Fall 2024
Fall 2024
Fall 2024
Spring 2024
Spring 2024
Spring 2024
Spring 2021 – Fall 2022
Other Teaching Experience
Seoul National University, Seoul, South Korea
• Badminton instructor for SNU Sports Program • Badminton instructor for SNU Faculty Association **GRANT ACTIVITIES**
January 2022 – November 2023
May 2022 – November 2023
External Grants
Seoul National University, Seoul, South Korea
• **Feasibility Study for Establishing a Professional Football Club ($68,000)**
City of Yongin
Role: Graduate Researcher July 2022 – December 2022
- Conducted a comprehensive analysis of K-League market trends and Yongin City demographics
- Evaluated the viability and strategic direction for launching a new professional soccer teamCURRICULUM VITAE SUYEON JUNG
• **AI Training Data Development Project ($137,000) (**AI Data on Human Movement in Sports) **Ministry of Science and ICT**
May 2021 – December 2021
Role: Research Assistant
- Assessed the feasibility of utilizing sports data to advance AI technologies in the sports industry
- Developed strategic plans for building data infrastructure through in-depth analysis of human movement patterns
- Proposed future application models for the sustainable growth of the sports AI ecosystem
Internal Grants
University of Kansas, Lawrence, KS, USA
• School of Education & Human Sciences Student Travel Grant ($1,200) - Awarded to support presentation at the 2024 EASM, Paris, France
• School of Education & Human Sciences Student Travel Grant ($900) - Awarded to support presentation at the 2024 NASSM, Minneapolis, MN, USA
Seoul National University, Seoul, South Korea
• Graduate Student Travel Grant (Brain Korea 21; $2,200) - Awarded to support presentation at the 2022 EASM, Innsbruck, Austria
WORK EXPERIENCE
Fall 2024
Spring 2024
July 2022
• **Department Administrative Assistant, Seoul National University** Seoul, South Korea
March 2023 – December 2023
- Managed research grants, scholarships, and administrative operations for the government-funded BK21 (Brain Korea) project
• **Marketing Intern Sangam World Cup Stadium** Seoul, South Korea
May 2018 – July 2018
- Planned and executed merchandising (MD) strategies to promote product sales
- Developed marketing strategies for the Football Fantasium (football experience

museum)
LEADERSHIP AND SERVICE
• **Session Moderator 2024 EASM -** Moderated a session on 'Sport, Media and Communication'
Paris, France, 2024CURRICULUM VITAE SUYEON JUNG
- Introduced speakers and facilitated discussion session
• **Moderator of the 2024 NASSM -** Moderated a session on 'Innovation Hub'
- Introduced speakers and facilitated discussion session
Minneapolis, USA, 2024
• **Team Leader, Nike Campus Club Team "Vamos"** Seoul, South Korea
2020
- Produced YouTube videos and created content to promote women's physical activity
- Planned and executed Nike yoga training sessions
• **Club Captain, Badminton Club, Ewha Womans University** Seoul, South Korea
2020
- Directed training programs and managed tournament operations
- Led the badminton team players and organized inter-club matches
• **Head of Marketing Nuri Badminton University Club Association** Seoul, South Korea
2018 – 2019
- Secured a sponsorship agreement with the sporting goods manufacturer Yonex
- Managed social media channels and wrote press releases to promote Nuri's activities
- Planned and executed collegiate badminton competitions
• **Brand Ambassador Adidas Korea** Seoul, South Korea
2017 – 2018
- Promoted Adidas badminton products and brand awareness
- Developed short- and long-term marketing strategies for product promotion
AWARDS AND SCHOLARSHIPS
University of Kansas, Lawrence, KS, USA
• HSES Dr. Robert E. Frederick Scholarship: $4,100 • School of Education Recognition Scholarship: $2,000 • School of Education Recognition Scholarship: $3,000 • Academic Excellence Award (Korean Society of Sport Management): $200 Fall 2025 – Spring 2026
Fall 2025 – Spring 2026
Fall 2024 – Spring 2025
May 2024
- Awarded for high citation impact (2021–2024) of the published paper in KSSM
- Paper: A study on the actual usage of OTT platform's sport live streaming service applying UTAUT2: A case of Coupang Play. *Korean Society of Sport Management, 27*(2), 64–85.
Seoul National University, Seoul, South Korea
• Brain Korea 21 (BK21) Plus Research Fellowship: $4,000 Fall 2021CURRICULUM VITAE SUYEON JUNG
• Brain Korea 21 (BK21) Plus Research Fellowship: $4,000 Spring 2021
Ewha Womans University, Seoul, South Korea
• Ewha Award for Creative Entrepreneurship Project: $4,000 July 2018
- Project: VSFFM (VR Sport Fashion Fitting Model)
- Developed a business model integrating VR technology with sportswear to address limitations in traditional fitting systems.
PROFESSIONAL MEMBERSHIPS
• Korean American Association for Sport Management (KAASM) • North American Society for Sport Management (NASSM) • Sport Marketing Association (SMA) • European Association for Sport Management (EASM) **TECHNICAL SKILLS & CERTIFICATION**
2024 – Present
2024 – Present
2025 – Present
2022 – Present
• **Statistical Software & Programming**
- R, Python, SPSS, AMOS, Mplus, SmartPLS
• **Certification**
- Sports Instructor Certificate (Badminton), Level 2
- Computer Specialist in Spreadsheet & Database, Level 1

Jason Kight

(815) 601 – 1186 • jkightlaw@gmail.com

EDUCATION

J.D., Southern Illinois University College of Law, Carbondale, IL May 2012
M.B.A., Eastern Illinois University, Charleston, IL Dec. 2014
M.S.S.M., Minnesota State University, Mankato, MN May 2023
B.S. International Economics, Rockford College, Rockford, IL May 2009
• Second Major in History; Minor in Business Administration

Educational Honors/Awards/Fraternities:

• CALI Excellence for the Future Award in Partnership Taxation
• CALI Excellence for the Future Award in Current Developments in Animal Law
• Beta Gamma Sigma Business Honor Society
• Delta Sigma Pi Business Fraternity
• Phi Alpha Theta History Honors Society
• Omicron Delta Epsilon Economics Honors Society
• Phi Alpha Delta Legal Fraternity
• Southern Illinois Inns of Court

RELEVANT WORK EXPERIENCE

Assistant Professor, University of Nebraska at Kearney, Kearney, NE Jan. 2026 – Present
Assistant Professor, United States Air Force Academy, Colorado Springs, CO Aug. 2024 – Jan. 2026
Associate Professor, Winona State University, Winona, MN Aug. 2016 – Aug. 2024
Instructor, Eastern Illinois University, Charleston, IL Aug. 2012 – Aug. 2016

CERTIFICATIONS & LICENSES

State of Illinois Law License, Attorney Number 6309424 Nov. 2012 – Present
Certification in Corporate Ethics and Compliance Management, St. Louis University July 2014 – Present

PUBLICATIONS

J. Kight, *The Cornshocker Contract: Navigating NIL in a New Athletic Economy.* The COSMA Journal. (May 2026).
J. Kight, & D. Scott, *The Sky Is Falling, The Sky Is Falling: Why Inciting Mass Psychological Panics Should Trigger Legal Liability,* Southern Illinois University Law Journal, 46 (2), 219 – 242 (Winter 2022).
J. Kight, & T.S. Johnson, *Legal Personhood: An Analysis of the Legal Rights of Corporations and Their Relation to Animal Ethics.* Journal of Animal Ethics, 12 (1), 23 – 31 (April 2022).
J. Story, & J. Kight, *Worker Participation Programs: A Multielement Approach,* Professional Safety, 64 (12), 20 – 28 (Dec. 2019).
D. Smith, & J. Kight, *Your Future Employer DISliked Your Status: Imposing Additional Background Check Procedures for Employees' Social Media Sites,* Regional Business Review, 1 – 12 (May 2014).

WORKS IN PROGRESS

J. Kight, *Teaching Business Law Through College Athlete Compensation.* Submitted to the Journal of Hospitality, Leisure, Sport & Tourism Education (JOHLSTE).
J. Kight, M. Faircloth, L. Mikl, & R. Silverman *NIL and Contract Law: Advising a Prospective College Athlete Through Competing Name, Image, and Likeness Agreements.* Submitted to The COSMA Journal.
J. Kight, & R. Silverman, *Empowering Service Academy Athletes: The Case for a Limited NIL Safe Harbor in the Post-House Era.* Submitted to the Journal of Legal Aspects of Sport (JLAS).
J. Kight, *The Sky Is Still Falling: Political Panic, Synthetic Speech, and the First Amendment After Counterman, Murthy, and Moody*. Submitted to the *First Amendment Law Review*.

PROFESSIONAL PRESENTATIONS & PUBLISHED PROCEEDINGS

J. Kight, "*I won't play for NIL" – Collegiate Athletes Decisions on Name, Image, and Likeness.* Midwest Academy of Legal Studies in Business Annual Conference, Chicago, Illinois. (March 2023).C. Sumlin, J. Story, R. Conde, J. Kight, *Can Women Really Lead? (Yes). The Impact of Gender of Sales Performance.*
North American Management Society Annual Conference, Chicago, Illinois. (March 2022).
J. Story, C. Sumlin, & J. Kight, *Why Do I Continue To Put Up With This? The Effects of Supervisor Blame and LMX Comparison on Job Embeddedness.* North American Management Society Annual Conference, Chicago, Illinois. (March 2022).
C. Sumlin, R. Conde, J. Kight, & J. Story, *Do Management Processes and Organizational Behavior Modification Enhance An Ethical Environment and Organizational Trust In The US?* North American Management Society Annual Conference, Chicago, Illinois. (March 2021).
J. Story, C. Sumlin, & J. Kight, *Theoretical Lenses for Organizational-level Safety and Health Research.* North American Management Society Annual Conference, Chicago, Illinois. (March 2021).
J. Kight, *Every Dog Deserves His Day . . . In Court. The Legal and Ethical Issues of Dog Ownership in the New Millennium.* Midwest Academy of Legal Studies in Business Annual Conference, Chicago, Illinois. (March 2018).
J. Kight, & J. Story, *Building a Collaborative Safety Culture.* Midwest Academy of Legal Studies in Business Annual Conference, Chicago, Illinois. (March 2017).
J. Kight, & L. May, *When Patients Attack: The Legal and Ethical Dilemmas Surrounding Workplace Violence Against Nurses.* Midwest Academy of Legal Studies in Business Annual Conference, Chicago, Illinois. (March 2014).
D. Smith, & J. Kight, *Your Future Employer DISliked Your Status: Imposing Additional Background Check Procedures for Employees' Social Media Sites.* Midwest Academy of Legal Studies in Business Annual Conference, Chicago, Illinois. (March 2013).

Dustin Favinger, MBA, M.A.

Kearney, NE 68847 • (308) 293-3183 • dustin_favinger@yahoo.com

Overview Experienced leader with expertise in student development, relationship development, budget oversight, academic program operations, and institutional strategy.

Higher Ed. Experience

University of Nebraska at Kearney Kearney, NE

Assistant Dean College of Business & Technology (7/2025-present)

- Collaborate with the Dean to design and execute strategic initiatives that align with the CBT mission, vision, and long-range goals
- Develop, track, and report on strategic plans, KPIs, and measurable benchmarks related to student success, enrollment, and stakeholder engagement
- Lead initiatives to improve academic achievement, graduation rates, and career readiness
- Expand student access to experiential learning such as internships, study abroad, and entrepreneurship
- Oversee leadership and professional development opportunities to identify and support at-risk students
- Build and sustain partnerships with local, regional, and national stakeholders, including industry, government, nonprofits, and educational institutions
- Represent the college at external events and on collaborative boards, acting as a key liaison to the community
- Assist in developing and managing a new workforce development initiative called "Grow the Good Life" to align academic programs with workforce needs
- Provide administrative direction, performance monitoring, and resource support to three CBT centers: Career Center, Center for Economic Education, and Center for Entrepreneurship and Rural Development
- Promote alignment of center missions with college priorities and external impact.
- Assist in fundraising and advancement efforts by preparing proposals, organizing outreach events, and engaging prospective donors
- Work closely with the Dean and UNK advancement offices to build sustainable donor relationships and secure funding for strategic initiatives
- Promote CBT programs, including minors, stackable credentials, and graduate pathways to drive enrollment growth
- Help faculty identify high-impact academic practices and program development aligned with industry needs
- Serve as CBT Graduate Program Director
- Lead and manage initiatives that promote rural economic development and workforce engagement
- Collaborate across units to elevate CBT's visibility and influence in shaping Nebraska's economic future

Lecturer, Management Department (8/2021 – present)

- Instruct business core and electives each semester as needed
- Courses include BSAD 100 "Exploring Business", BSAD 400 "Professional Readiness", MKT 300 "Principles of Marketing", MKT 366 "Event Management Fundamentals", MKT 388 "Events & Planning Management", MGT 301 "Principles of Management",

MGT 409 "Leadership", FIN 126 "Living Your Best Life", and LOPR 126 "Ballin' on a Budget"
- Attend department meetings and participate in various recruiting efforts, professional events, and academic committees to support department needs
- Developed and instructed MKT 388 "Event Planning & Management" for seven semesters (average class size of 30 students)
- Instructed MIS 182 "Software Productivity Tools" for three semesters (average class size of 25 students)
- Instructed MKT 188 "Pop Culture in a Global Society" for two semesters (average class size of 15 students)

Senior Director, Career Development & Graduate Programs (8/2023 – present)
- Develop and implement a comprehensive career services program for CBT students, including career coaching, job search strategies, networking opportunities, alumni engagement, and corporate relations
- Establish and maintain relationships with employers and industry leaders to facilitate job placements and internships for CBT students
- Collaborate with faculty and staff to develop and implement innovative career curriculum and programming that aligns with industry and student development trends and demands
- Supervise Associate Directors, Office Administration, and Graduate Assistants
- Oversee CBT Placement Report
- Prepare annual Career Center budget and lead revenue generation efforts through corporate partners
- Administer internships throughout the summer sessions
- Create and implement a plan to increase MBA student enrollment and retention, focusing on admission requirements, application review, recommended admittance decisions, development of new tracks and other program requirements
- Serve as professional advisor for all MBA students
- Oversee MBA course scheduling
- Oversee MBA budget
- Work with Recruiting & Communications Specialist to insure sufficient marketing and promotions of the MBA program (UNK Online, Facebook, LinkedIn, alumni relations, etc.)
- Communicate with prospects and enrolled students through Salesforce, email, phone and face to face meetings

Assistant Dean, Graduate Studies & Academic Innovation (8/2024-8/2025)
- Assisted with strategic financial analysis, reporting, and allocation for a $4M budget
- Assisted the Dean and Associate Dean of GSAI with enrollment management, marketing strategies, financial reporting and analysis, and personnel management
- Assisted Dean and Associate Dean with enrollment management strategies through CRM and SIS programs to generate program growth for graduate and online programs
- Collected and analyzed graduate student experiences and outcomes

Director, MBA Program (6/2020 – 8/2023)
- Responsible for all administrative operations for the MBA program, including recruiting, budgeting, advising, programming, curriculum development, and supervision of Administrative Assistant and Graduate Assistants

- Oversee marketing and recruiting operations for UNK's MBA program to ensure our academic relevancy to industry needs
- Work with Graduate Program Chair in identifying new tracks to offer - recently approved Cyber Security and Business Education tracks
- Communicate daily with current and prospective MBA students regarding academic plans, course enrollment, and career strategies
- Serve as academic advisor for 100+ graduate students

Director, CBT Career Center (8/2014 – 8/2023)

- Developed and instructed two core courses for business administration students
  - BSAD 100 "Exploring Business" (average class size of 50 students; cumulative 1,000+ students)
  - BSAD 400 "Professional Readiness (average class size of 25 students; 500+ students cumulative)
- Collaborated with Career Center Assistant Directors in organizing and promoting industry-specific events to ensure students connect with employers
- Worked with employers in creating a recruitment strategy that fits their needs while also benefiting our students
- Recruited and retain employers in our "Employer Partner Program" to offer an all-inclusive recruiting campaign. This program has generated over $20,000 since its inception in 2017
- Administered summer internship courses to ensure positive experiences for both students and employers (average class of 50 students every summer; 300+ students cumulative)
- Lead efforts in collecting, organizing, and presenting first destination outcomes for our students (consistently exceeding 93%+ placement rate and 81%+ response rate in last 5 years)

Education

University of Nebraska at Omaha — Expected Spring 2030
Doctor of Education
Endorsement: Educational Administration

University of Nebraska at Kearney — May 2019
Master of Business Administration
Beta Gamma Sigma Inductee

University of Nebraska at Kearney — December 2010
Master of Arts in Higher Education
Endorsement: Sports Administration

University of Nebraska at Kearney — July 2008
Bachelor of Science in Physical Education
Endorsement: Sports Administration

Professional Experience

Upper Room Brewery, LLC and 52 Taphouse, LLC, Kearney NE
Co-Founder, Co-Owner (2/2020 – present)

- Manage various responsibilities that accompanies with the planning and preparation of a new business, including legal, financial, operational, and managerial initiatives

- Strategically negotiated lease deal points, including length of lease, cost per month, and initial buildout costs with property manager and owner
- Lead efforts in business strategies to connect value propositions to new and existing target markets
- Manage business financials, including daily reports, monthly reports, sales trends, balance sheets, and income statements
- Lead efforts in brand positioning to ensure product offerings and events are aligned with our image

Viaero Event Center & Tri-City Storm Hockey Club, Kearney, NE
Vice President of Operations (7/2013 – 8/2014)

- Supervisor for 50+ staff members for all ticketed events (ticketing staff, front of house staffing, security, etc.)
- Worked with global promoters and agencies, such as Live Nation, Creative Artists Agency (CAA), William Morris Entertainment (WME) and Disney to negotiate contracts and operational addendums for ticketed events that ranged from $20,000 to $300,000 in show expenses
- Collaborated with leadership and ownership in determining annual budget for concert investments and risk
- Responsible for ticket operations and "day of show" operations for events that ranged from 500 to 5,500 attendees

Director of Ticket Operations (12/2010 – 7/2013)

- Led efforts in organizing ticket build for all ticketed events, including concerts and hockey games totaling over $1M in ticket sales per year
- Hired, trained, supervised all front of house personnel, including: box office staff, ticket takers, ushers, parking attendants and security
- Supervised 20-40 part time personnel for ticketed events
- Created and updated numerous sales reports through Excel, including: event reports, season ticket reports and sponsorship reports
- Supervised operations tied to season ticket delivery and specific ticket requirements for individual events (ticket arrangements for sponsors, artists, media, etc.)

University Service

AACSB Accreditation Task Force, Division Chair (10/2025-present)
CBT DEI Task Force (1/2023-present)
CBT MBA Committee (6/2020-present)
CBT Chairs Council (6/2020-present)
CBT Dean's Search Committee (11/2024-4/2025)
CBT Student Affairs Committee, Chair (8/2023-5/2024)
CBT Strategic Planning Task Force (8/2021-8/2023)
CBT Student Affairs Committee (8/2022-5/2023)
UNK Staff Senate Representative (7/2018-6/2021)
Central Nebraska Blueprint Steering Committee, Chair (2/2020-8/2020)
University of Nebraska Health Savings Account RFP Committee (5/2019-8/2019)
Leadership UNK (8/2015-7/2016)
Served on numerous faculty and staff search committees

Leadership Development

Leadership Nebraska, Class 12 (6/2019-2/2020)
Nebraska State Chamber

- Selected to participate with 25 other professionals from across Nebraska
- Connected with state leaders in government and business to discuss economic challenges and opportunities for Nebraska
- Toured several businesses and met community leaders from Kearney, North Platte, Ogallala, Sutherland, Scottsbluff, Lincoln, Omaha, Norfolk and Grand Island

Leadership Kearney (9/2013-4/2014)
Kearney Area Chamber of Commerce

- Selected to participate with 30 other professionals from Kearney
- Connected with local leaders to discuss economic challenges and opportunities for Kearney

Clifton Strengths

1. Harmony
2. Achiever
3. Adaptability
4. Learner
5. Maximizer
6. Belief
7. Responsibility
8. Consistency
9. Competition
10. Woo

TABLE 1: PROJECTED EXPENSES - UNK Master of Arts in Sport Management

	(FY 2026) Year 1		(FY 2027) Year 2		(FY 2028) Year 3		(FY 2029) Year 4		(FY 2030) Year 5		Total	
Personnel	**FTE**	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	**FTE**	**Cost**
Faculty											0	$0
Professional											0	$0
Graduate assistants											0	$0
Support staff											0	$0
Subtotal	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
Operating												
General Operating[1]	$0		$0		$0		$0		$0		$0	
Equipment											$0	
New or renovated space											$0	
Library/Information Resources											$0	
Other[2]				$495		$5,495		$495		$495	$6,980	
Subtotal	$0			$495		$5,495	$495		$495		$6,980	
Total Expenses	0		0	0.00	0	0.00	0	495.00	0	495.00	**0**	**990.00**

Other[2] Cost for Accreditation year $1980 paid in 4 installments of $495, Year 2 includes the site visit.

TABLE 2: REVENUE SOURCES FOR PROJECTED EXPENSES - Master of Arts in Sport Management

	FY(2027) Year 1	(FY 2028) Year 2	(FY 2029) Year 3	(FY 2030) Year 4	(FY 2031) Year 5	**Total**
Reallocation of Existing Funds	$0	$0	$0	$0	$0	$0
Required New Public Funds	$0	$0	$0	$0	$0	$0
1. State Funds	$0	$0	$0	$0	$0	$0
2. Local Tax Funds (community colleges)	$0	$0	$0	$0	$0	$0
Tuition and Fees * (# of students = 5, 10, 15, 20, 25)	$ 31,218.75	$ 62,437.50	$ 93,656.25	$ 124,875.00	$ 156,093.75	$468,281
Other Funding	$0	$0	$0	$0	$0	$0
1						$0
2						$0
3						$0
Total Revenue	$31,219	$62,438	$93,656	$124,875	$156,094	$468,281

*Indicates tuition and fees based on an average of 15 credit hours per academic year [$416.25 ($354.00 **Online Graduate Tutition)** + $35.00 (**Online Course Fee)** + $15.00 (**Technology Fee) +** $12.25 **(Other Student Fees)**

Projection is for 5 new students every year

DATE: March 13, 2026

TO: Neal Schnoor, Chancellor

FROM: Julie J. Shaffer, Senior Vice Chancellor for Academic Affairs

SUBJECT: Creation of a Master of Arts in Sport Management

It is my recommendation that we support the creation of a Master of Arts in Sport Management within the Department of Marketing, Agribusiness, and Supply Chain Management in the College of Business and Technology. The program is being relocated from the Department of Kinesiology and Sport Sciences in the College of Education. This move will better align with the business focus and allows the program to apply for accreditation through the Commission on Sport Management Accreditation. This new degree will be offered as a 30-credit hour program, with a capstone thesis or comprehensive exam. Courses will be drawn from current courses, so no additional faculty or resources will be required.

This program aligns with the UNK Strategic Mission. The program will provide a graduate degree for undergraduates with their bachelor degree in sport management (Metric 1.1.6). These students will have the opportunity to participate in research as part of a thesis requirement (Metric 1.3.3) and this degree can be delivered online, providing opportunities for working adults across Nebraska and the nation (Metric 3.9.6).

This will be the only sport management masters degree in the UN system and the only 30 hour, COSMA-accredited degree in the state. Nationally, the sport industry is expanding across the country. This program will ensure that UNK will provide professionals for sport management positions. Based upon this need and the lack of competition, UNK's 30 hour, online, accredited program should be a strong asset to the University. I respectfully recommend that this program receive support and approval. Please let me know if you need additional information.

University of Nebraska Kearney
Office of the Senior Vice Chancellor for Academic Affairs
2504 9th Avenue, Warner Hall 1000 | Kearney, NE 68849-1205 | 308.865.8209 | fax 308.865.8665
unk.edu

UNK

September 14, 2026

Julie Shaffer, Ph.D.
Senior Vice Chancellor for Academic and Student Affairs
1000 Warner Hall
University of Nebraska at Kearney

Dear Dr. Shaffer,

I am writing in support of moving the Sport Management program from the Department of Kinesiology and Sport Sciences in the College of Education to the College of Business and Technology. I believe this transition represents a thoughtful strategic realignment that positions the program to better serve our students, faculty, and institutional mission.

The Sport Management program has been an important part of the College of Education and has benefited from its connections to kinesiology, athletics, recreation, and human performance. At the same time, the program's curriculum and evolving professional pathways increasingly intersect with areas such as business operations, organizational leadership, finance, marketing, event and facility management, entrepreneurship, and technology. These areas align closely with the academic expertise and professional networks available within the College of Business and Technology.

Relocating the program has the potential to create several important opportunities. Students can benefit from greater integration with business-related coursework and faculty expertise, as well as expanded connections to internships, employers, and industry partners. Faculty may find new opportunities for interdisciplinary collaboration, curricular innovation, and program development. The alignment may also create opportunities to share resources and develop new academic pathways that respond to the changing sport, recreation, and entertainment industries.

This realignment recognizes how the Sport Management program has evolved and considers where it can be best positioned for its next stage of development. I support this move because I believe it provides a strong academic and organizational home for the Sport Management program, faculty, and students.

Sincerely,

Jesslyn Hollar

Jesslyn Hollar
Dean

University of Nebraska Kearney
Office of the Dean, College of Education
1615 West 24th Street, COE C114 | Kearney, NE 68849-5520 | 308.865.8502 | fax 308.865.8097
unk.edu

Response to External Review Recommendations

Proposed M.A. in Sport Management

The Sport Management faculty appreciate the External Review Team's thoughtful evaluation and strong support for the proposed M.A. in Sport Management. The review offered valuable recommendations to strengthen the proposal, curriculum, and long-term direction of the program. In response, the proposal has been revised, and additional plans have been developed as outlined below.

1. Institutional Fit and Strategic Alignment

The External Review Team recommended clearer articulation of how the M.A. in Sport Management aligns with the mission of the College of Business and Technology (CBT), clarification of the move's impact on the College of Education (COE), and appropriate presentation of accreditation information on the CBT website.

The revised proposal now explicitly connects the M.A. in Sport Management to CBT's mission to provide transformational, career-focused programs that create extraordinary student experiences and contribute to regional economic development. The program's applied curriculum, industry engagement, and planned Sport Management Industry Advisory Board directly support these priorities.

The proposal also explains the impact of the move to CBT. Creating the stand-alone M.A. in Sport Management does not diminish academic opportunities within COE. Instead, it allows Sport Management to develop more fully as a business-oriented discipline while allowing Kinesiology and Sport Sciences to maintain and further develop graduate offerings that align with its academic and professional areas of expertise. The colleges will continue to collaborate where appropriate to ensure students are not negatively affected by the transition.

Finally, the appropriate accreditation logos and information are already available on the CBT website.

2. Curriculum and Academic Design

The External Review Team recommended strengthening the business orientation of the core, leveraging new faculty expertise, considering emerging areas such as sport analytics and fundraising, establishing an industry advisory board, expanding networking and career-development opportunities, and ensuring appropriate distinction between graduate and undergraduate coursework.

Several actions have been taken in response. Sport Finance has been added to the required core, replacing Sport Psychology. This change better reflects the degree's business orientation and aligns with current faculty expertise. The revised core now includes Sport Finance along with graduate coursework in management and leadership, research methods, governance and ethics, and legal/facility management.

At the same time, the core must remain sufficiently sport management-specific to meet anticipated COSMA accreditation requirements. The proposed curriculum is intentionally structured so that at least 50% of the curriculum consists of sport management-specific coursework, while the remaining coursework allows students to select complementary courses in areas such as finance, accounting, marketing, and management. Thus, the program balances the reviewers' recommendation for a stronger business orientation with the disciplinary requirements necessary for future COSMA accreditation.

The program will also establish a Sport Management Industry Advisory Board consisting of industry professionals, including representation beyond Nebraska. The board will provide ongoing feedback regarding curriculum, emerging industry needs, and potential new courses, certificates, or areas of specialization. Potential areas already identified include sport analytics and data-driven decision-making, fundraising/revenue development, sport sales and marketing, and other emerging industry trends.

The program already incorporates networking and career development in several ways. SM 830 addresses professional development and networking, while faculty advisors provide career guidance and help connect students with professional opportunities. Students also have opportunities to attend professional conferences and special events with faculty, providing direct interaction with sport industry professionals. These efforts will continue to strengthen through industry and alumni engagement.

The program also recognizes the importance of maintaining graduate-level rigor. The core courses are stand-alone graduate courses with graduate-specific student learning outcomes and expectations. A limited number of courses are "P" courses in which graduate and undergraduate students may enroll concurrently; however, graduate students complete different assignments and are held to higher academic expectations. More broadly, the proposed M.A. has its own graduate-level program goals, and student learning outcomes focused on advanced leadership, research, governance, legal and risk management, and financial, marketing, and operational decision-making.

3. Market Demand and Student Interest

The External Review Team recommended considering a required internship or practical capstone and continuing to leverage courses across the University of Nebraska system.

After consideration, the program believes that requiring an internship would not best serve the population for whom the online M.A. is designed. The fully online program is intended in part for working professionals, including individuals who already hold full-time positions in athletics, recreation, sport organizations, and related fields and who are pursuing the degree for professional advancement. The proposal specifically identifies working professionals as a target population and provides a flexible online format intended to allow students to complete graduate education while employed.

For these students, a required internship could create an unnecessary barrier to degree completion without necessarily providing additional professional experience. The internship will

therefore remain available as an elective for students who want or need that experience. Experiential learning will also remain embedded throughout the curriculum through applied projects and assignments that require students to connect course concepts with real-world sport management problems.

The program has also expanded collaboration across the NU system. Graduate Sport Media and Communication courses offered through UNL have been identified as elective options, and discussions have occurred regarding future certificate opportunities involving courses across campuses. This approach expands student choice while avoiding unnecessary duplication of courses and expertise already available elsewhere within the NU system.

4. Resources and Infrastructure

The External Review Team recommended additional business-oriented core coursework, continued cross-campus collaboration, and access to additional professional sport management resources.

As noted above, Sport Finance has been incorporated into the core to strengthen its business orientation. However, the core must remain predominantly sport management-specific to support future COSMA accreditation. Business courses in finance, accounting, marketing, management, and related areas therefore remain available as electives, allowing students to develop individualized business expertise while maintaining the degree's disciplinary integrity.

Cross-campus collaboration is also being pursued through UNL elective offerings and potential certificate options. This structure allows UNK students to benefit from expertise available elsewhere in the NU system without requiring UNK to duplicate existing courses.

Students currently have access to substantial academic and professional resources, including peer-reviewed journals, library databases, professional conferences, and specialized resources incorporated into individual courses, such as *Sports Litigation Alert*. The proposal identifies existing access to SPORTDiscus, Business Source Premier, JSTOR, and other resources supporting graduate-level study. The program will continue exploring additional industry resources that can be provided at a reasonable institutional or student cost.

5. Viability and Sustainability

The External Review Team recommended exploring areas of specialization that could differentiate the M.A. from competing online programs and increasing alumni involvement in fundraising and promotion.

The revised proposal identifies several potential areas for future specialization or certificate development, including sport sales and marketing, sport media and communication, collegiate athletics administration, and sport analytics. Rather than immediately adding multiple specializations, the program will evaluate these opportunities based on enrollment, faculty expertise, industry demand, and feedback from the Sport Management Industry Advisory Board.

This approach allows the program to remain responsive to changes in the sport industry while maintaining a sustainable curriculum.

Alumni engagement will also become an important component of the program's long-term development. Sport Management alumni will be recruited to serve on the Industry Advisory Board and will be engaged in networking, mentoring, program promotion, and fundraising activities. Housing the program within CBT also provides access to established staff and infrastructure dedicated to alumni relations, development, fundraising, and promotion. The revised proposal specifically identifies opportunities to work with CBT's development team and the University of Nebraska Foundation to develop scholarships, internship sponsorships, industry partnerships, and other forms of support for Sport Management.

Conclusion

The External Review Team's recommendations have resulted in several meaningful improvements to the proposed M.A. in Sport Management. Most notably, the proposal now more clearly articulates its alignment with CBT, includes Sport Finance in the core curriculum, establishes plans for an Industry Advisory Board, expands cross-campus elective and certificate opportunities, clarifies graduate-level rigor and experiential learning, and identifies strategies for future specialization and alumni engagement.

At the same time, the program has sought to preserve the elements necessary for its intended purpose: a 30-credit, fully online, flexible, sport management-specific graduate degree designed for both emerging professionals and individuals already working in the sport industry. These revisions strengthen the program's business orientation and industry responsiveness while maintaining alignment with COSMA expectations and the needs of the students the program is designed to serve.

BOARD OF REGENTS
AGENDA ITEM SUMMARY

Business and Finance **December 4, 2026**

AGENDA ITEM: Approve the Expansion of the Farnam Street Parking Garage at the University of Nebraska, Medical Center Campus – UNMC Funding

☐ **Review** ☒ **Review + Action** ☐ **Action** ☐ **Discussion**

☐ *This is a report required by Regents' policy.*

PRESENTERS: Dele Davies, Chancellor
Anne Barnes, Vice Chancellor for Business and Finance, and Business Development

PURPOSE & KEY POINTS

Per policy 6.3.6.2d & 6.3.6.2e, Infrastructure work with an estimated total project cost of Seven Million – Five Hundred Thousand dollars ($7,500,000) or greater will be submitted through an agenda item as a part of the Approval Phase. As a parking project creating adequate parking on campus, this project meets the definition of an Infrastructure Project per Chapter 6 Definition 25 ("Infrastructure Project").

Project Health has an identified need for and has approval for an approximately 500-stall parking structure. This structure will be constructed on the northwest corner of Farnam Street and Saddle Creek Road.

The site allows for approximately 315 stalls in excess of the original 500. The UNMC campus needs to add parking capacity to support planned and future growth.

Adding these stalls atop the planned garage is a cost-efficient way to add structured parking to campus. UNMC intends to contribute $17,211,757 to the construction of the larger garage to obtain the stalls needed.

UNMC intends to recoup the investment through parking fees.

Proposed budget: $17,211,757 – Auxiliary Revenues

Proposed timeline:

- Initial Project Approval May 2026
- Vendor Selection Spring, Design & Budgeting Completed via Project Health Summer 2025

- Project Approval June 2026
- Commence Construction February 2026 (Project Health Portion has commenced)
- Complete Construction Winter 2028/2029

BACKGROUND INFORMATION
Provided Above

RECOMMENDATION
The President recommends approval.

BOARD OF REGENTS
AGENDA ITEM SUMMARY

Business and Finance **December 4, 2026**

AGENDA ITEM: Approve the purchase of the 2nd condo in the Catalyst building

☐ Review ☒ Review + Action ☐ Action ☐ Discussion

☐ *This is a report required by Regents' policy.*

PRESENTERS: Dele Davies, UNMC Chancellor
Anne Barnes, UNMC Vice Chancellor for Business and Finance
Jen Bartholomew, UNMC Assistant Vice Chancellor-Integrated Services

PURPOSE & KEY POINTS

Policy 6.2.3 requires University Counsel review and Board of Regents approval of real property purchases.

The University of Nebraska Medical Center (UNMC) recommends purchasing the Catalyst building from Saddle Creen Innovation Campus, LLC to consolidate ownership and lessor responsibilities while maintaining alignment with the EDGE District. The partners have agreed to mutually beneficial terms for UNMC/Board of Regents to become the sole building owner.

The Board of Regents would acquire the developer condominium and building for net purchase price of $30,500,000 and assume the outstanding TIF loan valued at $7,051,000. The loan would continue to apply to tax-paying tenants in the building.

BACKGROUND INFORMATION

The Catalyst building opened in May 2025 as part of the EDGE District. The project began with a ground lease from the Board of Regents to development partners Green Slate/Koebel, operating as Saddle Creek Innovation Campus LLC. The development team constructed the 170,000-square-foot building, with the University of Nebraska Medical Center retaining ownership of an approximately 40,000-square-foot condominium.

The partnership has successfully leased space since May 2025. However, a single building owner and lessor have been identified as a more advantageous arrangement.

RECOMMENDATION

The President recommends approval.

UNMC – Saddle Creek Innovation Campus Condominium: Term Sheet

October 30, 2026

This term sheet summarizes the general business terms on which Saddle Creek Innovation Campus LLC would sell its Units of the Saddle Creek Innovation Campus Condominium to the University of Nebraska Medical Center.

1. Parties and Property

Term	Proposal
1. Buyer:	Board of Regents, University of Nebraska on behalf of University of Nebraska Medical Center ("**UNMC**") or its permitted assignee.
2. Seller:	Saddle Creek Innovation Campus LLC ("**SCIC**"), a Colorado limited liability company.
3. Property:	Units 2, 3, and 4 of the Saddle Creek Innovation Campus Condominium, with all appurtenant rights, together with the personal property described in Section 4 (the "**Property**") 4601 Catalyst Court, Omaha, NE 68106.
4. Structure:	Sale of the Units by SCIC to UNMC for cash at closing under the Agreement.

2. Purchase Price

The net purchase price is $30,500,000: a $31,358,140 sale price less an $858,140 seller credit at closing for the Alff tenant improvement (TI) amounts not yet paid.

Item	Amount
Sale price	$31,358,140
Seller credit at closing (unpaid Alff TI)	($858,140)
Net purchase price	**$30,500,000**

The price assumes (a) the TIF Loan assumed or repaid by UNMC as outlined in Section 3, and (b) all outstanding CAM owed by UNMC is paid as described in Section 4. The unpaid Alff TI amounts become UNMC's obligation to pay Alff after closing on the schedule outlined in the Alff lease.

3. TIF Loan

CONFIDENTIAL DRAFT

The $30,500,000 net price assumes the TIF note held either assumed or repaid by UNMC. Mechanism of repayment whether Payment in Lieu of Taxes (PILOT) or other security to be mutually agreed upon. The outstanding balance is $7,051,000.

4. CAM, FF&E and Co-Working

Term	Proposal
Outstanding CAM:	The price assumes UNMC pays all outstanding CAM it owes, which SCIC is currently covering through a member loan. Payment is due at or before closing.
FF&E, art and equipment:	The sale includes all art, furniture, fixtures and equipment, and management equipment at the Property, other than items owned by Lund Property Management. SCIC will provide a schedule of included items before the Agreement is signed.
Co-working:	The on-site co-working space is performing well and running at high occupancy. SCIC is open to continuing to manage it for UNMC if that helps the transaction, or to transitioning it to UNMC or another manager. Its management economics are only marginally accretive to SCIC, so SCIC has no strong preference. Any ongoing management would be set by a separate management agreement.

5. Timing and Other Terms

Term	Proposal
Timing:	Close by 12/31/2026.
Agreement:	Parties agree to update the transfer agreement that is currently being negotiated regarding the transfer of Unit 1.
Due diligence:	Concurrent with Board of Regent approval process.
Earnest money:	None.
Brokers:	Each party represents it has not used a broker in this transaction.
Confidentiality:	The parties will keep these terms confidential, except for disclosure to their advisors, lenders, partners and investors.

CONFIDENTIAL DRAFT

Non-binding:	This term sheet is a non-binding expression of intent. Only the off-market and confidentiality terms bind the parties; nothing else is binding until both parties sign the Agreement.

If these terms are acceptable, please countersign below and return a PDF copy.

Agreed on this ____ day of _____, 2026:

Seller: Saddle Creek Innovation Campus LLC

By: _____

Name: _____

Title: _____

Buyer: Board of Regents, University of Nebraska

By: _____

Name: _____

Title: _____

CONFIDENTIAL DRAFT

BOARD OF REGENTS
AGENDA ITEM SUMMARY

Business and Finance **December 4, 2026**

AGENDA ITEM: Approve Phase One of the Program Statement and Budget for the UNK Science and Health Sciences Transformation Project - Advancing Education, Research and Nebraska's Workforce at the University of Nebraska at Kearney (UNK)

☐ Review ☒ Review + Action ☐ Action ☐ Discussion

☐ *This is a report required by Regents' policy.*

PRESENTERS: Neal Schnoor, UNK Chancellor
Jennie Bartholomew, Associate Vice President, Capital Projects

PURPOSE & KEY POINTS

RP-6.3.6.2.d. stipulates architectural programs for capital construction projects exceeding $7,500,000 shall be summarized into a program statement and submitted through the Business and Finance Committee to the Board of Regents for review as part of the Program Statement Phase.

The University of Nebraska at Kearney proposes a comprehensive renewal of its science teaching and research facilities through a coordinated, multiphase approach combining new construction, strategic renovation of existing facilities, and demolition of aging infrastructure. The overall initiative is estimated at $55 million, with approval requested at this time for Phase One only, at a cost of $37,874,000.

The project will address significant infrastructure deficiencies in the original portion of Bruner Hall of Science, constructed in 1966. Aging mechanical, electrical, plumbing, and laboratory systems present increasing operational risks and limit the University's ability to provide contemporary science instruction and research. These deficiencies represent a single point of failure in our nationally recognized and vitally important rural health education, research, and workforce pipeline.

Phase One includes demolition of the existing Memorial Student Affairs Building and construction of an approximately 38,307-gross-square-foot Science Building to accommodate Biology and Chemistry teaching laboratories and associated instructional and support spaces. Phase One also includes targeted renovations to the newer north portion of Bruner Hall to support Health Sciences instruction and clinical skills laboratories.

Subsequent phases contemplate renovation of approximately 28,570 gross square feet of A.O. Thomas Hall to accommodate faculty and student research laboratories, followed by demolition of the original portion of Bruner Hall and associated aging facilities. Together, these improvements will support the long-term renewal and right-sizing of UNK's academic facilities. Subsequent phases are not included in the current approval request and will be presented separately for Board consideration.

The project supports high-demand academic programs and Nebraska's healthcare workforce pipeline. Health Sciences is UNK's largest academic program area, serving nearly 1,000 students, while Biology and Chemistry provide foundational coursework for numerous science, health-related, and pre-professional programs and general studies for all UNK students. The proposed improvements will strengthen undergraduate instruction, faculty and student research, and opportunities for interdisciplinary collaboration.

The total estimated cost of the multiphase initiative is $53,000,000-$55,000,000. Phase One is estimated at $37,874,000 and is anticipated to be funded entirely through private donations. Upon completion of the overall initiative, UNK anticipates reduced operating and maintenance obligations through strategic reuse of existing facilities, improved building efficiency, and removal of aging infrastructure. Preliminary estimates identify approximately $300,000 in annual savings, subject to refinement during design.

The complete Program Statement, including the anticipated scope and cost of subsequent phases, is included with the agenda materials.

PHASE ONE PROJECT COST:	$37,874,000
SOURCE OF FUNDS:	Private Donations
ONGOING FISCAL IMPACT:	No additional net operating costs Anticipated: approximately $300,000 in annual savings projected upon completion of the overall initiative.

BACKGROUND INFORMATION
None

RECOMMENDATION
The President recommends approval.

Program Statement

Project Name: UNK Science and Health Sciences Transformation Project - Advancing Education, Research and Nebraska's Workforce
Campus: University of Nebraska at Kearney
Date: 10/20/2026
Prepared by: NU Facilities, Planning & Capital Programs & RDG Planning & Design

Campus Project No: K060P001

1. Introduction

A. Background and history:

Bruner Hall of Science is a 116,791 gross-square-foot (GSF) academic facility on the University of Nebraska at Kearney (UNK) main campus. The original building was constructed in 1966 and has been expanded and modified over time to support evolving science instruction and research. Approximately 27,596 GSF of the newer portion of Bruner Hall is anticipated to remain, while approximately 89,195 GSF of the original building is planned for eventual demolition.

Bruner Hall is the primary home for Biology and Chemistry instruction and research at UNK. These disciplines support their own undergraduate and graduate programs while also providing foundational coursework for Health Sciences, pre-professional programs, education, and numerous other academic pathways. The facility therefore serves a substantially broader student population than the students formally majoring in Biology or Chemistry.

Chancellor Schnoor identified Bruner Hall as the highest institutional priority and greatest risk. Constructed in 1966, the building was not designed for modern science education, UNK's Carnegie-classified research enterprise, or equipped with clinical skills labs required by our Health Science program. Now, requiring $26M in deferred maintenance alone, it represents a single point of failure in our nationally recognized and vitally important rural health education, research, and workforce pipeline and UNK/UNMC's largest rural health partnership in the United States.

B. Project description

The proposed phased project will modernize science teaching and research facilities at the UNK through a phased approach consisting of new construction and the targeted renovation of existing campus buildings. The project will provide teaching laboratories for Biology and Chemistry, relocate faculty and student research, and adapt retained space for Health Sciences instruction. These coordinated improvements will support undergraduate education, interdisciplinary collaboration, and preprofessional pathways while eliminating reliance on aging and antiquated facilities.

New Science Building

A new Science Class Laboratory Building, currently planned at approximately 38,307 GSF, will be constructed on the Memorial Student Affairs Building site within the main campus academic core. The building will accommodate Biology and Chemistry teaching laboratories and associated preparation, storage, and support spaces, including facilities serving Health Sciences and preprofessional coursework. Faculty workplace, greenhouse space, and areas for student study, collaboration, and informal gathering will complement the instructional laboratories. Science lecture courses will continue to use nearby existing classrooms to support efficient utilization of campus facilities.

The building's location along the campus pedestrian mall will strengthen connections among science instruction, research, and other academic programs. The design will provide opportunities to make science activities visible and will accommodate potential future expansion to the west as program needs develop. Site preparation will include demolition of the Memorial Student Affairs Building (MSAB), which is currently vacant and no longer supports University programs or services. Demolition activities will be coordinated with the construction of the new Science

Building.

A.O. Thomas Hall Research Renovation

A.O. Thomas Hall will be renovated to accommodate faculty and student research functions relocated from Bruner Hall. The current feasibility program identifies approximately 28,570 GSF of renovation, converting existing classroom and office areas into wet and dry research laboratories, laboratory support spaces, equipment and storage areas, and associated faculty workplace.

The renovation will provide flexible research environments that support faculty scholarship, undergraduate research, and collaboration among science programs. Building systems and infrastructure will be adapted to serve the proposed laboratory uses. A proposed addition on the north side will establish an entrance facing the campus pedestrian route between A.O. Thomas Hall and the library. Reusing this historic academic building will extend its service life and advance research activity within the campus academic core.

Bruner Hall North Renovation

The newer, approximately 27,596 GSF portion of Bruner Hall will be retained to support continuing academic functions and Health Sciences instruction. Existing functions on the main level will remain, while targeted renovation and reconfiguration of portions of the upper floor will provide clinical skills dry laboratories and associated instructional support space.

The work will adapt selected areas to current teaching needs while making continued use of the existing building. The extent of renovation will be established through subsequent programming and design; the retained building area does not represent the area to be renovated. The existing vivarium will remain in Bruner Hall North, with proposed vivarium improvements addressed through a separate scope and secured federal funding.

C. Purpose and objective:

The purpose of the project is to modernize and right-size the facilities supporting science instruction and research at UNK; provide safe, reliable and contemporary learning and research environments; and reduce operational risk associated with aging infrastructure.

The objectives of the project are to:

1) Provide purpose-built, contemporary class laboratory environments supporting biology, chemistry, health sciences, pre-health, and related instruction.
2) Create flexible, modern research laboratories and supporting spaces for faculty and mentored student research.
3) Ensure the reliability, safety, and quality of science teaching and research environments while maintaining academic and research continuity.
4) Strategically reuse existing campus assets while reducing obsolete and inefficient building space.
5) Strengthen UNK's ability to recruit and retain students, faculty, and staff in high-demand science and health-related programs.
6) Preserve flexibility for future redevelopment of the Bruner Hall site.

The coordinated strategy identified for the initiative includes construction of a new science facility, reuse of the 2009 Bruner Addition for Health Science programs, renovation of A.O. Thomas Hall for faculty and undergraduate student research, and renovation of the existing vivarium using federal funding.

2. Justification of the Project

A. Data that supports the funding request:

The project responds to demonstrated instructional demand, growth in health-related academic

programs, the importance of undergraduate research, significant facility limitations, and the need to responsibly manage UNK's physical assets.

Health Sciences is now UNK's largest academic program with nearly 1000 students – an increase of 34% the last five years. Our healthcare pipeline begins in grades 7-12 and spans a growing 24 hospital partners from Sidney to David City that support our Rural Immersion Program, clinical engagement experiences, shadowing programs and internships. The pipeline continues through UNK where our graduates have achieved an 85% acceptance rate into professional schools and clinical programs. And for those who matriculated through UNMC at Kearney, 70% are practicing in rural Nebraska.

The instructional impact of the project extends well beyond Health Sciences students. Biology and Chemistry provide foundational science instruction for students pursuing a wide range of academic and professional pathways. During fiscal year 2024-25, Biology generated 8,989 student credit hours and Chemistry generated 3,761 student credit hours, for a combined 12,750 student credit hours. Biology also maintains substantial faculty and undergraduate research activity, while Chemistry emphasizes hands-on laboratory education and faculty-mentored research as central components of its programs.

The original Bruner Hall no longer provides the infrastructure reliability expected of contemporary science teaching and research facilities. Aging systems and limited redundancy in HVAC, electrical power serving critical laboratory equipment, laboratory exhaust, and related systems increase operational vulnerability when equipment must be taken offline for maintenance or experiences unplanned failure.

The overall project also advances UNK's broader effort to right-size its physical footprint. Bruner Hall currently contains 116,791 GSF. Approximately 27,596 GSF is anticipated to remain, while approximately 89,195 GSF of the original facility is planned for removal. The 2,044-GSF Bruner Hall Annex and 2,864-GSF greenhouse are also planned for demolition. Together, these actions would remove approximately 94,103 GSF of existing campus facilities.
Rather than replacing this space on a one-for-one basis, the proposed strategy concentrates new construction on functions requiring purpose-built laboratory environments, renovates A.O. Thomas Hall for research and retains usable portions of Bruner Hall for Health Science programs. The result is a smaller and more purposefully configured portfolio of science facilities.

B. Alternatives considered:

Initial planning focused on renovation of the original portion of Bruner Hall of Science. This approach contemplated a comprehensive upgrade of aging building infrastructure, including mechanical, electrical, plumbing, laboratory exhaust, and related systems, together with targeted renovation of class laboratories as available funding permitted. As the renovation concept was further evaluated, it became apparent that a substantial portion of the available project funding would be required simply to renew basic building infrastructure. This would leave comparatively limited resources available to significantly improve the teaching laboratories, research environments, and other program spaces that were driving the project need. The logistics of sequencing these renovations without disrupting instruction and increased costs led to UNK's decision to pivot from a renovation-only approach.

The University also evaluated construction of a new science facility on West Campus. That concept included approximately 58,939 GSF of new construction accommodating class laboratories, research, collaboration, workplace, and supporting functions, with additional portions of the overall program accommodated through reuse of nearby existing facilities. While this alternative would have provided a more complete replacement for the instructional and research functions of the original Bruner Hall, the amount of new construction required resulted in a projected cost beyond the target range established for the project and inadequate space for the growing Health Science program.

The current strategy developed from an effort to retain the programmatic benefits of new construction while reducing overall project cost. Under this approach, the most specialized and heavily used teaching functions are placed in a smaller new facility on the former MSAB site, while A.O. Thomas Hall is renovated to accommodate faculty and student research. The feasibility study identified approximately 38,307 GSF of new construction at the MSAB site and approximately 28,570 GSF of renovation in A.O. Thomas Hall. By reducing the amount of higher-cost new construction and increasing the use of renovated existing space, the project was brought into an anticipated total project range of approximately $53 million to $55 million.

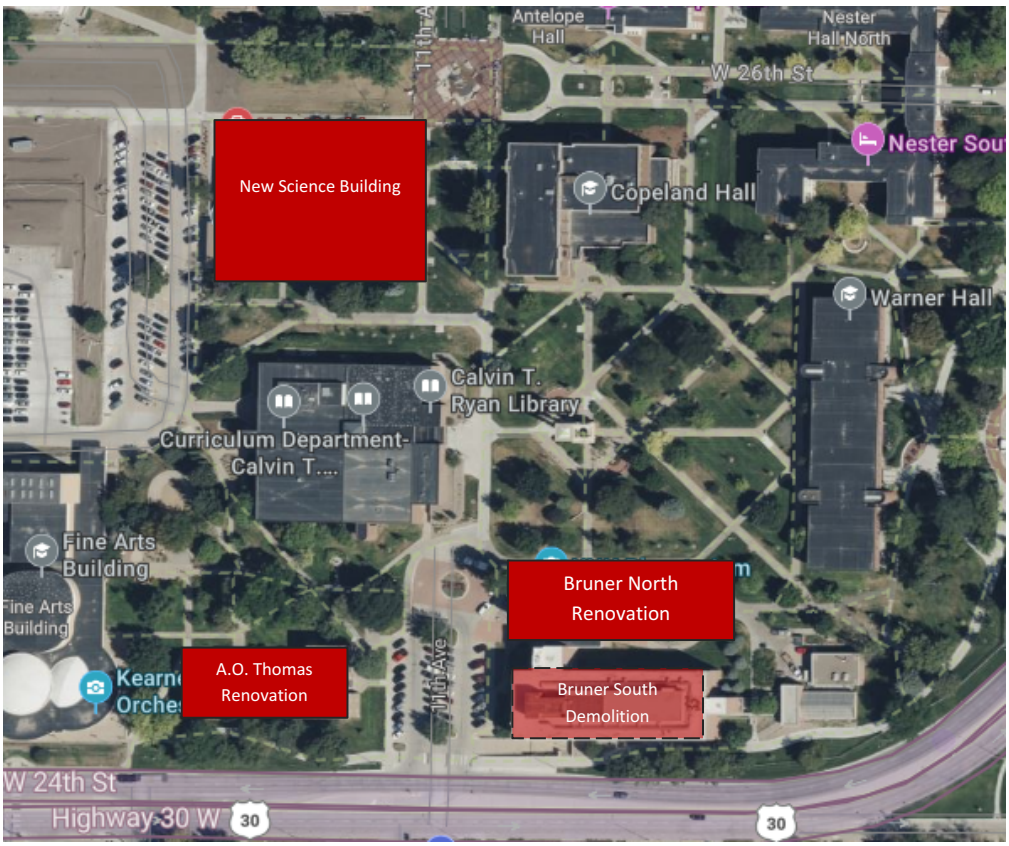
The selected approach therefore represents a balance among program quality, facility condition, responsible reuse of existing campus assets, and project affordability. It directs new construction toward functions that most benefit from purpose-built laboratory space while using renovation where existing facilities can be effectively adapted to meet long-term research needs.

3. Location and site considerations

A. County: Buffalo

B. Town or campus: University of Nebraska Kearney

C. Proposed site: Southeast portion of the Main Campus, North of Highway 30/ 24th Street in Kearney, Nebraska



D. Statewide building inventory:

Asset Numbers: 28765, 28770, 186435, 199185

Tag Numbers: 51ZZ0015700B, 51ZZ0016100B, 51ZZ027700B, 51ZZ0430600B

E. Influence of project on existing site conditions

1) Relationship to neighbors and environment

All aspects of the project are located in proximity in the southeast quadrant of the Main Campus and follows the most recent campus master plan.

A.O. Thomas and Bruner Hall are existing buildings located north of Highway 30, facing the commercial zone and residential neighborhood to the south of campus. A.O. Thomas addition will be located on the north side of the building, thus relocating one of the primary building entries to a primary campus pedestrian circulation pathway located between the Library and A.O. Thomas.

Demolition of the south wing of Bruner Hall and the associated greenhouses will provide an opportunity to create a more welcoming greenspace at the southeast corner of campus, as well as the potential of a future campus welcome center which will be easy to navigate and accessible for visitors to campus.

The existing Memorial Student Affairs Building (MSAB) site is located at the core of the Main Campus, adjacent to other academic buildings. The new Science Building will replace the MSAB and is situated on the site in such a manner that it provides an opportunity as an inviting presence along the pedestrian mall, encouraging “science on display”. The building will be located in such a manner to allow future expansion of the building to the west. Existing student residential development north of the building will provide ease of student access to the new Science Building.

2) Utilities

The proposed new and renovated facilities will utilize existing campus utility infrastructure and, where not already connected, will be served by UNK’s Central Utilities Plant. The campus has previously invested in central utility capacity, including replacement of aging distribution infrastructure and expansion of chilled-water service.

In addition to significant campus footprint reduction, the project will remove a significant amount of aging HVAC equipment and associated building systems. Replacing them with modern, higher-efficiency systems will improve energy efficiency, reduce maintenance demands, and provide long-term operating savings, although specific savings.

3) Parking and Circulation

Adequate parking is available, and no additional parking is anticipated as a part of this project.

4. Comprehensive Plan Compliance

A. Compliance with the University of Nebraska Strategic Framework, Campus Roles and Mission, and Campus Strategic Plan:

The project directly advances priorities established in the University of Nebraska System strategic plan, Odyssey to Extraordinary.

Under Extraordinary Teaching and Learning, the University identifies transformation of the learning environment as a priority, including “supporting facility innovation to enhance outcomes” with particular focus on high-enrollment and pipeline courses and programs. The proposed project provides modern class laboratories and supporting learning environments for Biology and Chemistry, disciplines that serve substantial numbers of students across science, health science, pre-professional, and other academic pathways.

Under Extraordinary Research and Creative Activity, the strategic plan calls for integrated research infrastructure that includes personnel, facilities and advanced technology. Renovation of A.O. Thomas Hall for research laboratories directly supports this objective and strengthens opportunities for faculty and undergraduate student research.

Under Extraordinary Stewardship and Effectiveness, the strategic plan emphasizes eliminating inefficient or redundant structures and aligning facility resources with strategic academic priorities. The proposed combination of targeted new construction, renovation and reuse of A.O. Thomas Hall, retention of the newer portion of Bruner Hall, and removal of approximately 94,103 GSF of older facilities directly supports this objective.

B. Consistency with the agency comprehensive capital facilities plan

The project supports the goals established in UNK's most recently adopted Facilities Master Plan.

(1) Provide modern academic infrastructure supporting teaching, research and academic-priority programs.

The plan calls for modernized classrooms and laboratories, renewed academic infrastructure, and collaborative use of university facilities to expand instructional and research capability. It also emphasizes alignment between the educational experience and Nebraska workforce needs.

The proposed project advances these goals by providing contemporary science laboratories, renovating A.O. Thomas Hall for research and supporting programs that contribute to science, healthcare and other workforce pathways.

(2) Provide high-quality facilities while responsibly stewarding university resources. The Facilities Master Plan identifies high-quality learning, teaching and research environments as a fundamental goal and specifically emphasizes efficient and economical construction and operation of facilities and supporting infrastructure.

The project responds by combining selective new construction with substantial reuse of existing facilities and removal of approximately 94,103 GSF of older building inventory rather than replacing all existing space.

C. Consistency with the current version of the CCPE Project Review Criteria/Statewide Plan:

The Coordinating Commission for Postsecondary Education identifies the current Comprehensive Statewide Plan for Postsecondary Education as substantively revised May 16, 2025.

The Statewide Facilities Plan calls for physical environments that support institutional role and mission; are well utilized and effectively accommodate space needs; are safe, accessible, cost-effective and well maintained; and can adapt to future changes in programs and technologies.

The proposed project advances these goals by matching functions with facilities according to their operational needs. Class laboratories are provided in purpose-built new space, research functions are accommodated through reinvestment in A.O. Thomas Hall. At the same time, approximately 94,103 GSF of aging facilities are planned for eventual removal, reducing future maintenance and renewal obligations.

5. Analysis of existing facilities

A. Function and purpose of existing programs as they relate to the proposed project

Existing science teaching and research functions in Bruner Hall South will be relocated to the new Science Building and renovated A.O. Thomas Hall. This coordinated approach will place programs in facilities suited to their instructional and operational needs while allowing the University to retire the aging south wing that no longer meets the needs for teaching and research on campus.

A.O. Thomas Hall will accommodate the majority of science wet-laboratory research, associated support spaces, and selected faculty workplace. Renovation of existing classroom and office areas will provide a more coordinated setting for faculty and student research, with improved organization of laboratories, equipment, and shared support functions.

The new Science Building will accommodate the majority of science teaching laboratories, associated support spaces, faculty workplace, and areas for student gathering, study, and collaboration. Most science lecture instruction will continue in nearby existing buildings, improving classroom utilization while focusing on new construction on specialized laboratory needs.

Bruner Hall North will continue to accommodate Health Sciences and other retained functions. Targeted renovation and reconfiguration of upper-floor areas will provide clinical skills dry laboratories and supporting spaces that better serve current instructional needs while extending the use of the newer portion of the building.

B. Square footage of existing areas

Bruner Hall: Existing Space Summary		
Space Description	**Space Use Code**	**Existing Net SF**
Classroom, Seminar Room, Lecture Hall	110	4,743
Class Laboratory	210	22,044
Research Laboratory	250	12,805
Research-Laboratory Service	255	1,303
Office	310	8,457
Office Service	315	1,434
Conference Room (Office Related)	350	868
Animal Quarters	570	830
Assembly	610	1,487
Assembly Service	615	151
Lounge	650	1,489
Data Processing/Computer	710	121
Shop	720	600
Shop Service	725	403
Storage	730	4,777
Elevator	W02	157
Lobby	W05	2,702
Public Corridor	W06	16,373
Stairway	W07	5,511
Circulation Area	WWW	904
Janitor Room	X02	20
Public Restroom	X03	2,221
Custodial (campus code)	X04	29
Custodial (campus code)	X05	29
Custodial (campus code)	X06	41
Custodial (campus code)	X07	48
Custodial (campus code)	X08	62
Custodial (campus code)	X09	119
Utility/Mechanical Space	Y04	53

Mechanical Area	YYY	4,506
Total Existing Space		94,287

A.O. Thomas Hall: Existing Space Summary		
Space Description	**Space Use Code**	**Existing Net SF**
Classroom, Seminar Room, Lecture Hall	110	7,335
Class Laboratory	210	1,175
Office	310	5,227
Office Service	315	1,312
Conference Room (Office Related)	350	624
Reading/Study/ Reference/Room	410	116
Unit Storage	780	72
Elevator	W02	92
Lobby	W05	1,221
Public Corridor	W06	3,320
Stairway	W07	839
Janitor Room	X02	218
Public Restroom	X03	584
Utility/Mechanical Space	Y04	1,543
Total Existing Space		23,678

MSAB: Existing Space Summary		
Space Description	**Space Use Code**	**Existing Net SF**
Classroom, Seminar Room, Lecture Hall	110	809
Office	310	12,345
Office Service	315	183
Conference Room (Office Related)	350	529
Clinic (Nonhealth Professions)	540	459
Clinic Service (Nonhealth Professions)	545	88
Lounge	650	1,021
Data Processing/Computer	710	54
Central Service	750	601
Unit Storage	780	965
Lobby	W05	206
Public Corridor	W06	7,137
Stairway	W07	307
Circulation Area	WWW	513
Janitor Room	X02	75
Public Restroom	X03	653
Utility/Mechanical Space	Y04	1,262
Total Existing Space		27,207

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

Bruner Hall of Science is currently the primary teaching and research facility for UNK's Biology and Chemistry departments, contains the Health Sciences program, and required core courses for all UNK undergraduates. The building houses faculty and staff offices for all three areas and accommodates a broad range of instructional, research, and support functions.

Instructional space includes general-purpose classrooms and specialized class laboratories used primarily for Biology and Chemistry coursework, including courses that support Health Sciences, pre-professional, and other academic programs. Research space includes faculty and student research laboratories and associated support areas. Bruner Hall also contains specialized research and collection functions, including the University's vivarium and collections storage.

D. Physical deficiencies

Bruner Hall

The south wing of Bruner Hall's aging infrastructure and inadequate configuration of space significantly impacts the University's ability to deliver quality science programs and curriculum to UNK students. Many exhaust hoods are no longer functional, plumbing is failing, HVAC systems are in need of renovation and repair, aging casework and building configuration challenges impede the ability of facility to deliver contemporary science curriculum to students.

1) Poor configuration of research wet labs as well as class lab areas inhibits the effective delivery of contemporary science curriculum.
2) Lack of control over access to research wet labs.
3) Inability to consolidate space and cooperatively use staff and equipment.
4) Fragmented operations sometimes result in missed opportunities for meaningful collaboration between faculty and staff.
5) Class laboratories are not configured to allow for active and small group learning, as well as effective lecture or distance learning.
6) Little student and faculty interaction space is currently provided.
7) Graduate assistants' research space, other research support facilities are not available, limiting the potential to pursue research programs on campus
8) Bruner Hall south wing is not fully accessible for users with disabilities.

MSAB

The Memorial Student Affairs Building (MSAB) has significant physical and functional deficiencies. The roof is in urgent need of replacement and has experienced recurring leaks over the past several years. Windows are also failing and leaking, requiring replacement. The building's layout has been altered incrementally over time, resulting in a fragmented configuration that does not function well for current needs. Although the building has two levels, there is no elevator providing access to the lower level, creating an accessibility limitation. Heating, ventilation, and air-conditioning systems have not been adequately maintained or modernized to meet current operational needs.

E. Programmatic deficiencies:

The original portion of Bruner Hall was developed around an earlier model of science instruction

and research and no longer adequately supports contemporary expectations for teaching, laboratory learning, and faculty and student research. The existing configuration limits the University's ability to provide purpose-built class laboratories, flexible research environments, and associated support space appropriate to current Biology, Chemistry, and Health Sciences programs.

Teaching and research functions are currently concentrated within the same aging facility, although the two activities have different space and operational requirements. Contemporary class laboratories require environments designed around current instructional methods, technology, safety, and student use, while research laboratories require greater flexibility to accommodate changing faculty research, specialized equipment, storage, and externally funded projects. The current planning strategy reflects these differing needs by proposing purpose-built teaching laboratories in the new facility and flexible research laboratories in renovated A.O. Thomas Hall.

Replacement cost of existing building:

The current reported replacement values for the existing facilities affected by the project are:

Facility	Existing GSF	Reported Replacement Value
Bruner Hall of Science	116,791	$78,516,000
Bruner Hall Annex	2,044	$478,000
Greenhouse	2,864	$653,000
Total	**121,699**	**$79,647,000**

Approximately 27,596 GSF of Bruner Hall of Science is anticipated to remain in service, while approximately 89,195 GSF of the original building, along with the Bruner Hall Annex and greenhouse, is planned for demolition.

The reported replacement value for Bruner Hall applies to the entire existing facility and has not been separately allocated between the portion to be retained and the portion proposed for demolition.

6. Facility Requirements and the Impact of the Proposed Project

A. Functions and purpose of the proposed program

1) Activity identification and analysis

The project will provide modern facilities for science instruction, faculty and student research, and specialized animal research supporting Biology, Chemistry, Health Sciences, and related programs.

A new approximately 38,000-GSF facility on the former MSAB site will house class laboratories and associated instructional, collaboration, workplace, greenhouse, and support spaces. A.O. Thomas Hall will be renovated for flexible research laboratories, equipment, storage, and related support.

2) Projected occupancy/use levels

Personnel projections
The project is expected to support existing Biology, Chemistry, and Health Sciences faculty and staff, along with students engaged in instruction and research. No specific permanent staffing increase is currently assumed as part of the project. Research functions presently located in Bruner Hall will be relocated primarily to renovated space in A.O. Thomas Hall.

Describe/justify projected enrollments/occupancy
Current use demonstrates substantial demand, with Bruner Hall supporting more than

3,500 course enrollments annually, including approximately 2,000 laboratory enrollments. Continued demand is supported by growth in Health Sciences, which has increased approximately 34 percent over the past five years, as well as the expanding UNK partnership with UNMC and Nebraska Medicine.

Biology and Chemistry provide foundational coursework for Health Sciences, pre-professional programs, and other academic areas, creating demand well beyond students majoring in those disciplines. The proposed facilities have also been intentionally right-sized, with new construction focused primarily on class laboratories and existing space in A.O. Thomas Hall reused for research.

B. Space requirements

1) Square footage by individual areas and/or functions

A.O. Thomas Hall Renovation: Space Requirements						
Space Description	**Space Use Code**	**Existing NSF**	**Renovated NSF**	**New NSF**	**# Rooms**	**Total NSF For Project**
Class Laboratory	210			1,600	1	1,600
Research Laboratory	250		10,392		8	10,392
Research-Laboratory Service	255		2,234		22	2,234
Elevator	W02			200	2	200
Lobby	W05			1,000	2	1,000
Public Corridor	W06	3,320	3,320		7	3,320
Stairway	W07	839	839	576	6	1,415
Public Restroom	X03		960		4	960
Total Net Square Feet		**4,159**	**17,745**	**3,376**	**52**	**21,121**

MSAB Replacement: Space Requirements						
Space Description	**Space Use Code**	**Existing NSF**	**Renovated NSF**	**New NSF**	**# Rooms**	**Total NSF For Project**
Class Laboratory	210			11,760	10	11,760
Class-Laboratory Service	215			2,450	6	2,450
Research Laboratory	250			600	4	600
Office	310			3,000	26	3,000
Office Service	315			760	4	760
Conference Room (Office Related)	350			550	2	550
Reading/Study/ Reference/Room	410			1,000	8	1,000
Lounge	650			750	1	750
Lounge Service	655			300	1	300
Lobby	W05			900	1	900
Janitor Room	X02			64	2	64
Public Restroom	X03			80	2	80
Custodial Area	XXX			200	1	200
Utility/Mechanical Space	Y04			160	3	160
Total Net Square Feet				**22,574**	**71**	**22,574**

2) Basis for square footage/planning parameters

Square footage and planning parameters for the new Science Building, A.O. Thomas Hall renovation, and improvements to Bruner Hall North are based on the functional needs identified during programming. Space allocations reflect instructional capacity, research activities, faculty workplace needs, student study and collaboration, and specialized equipment and support requirements. Planning also accounts for circulation, accessibility, building systems, and the constraints of existing facilities, while coordinating shared resources and nearby classroom capacity to support efficient use of campus space.

3) **Square footage difference between existing and proposed areas (net and gross)**

	Existing	Proposed	Difference
Net Square Feet	145,170	45,694	(99,476)
Gross Square Feet	176,703	66,648	(110,055)

C. **Impact of the project on existing space**

1) **Reutilization and Functions**

The main level of Bruner Hall north wing will continue to accommodate existing functions.

2) **Demolition**

The existing Memorial Student Affairs Building (MSAB) is proposed for demolition. The facility is currently vacant and no longer serves an active academic or administrative function within the University.

3) **Renovation**

The project will renovate the A.O. Thomas Building, with functions evolving from general use classroom and office environments to wet lab, dry lab, lab support functions and office environments.

The Bruner Hall North Wing will include modest renovation of portions of the upper floor to accommodate dry lab space for clinical skills.

7. EQUIPMENT REQUIREMENTS

A. **List of available equipment for reuse**

The project intends to reuse existing equipment and furnishings from Bruner Hall to the greatest extent practical. Existing laboratory casework, cabinetry, countertops, furnishings, and specialized instructional and research equipment will be evaluated for reuse based on condition, compatibility with the final design, and current safety and technical requirements.

A detailed inventory of equipment to be relocated and reused will be developed during the design phase as individual laboratory and research spaces are finalized.

B. **Additional Equipment**

1) **Fixed equipment**

New fixed equipment will be provided where existing equipment cannot be effectively reused or where required by the configuration and function of the new or renovated spaces. This may include laboratory casework, work surfaces, sinks, utility-connected equipment, and other permanently installed laboratory components. Specific requirements will be determined during design.

2) **Movable equipment**

Existing movable furniture and equipment will be reused where practical. Additional

tables, seating, storage, carts, and other movable furnishings will be provided as necessary to support the final space layouts and program requirements.

3) Special or technical equipment

Biology, Chemistry, Health Sciences, and research activities require a wide range of specialized instructional and research equipment. Existing technical equipment will be relocated and reused where condition, functionality, and compatibility allow. Additional specialized equipment required to support the final teaching, research, and support spaces will be identified during programming and design in consultation with faculty and staff.

8. SPECIAL DESIGN CONSIDERATIONS

A. Construction Type

New Science Building
The proposed building construction is a steel-framed structure with perimeter and interior columns supported by shallow foundations based on previous experience with the geotechnical requirements of other buildings constructed on the campus of UNK. Specific construction requirements will be determined based on a code analysis performed during the design phase

A.O. Thomas
The existing building renovation will consist of noncombustible metal stud framing.
The proposed building construction is a steel-framed structure with perimeter and interior columns supported by shallow foundations based on previous experience with the geotechnical requirements of other buildings constructed on the campus of UNK. Specific construction requirements will be determined based on a code analysis performed during the design phase

Bruner Hall North
The existing building renovation will consist of noncombustible metal stud framing.
The proposed building construction is a steel-framed structure with perimeter and interior columns supported by shallow foundations based on previous experience with the geotechnical requirements of other buildings constructed on the campus of UNK. Specific construction requirements will be determined based on a code analysis performed during the design phase

B. Heating and Cooling Systems

AO Thomas
The design of the building will comply with applicable codes, including, but not limited to, the International Building Code, International Fire Code, International Mechanical Code, and the National Electric Code

The building will be served by campus chilled water and high-pressure steam for building heating and cooling. Central air handling systems will be utilized for mechanical ventilation of building occupants in accordance with code. The means of space conditioning will be studied during the design process.

Wet laboratory spaces will be served with fully exhausted hodds, and pressurization will be controlled with laboratory ventilation systems to ensure that space pressurization is controlled efficiently. Redundant exhaust systems will be utilized.

New Science Building
The design of the building will comply with applicable codes, including, but not limited to, the International Building Code, International Fire Code, International Mechanical Code, and the National Electric Code

The building will be served by campus chilled water and high-pressure steam for building heating and cooling. Central air handling systems will be utilized for mechanical ventilation of building

occupants in accordance with code. The means of space conditioning will be studied during the design process.

Bruner Hall North
No significant work is planned for this area other than repositioning or relaying out of ductwork to accommodate the new room configuration.

C. Plumbing System

AO Thomas
Domestic water will be routed to the facility from the city utility, and the building will be equipped with water conditioning systems per campus standard. Water heating will be accomplished with either campus steam or electric hybrid heat pump water heaters. The domestic hot water piping system will be provided with circulation pumps in accordance with code.

Sanitary and storm water systems will be provided and be conveyed to the campus infrastructure.

Laboratory gas systems will be provided including compressed air, and laboratory vacuum. The use of natural gas will be considered during the design process.

New Science Building
Domestic water will be routed to the facility from the city utility, and the building will be equipped with water conditioning systems per campus standard. Water heating will be accomplished with either campus steam or electric hybrid heat pump water heaters. The domestic hot water piping system will be provided with circulation pumps in accordance with code.

Sanitary and storm water systems will be provided and be conveyed to the campus systems.

Bruner Hall North
New sinks will be added to accommodate the new room configuration.

D. Electrical System

AO Thomas
The original electrical system will be upgraded to support the higher density power requirements of this facility. This includes a new electrical switchboard and downstream electrical panels, wiring, and devices. Electrical devices and circuits will be arranged to allow for flexible lab environments.

A new generator will be installed for emergency systems, critical lab equipment such as coolers, freezers, incubators, delicate instrumentation, etc., and information technology systems requiring backup power.

Lighting systems will include new LED general and task illumination designed for modern lab environments. The lighting control system will include a new digital lighting control system consistent with the campus standards and energy code requirements.

New Science Building
The new building will connect to the existing UNK campus distribution system, including the distribution transformer serving the existing building if the capacity is adequate. Electrical systems within the building will be consistent with the University system standards and adequate for the space type served.

A new generator will be installed for emergency systems, minimal HVAC components and information technology systems requiring backup power.

Lighting systems will include new LED general and task illumination designed for modern class lab and student work environments. The lighting control system will include a new digital lighting control system consistent with the campus standards and energy code requirements.

Bruner Hall North

No significant work is planned for this area other than repositioning or relaying out of electric outlets to accommodate the new room configuration and support instructional equipment.

E. Life Safety/ADA

The design of the buildings will comply with applicable codes, including, but not limited to, the International Building Code, International Fire Code, International Mechanical Code, and the National Electric Code. A fully-addressable automatic fire alarm system will include manual pull stations, combination IR/ultrasonic smoke detectors, elevator car recall, and control ventilation dampers as required by code.

The project and each building will conform to the requirements of the Americans with Disabilities Act.

F. Security

The buildings will use UNK's standard card access system to control entry at exterior doors and access to designated interior areas, including primary laboratory spaces. An IP-based video surveillance system will monitor building entrances and other designated areas to support security and incident review.

G. Sustainability

The project will meet the University of Nebraska's requirements to be LEED Certifiable.

The type of mechanical and plumbing systems will be studied as well as the use of energy recovery systems during the design process.

H. Historic or architectural significance

A. O. Thomas Hall is a significant part of UNK's institutional history. Completed in 1926 as the Nebraska State Teachers College Laboratory School, it supported the College's teacher-preparation mission by providing a setting for practice teaching. Much of the original construction was completed by college students under the direct supervision of Professor Verne C. Fryklund of the Industrial Training Department. In 1932, the building was named for Augustus Orloff "A. O." Thomas, the first president of the Nebraska State Normal School at Kearney. The proposed renovation will adapt this longstanding campus building for contemporary research use while continuing its service to UNK.

I. Artwork

The State of Nebraska 1% for Art Program requirement is not applicable.

J. Phasing

Phase One (A): Demolition of MSAB
Phase One (B): Construction of the New Science Building
Phase One (C): Renovation of the Upper Level of Bruner Hall North
Phase Two: Renovation of A.O. Thomas
Phase Three: Demolition of Bruner Hall South after the occupancy of the New Science Building, A.O. Thomas and Bruner Hall north.

K. Future work

The MSAB site and building will be designed so that future expansion on this site will be possible if the need arises due to growth in program enrollment.

Additional future work will include possible development of the area created by the demolition of the original Bruner Hall building (Bruner Hall South).

L. Other

N/A

9. PROJECT BUDGET & FISCAL IMPACT

A. Cost Estimate Criteria

1) Identify recognized standards, comparisons and sources

The estimated probable costs of construction were developed in collaboration with MCL Construction based on both the design and construction teams recent experience with similar project types as well as recent experience in Kearney and on the campus of UNK. University provided services and non-construction costs were estimated by UNL.

2) Identify year and month on which estimates are made and inflation factor used

Estimates were prepared during July 2026 and escalated 6% per year to midpoint of construction July 2028 for A.O Thomas renovation and New Science Building construction. Demolition of the south wing of Bruner Hall and renovation of portions of the north wing of Bruner Hall were escalated at 6% per year to mid point of demolition/construction of July 2029.

3) Net and gross square feet

Net Square Feet	45,694
Gross Square Feet	66,648

4) Project cost per net and gross square foot

Overall
$ 1,195 / NSF
$ 819 / GSF

New Science Building
$ 1,575 / NSF
$ 951 / GSF

AO Thomas Renovation
$ 853 / NSF
$ 670 / GSF

Bruner Hall North Renovation
$ 520 / NSF
$ 433 / GSF

5) Construction cost per gross square foot:

$ 614 /GSF Total (Overall)
$ 714 /GSF Total (New Science Building)
$ 503 /GSF Total (AO Thomas Renovation)
$ 325 /GSF Total (Bruner Hall North Renovation)

B. Total project cost

	Total Project Cost	Phase One Project Cost
Construction		
General Construction	35,900,000	23,395,000
Site Work/Utilities	1,926,000	1,553,000
Fixed Equipment	-	-

In-House Construction	135,000	135,000
Construction Contingency	3,798,000	2,508,000
TOTAL CONSTRUCTION COSTS	**41,759,000**	**27,591,000**
Non-Construction		
Project Planning	190,000	190,000
Professional Consultant Fees	4,539,000	4,339,000
Professional In-house	1,079,000	1,079,000
Equipment - Capital	5,350,000	2,850,000
Equipment - Non-Capital	367,000	367,000
Land Acquisition	-	-
Artwork	100,000	100,000
1% Arts Fee	-	-
Other	612,000	598,000
Non-Construction Contingency	1,004,000	760,000
TOTAL NON-CONSTRUCTION	**13,241,000**	**10,283,000**
TOTAL PROJECT COST	**55,000,000**	**37,874,000**

C. **Fiscal impact based on first full year of operations**

1) **Estimated additional operational and maintenance costs per year**

No additional net operational and maintenance costs are anticipated. The project will replace a substantial amount of aging building space and mechanical infrastructure with a smaller, more energy-efficient facility configuration. Preliminary planning estimates indicate approximately $300,000 in annual maintenance and operational savings.

Final operating savings will be refined during design as building systems, final square footage, energy use, and maintenance requirements are established.

2) **Estimated additional programmatic costs per year**

No significant additional annual programmatic costs are currently anticipated. The project is primarily intended to support and relocate existing Biology, Chemistry, Health Sciences, and research programs and personnel. Any future program expansion or staffing increases would be addressed through the normal University budgeting process.

D. **Fiscal impact based on annual assessment**

Not applicable. The project is anticipated to be funded through private donor contributions and is not expected to be financed through the University of Nebraska Facilities Program. Therefore, the annual 2% assessment established under Neb. Rev. Stat. § 85-421 is not applicable.

10. FUNDING

A. **Total funds required:** $55,000,000

B. **Project funding sources**

Funding Source	%	Amount Overall	Phase 1
Private Donations	100%	$55,000,000	$37,874,000

Funding Source	%	Amount Overall	Phase 1
Total	**100%**	**$55,000,000**	**$37,874,000**

C. Fiscal year expenditures

Fiscal Year	Amount
2026–2027	$2,500,000
2027–2028	$24,000,000
2028–2029	$24,000,000
2029–2030	$4,500,000
Total Project Cost	**$55,000,000**

11. TIMELINE

A.	Program Statement BOR Approval	December 2026
B.	External Selections – Design team and Construction Management team	
	a. Design Team	February 2027
	b. CM Team	April 2027
C.	Design Kickoff	February 2027
D.	Demolition of MSAB	August 2027
E.	Intermediate Design Review	November 2027
F.	Early Packages for New Science Building	December 2027
G.	GMP Execution	January 2028
H.	AO Thomas Remodel Begins	January 2028
I.	Bruner Hall North Remodel	July 2028
J.	Completion of Construction - New Science Building	May 2029
K.	Occupancy New Science Building	June 2029
L.	Completion of Construction - AO Thomas Remodel	June 2029

12. HIGHER EDUCATION SUPPLEMENT

A. **Coordinating Commission for Postsecondary Education (CCPE) Review**

CCPE review is required.

B. **Method of Contracting**

1) **Identify method**

Construction Manager at Risk (CMR)

2) **Provide rationale for method selection**

The CMR delivery model offers several benefits for this project, including improved coordination and sequencing of a multiphase project that includes work at three adjacent locations ranging from demolition and renovation to new construction. CMR facilitates appropriately coordinated project timelines enabling overlapping design and construction processes. By integrating the design and construction teams from the start, this approach fosters a unified vision. It allows for early identification of potential challenges, including existing conditions which reduces costly delays and scope changes. It also

enhances budget control, as construction input during the design phase helps align plans with financial constraints. This model is particularly advantageous for preserving historical integrity and minimizing campus disruption, which are crucial, as it allows for more efficient planning, coordination with specialty contractors, and overall execution.

BOARD OF REGENTS
AGENDA ITEM SUMMARY

Business and Finance **December 4, 2026**

AGENDA ITEM: Approve the not-to-exceed Residence Hall Room and Board Rates for the Academic Years 2027-29 at the University of Nebraska at Kearney (UNK)

☐ Review ☒ Review + Action ☐ Action ☐ Discussion

☐ *This is a report required by Regents' policy.*

PRESENTERS: Neal Schnoor, Chancellor
Scott Benson, Vice Chancellor for Business and Finance

PURPOSE & KEY POINTS

The proposed rates for 2027-28 and 2028-29 are intended to address increasing University Housing and Dining operating costs while maintaining affordability for students. The standard double-occupancy room with the Explore meal plan would increase 4.25% to $12,650 in 2027-28 and an additional 4.25% to $13,186 in 2028-29. The two-year rate structure provides greater predictability for students and families and supports responsible financial planning. These proposed increases follow a 0% adjustment for the 2026-27 academic year.

Double Room + Explore Meal Plan

Meals/Week	2027-2028	2028-2029
7 day/20 meals	$12,650	$13,186

The proposed annual increases reflect projected increases in housing and dining operating costs, including employee salaries and benefits, contractual dining costs, utilities, materials and supplies, facility maintenance, technology, and other operating expenses. Over this 2-year period, these costs are projected to increase by approximately $525,000, while the proposed rate increase is expected to generate approximately $460,000 in additional annual revenue, or approximately 87% of the projected cost increase. Room and board revenues also support required debt service and continued investment in the repair and replacement of residential and dining facilities.

UNK remains competitively positioned among regional peers and within the Kearney housing market, ranking 10th lowest among 21 peers for room costs, approximately 7% below the peer median and 13% below local market rates, while also including utilities and internet.

Although UNK ranks 17th lowest among 21 regional peers for meal plan costs, its freshman meal plan is designed to ensure students have consistent access to sufficient meals throughout

the semester, reduce the stress associated with planning and paying for meals, and promote food security so students can focus on their academic success and transition to campus life. More flexible, lower-cost meal plans are available to upperclassmen, reflecting their changing schedules and lifestyles while encouraging continued on-campus residency. Together, these options provide predictable living expenses and flexibility as students' progress through their academic careers.

Student demand continues to demonstrate the value of UNK's residential offerings. University housing currently has a configured occupancy of 89.4%, including 98.5% in Antelope/Nester and 98% in University Village Flats. Most residents in these higher-priced facilities are not required to live on campus, indicating strong demand for UNK's housing options. Since 2020, the percentage of the total undergraduate population living on campus has increased by 6.4%.

UNK continues to actively manage residential capacity in response to enrollment trends and student preferences. By fall 2027, the University will have reduced available residential capacity by approximately 489 beds, or 22 %, better aligning inventory with demand and reducing the financial burden of maintaining excess capacity. Based on projected enrollment, configured occupancy is expected to exceed 90% in fall 2027.

Affordability remains a priority. UNK provides approximately $1.64 million annually in room remissions, equivalent to approximately 17% of gross room rental revenue, including approximately $462,000 in Resident Assistant compensation. This institutional investment supports access to campus housing while balancing the need to maintain safe, high-quality facilities, meet contractual and debt obligations, and provide for long-term facility maintenance.

The above-noted rates are the basic room and board charges for traditional residence halls, to which all other housing rates are then related—suite style, apartment style, fraternity/sorority living, etc. The percentage increase in rates for these other special contracts may be higher than those stated above for the standard plans, depending upon the unique features that call for a special rate and contract.

BACKGROUND INFORMATION

On December 5, 2025, the Board of Regents approved the Room and Board rates for double occupancy for the 2026-27 Academic Year at a 0% increase.

RECOMMENDATION

The President recommends approval.

BOARD OF REGENTS
AGENDA ITEM SUMMARY

Executive Committee **December 4, 2026**

AGENDA ITEM: Award of Regent Emeritus to Timothy F. Clare

☐ Review ☒ Review + Action ☐ Action ☐ Discussion

☐ *This is a report required by Regents' policy.*

PRESENTERS: Paul Kenney, Chair

PURPOSE & KEY POINTS

In accordance with RP-1.2.6, President Gold and the Executive Committee of the Board have nominated Regent Timothy F. Clare for the honorary title of Regent Emeritus, following a letter of recommendation submitted by Regent Joel Makovicka.

Timothy F. Clare is a distinguished attorney, civic leader, and dedicated advocate for higher education. A graduate of the University of Nebraska–Lincoln and Creighton University, Regent Clare has enjoyed an accomplished legal career while demonstrating a longstanding commitment to public service and the State of Nebraska.

Regent Clare was elected to the University of Nebraska Board of Regents in 2008 and began his service in January 2009. Throughout his 18 years on the Board, he has provided exceptional leadership, serving three terms as Chairman in 2013, 2019, and 2023. His thoughtful leadership, sound judgment, and unwavering dedication to the University's mission have made a lasting impact on the institution and the people of Nebraska.

In recognition of his distinguished service, leadership, and significant contributions to the University of Nebraska, it is an honor to recommend Regent Timothy F. Clare for the honorary title of "Regent Emeritus."

RECOMMENDATION

The Board Chair recommends approval.

Nomination of Regent Timothy F. Clare for the Title of Regent Emeritus

October 25, 2026

Jeffrey P. Gold, M.D., President, University of Nebraska System

Members of the Executive Committee, University of Nebraska Board of Regents

Varner Hall, 3835 Holdrege Street

Lincoln, NE 68583

Dear President Gold and Members of the Executive Committee:

I am honored to nominate Regent Timothy F. Clare, J.D., of Lincoln for the title of Regent Emeritus under Regents Policy 1.2.6, to be conferred upon the conclusion of his service in January 2027. Tim has represented District 1 for eighteen years and three full six-year terms, and he has served as Chair of the Board three times. He meets the policy standard twice over: he has served as Chair, and he has served for more than six years.

Few Regents in the University's history have shaped it as consistently, or at as many decisive moments. Tim chose not to seek a fourth term, and he leaves the Board in good standing and with the respect of colleagues across all four campuses.

Service at a glance

Milestone	Year(s)
First Elected	2008
Took Office	January 2009
Re-Elected	2014 and 2020
Vice Chair	2012, 2018 and 2022
Chair of the Board (Three Terms)	2013, 2019 and 2023
Term Concludes	January 2027 (18 Years of Service)

Major Accomplishments

Tim's legacy is written most clearly in the leaders he helped bring to the University. Over three terms as Chair, he guided the board through more executive transitions than almost any Regent of his era, and each time he left the institution stronger.

- **Bringing Dr. Gold to Nebraska (2013)**. As Chari in 2013, Tim led the Board when Dr. Jeffrey Gold was recruited to lead the University Medical Center, a decision that produced a decade of record growth at UNMC.
- **The Eight Presidency (2019**). When President Hank Bounds announced his departure, Chair Clare launched the national search, convened public listening sessions across the state, helped assemble the Presidential Search Advisory Committee, and arranged interim leadership. The search concluded in December 2019 with the appointment of Walter "Ted" Carter, whose tenure brought the Nebraska Promise tuition program for low- and middle-income Nebraskans.
- **Steady hands in a hard year (2023)**. When President Carter unexpectedly left for Ohio State, Chair Clare moved the Board quickly and calmly. He mapped the transition, supported the appointment of Chris Kabourek as interim president, and publicly declined to be a candidate himself so he could lead the process with full credibility.
- **The Ninth Presidency (2024)**. Tim chaired the 22-member Presidential Search Advisory Committee, which included every Regent and all four student Regents. The search culminated in April 2024 with Dr. Gold's confirmation as the University's ninth president, bringing Tim's work full circle from 2013.
- **Ambition for the University**. Tim has been one of the Board's most consistent champions of restoring Nebraska's membership in the Association of American Universities, which he has described as a mark of the excellence Nebraskans should expect.
- **Access and Affordability**. Throughout his service, Tim has framed the University's mission around changing the trajectory of Nebraska families through education, and he consistently supported efforts to keep a University of Nebraska degree within reach.

A citizen-Regent

Tim's service to the University has always been matched by service to his community. A native of Omaha, a graduate of UNL and of Creighton University's MBA and law programs, and a partner at Rembolt Ludke LLP, he has served on the West Haymarket Joint Public Agency and the boards of Union Bank & Trust, the Lincoln Community Foundation and the Clyde Malone Center. The

Lincoln Chamber of Commerce has also honored him with its highest individual honor, the Roger T. Larson Community Builder Award.

Recommendation

The title of Regent Emeritus exists to keep our most distinguished Regents connected to the University they served. I can think of no one more deserving of it, or more able to represent the University well in an advisory capacity, than Tim Clare. I respectfully urge the Executive Committee to nominate him, and the Board to confirm the title of Regent Emeritus upon the conclusion of his term.

Respectfully submitted,

Joel Makovicka

Board of Regents Member

BOARD OF REGENTS
AGENDA ITEM SUMMARY

Academic Affairs **December 4, 2026**

AGENDA ITEM: Proposal to rename the Center for Management of Information Technology (CMIT) to the Center for Critical Digital Infrastructure (CCDI) administered by the College of Information Science & Technology at the University of Nebraska at Omaha (UNO).

[X] **Review** [ ] **Review + Action** [ ] **Action** [ ] **Discussion**

[X] *This is a report required by Regents' Policy.*

PRESENTERS: David S. Jackson, Executive Vice President and Provost

PURPOSE & KEY POINTS

The College of IS&T at the University of Nebraska at Omaha proposes renaming the Center for Management of Information Technology to the Center for Critical Digital Infrastructure (CCDI). The name change aligns with the intention to advance the resilience, security, and governance of the digital infrastructure, and the term "Critical Digital Infrastructure" is more widely used. The CCDI will continue CMIT's original mission (i.e., teaching/training, research, and community outreach) while introducing new strategies and focus areas to address the evolving landscape of digital infrastructure.

BACKGROUND INFORMATION

Section 2.6.1 of the *Board of Regents Policies* provides that the naming and renaming of the various academic organizational units such as a College, Program, Department, Center, Institute or School, "…shall be approved by the Chancellor responsible for the unit and the President. Such naming shall be reported to the Board of Regents."

RECOMMENDATION

The President approved the renaming on November 6, 2026.

MEMORANDUM

Date: September 15, 2026

To: David Jackson, Executive Vice President and Provost

From: Phil He, Senior Vice Chancellor for Academic Affairs, Office of Academic Affairs

RE: Center Modification—Center for Critical Digital Infrastructure (CCDI)

The University of Nebraska at Omaha committees have reviewed and endorsed the name change of an academic center.

The College of Information Science & Technology requests renaming the Center for Management of Information Technology (CMIT) to the Center for Critical Digital Infrastructure (CCDI). The name change aligns with our intention to advance the resilience, security, and governance of the digital infrastructure that underpins economic activity and essential services. The CCDI will continue the original mission of CMIT (i.e., teaching/training, research, and community outreach), while introducing new strategies and focus areas to address the evolving landscape of digital infrastructure. Through interdisciplinary collaboration, the CCDI addresses pressing challenges in design, governance, and resilience while preparing students, researchers, and practitioners to engage critically with the technologies that shape daily life.

Cc: Sarah Edwards, Associate Vice Chancellor for Academic Excellence and Program Innovation, Academic Affairs
Angie Sargus, Executive Associate, Office of Senior Vice Chancellor Phil He, Academic Affairs
Keristiena Dodge, Chief of Staff, Office of the Chancellor
Barb Harvey, Executive Assistant to the Chancellor, Office of the Chancellor

University of Nebraska
Modification of Academic Center

I. Descriptive Information

[Insert Name of Campus Proposing Modification]	**Current Information**	**Proposed Modification**
Name of Center	Center for Management of Information Technology (CMIT)	Center for Critical Digital Infrastructure (CCDI)
Academic Administrative Unit Responsible	College of Information Science & Technology	College of Information Science & Technology
Academic Program(s) involved	N/A	N/A
Percent of work focused in following areas:	__75%_ Research __25%_ Outreach	__75%___ Research __25%___ Outreach
Physical Location, if applicable	PKI 383	PKI 383
Proposed Date Modifications will be Initiated		
Upon Approval		

II. Details

A. Purpose of the Proposed Modification

We propose renaming the Center for Management of Information Technology to the Center for Critical Digital Infrastructure (CCDI). The name change aligns our intention to advance the resilience, security, and governance of the digital infrastructure that underpins economic activity and essential services. The term “Critical Digital Infrastructure” is widely used in current policy, regulatory, financial, and industry frameworks and communicates our value proposition more clearly to students, partners, funders, and the public.

The CCDI continues the original mission of CMIT (i.e., teaching/training, research, and community outreach), while introducing new strategies and focus areas to address the evolving landscape of digital infrastructure. The CCDI advances research and education/training associated with essential digital systems upon which society depends. Its work emphasizes understanding, sustaining, and improving foundational technologies that support corporate product development and evolution, integration of AI and AI fluency, scientific inquiry, healthcare and wellbeing, and workforce development. Through interdisciplinary collaboration, the CCDI addresses pressing challenges in design, governance, and resilience while preparing students, researchers, and practitioners to engage critically with the technologies that shape daily life.

B. Description of the Proposed Modification

Public Recognizability

Recent incidents underscore the criticality of the digital infrastructure that we all rely on. In July 2024 a faulty security software update triggered a global outage, disrupting airlines, banks, hospitals, broadcasters, and retailers, affecting an estimated 8.5 million devices. More recently, in October 2025, an AWS outage was caused by a Domain Name System (DNS) bug in the DynamoDB service's DNS management system. This issue caused disruptions in services including Hulu, Netflix, Snapchat, Reddit, DoorDash, and Canvas. The Center for Critical Digital Infrastructure embraces a mission that is understandable to leadership and the public and better organizes research, education, and outreach activities within the college.

Alignment with National and International Priorities

- The Cybersecurity and Infrastructure Security Agency (CISA) defined 16 critical infrastructure sectors, coordinating risk management across them. This includes the IT and Communications sector as central to national digital infrastructure. CISA also maintains a National Critical Functions framework that cuts across sectors to describe functions like operating core networks and providing compute/storage as key critical digital infrastructure concerns (CISA, 2025).
- CISA's Cross-Sector Cybersecurity Performance Goals and sector-specific goals establish a baseline for information technology owners and operators. A Center for Critical Digital Infrastructure is poised to address these goals as related to education, research, and outreach.
- NIST's Cybersecurity Framework 2.0 provides guidance to industry, government agencies, and others to manage cybersecurity risks associated with critical digital infrastructure. This framework helps organizations "assess, prioritize, and communicate" their efforts in this area (NIST, 2024).
- Federal and private funding agencies including the NSF, the Alfred P. Sloan Foundation, the Ford Foundation, Schmidt Futures, the Welcome Trust have supported efforts in the investigation of critical digital infrastructure as relating to its development and deployment (SAFE-OSE, 2025; DIIF, 2024).
- US agencies with an interest in critical digital infrastructure include the National Telecommunications and Information Administration (NTIA) and the Infrastructure Investment and Jobs Act (IIJA), both that support initiatives to improve access to, and the reliability of, foundational digital systems.
- The European Union's Cyber Resilience Act specifies clear requirements for the security and robustness of digital goods sold in the EU. This act illustrates international policy to overcome cybersecurity deficiencies (CRA, 2025).
- The European Union's NIS2 Directive addresses cybersecurity obligations across 18 areas, pulling in digital infrastructure providers. This directive demonstrates the policy shift toward naming and governing digital infrastructure as critical (NIS2 Directive, 2025).

Adopting the name Center for Critical Digital Infrastructure positions us within these frameworks, initiatives, and priorities, supporting collaborations with agencies, regulators, and industry.

Improved Collaboration for Addressing Market Demand and Strategic Relevance

Organizations require expertise in managing, evolving, and sustaining critical systems (Grand View Research, 2024; Infrastructure Investor, 2024). In response, the Center for Critical Digital Infrastructure is built on four key pillars that leverage the experience of Center faculty. The pillars include (1) Software Supply Chains, (2) Healthcare and Wellbeing, (3) the Scientific Enterprise, and (4) Workforce Development. Each of the four pillars can be investigated as crosscut by different concerns including artificial intelligence, open source software, and digital sovereignty. A matrix of pillars with crosscutting concerns provides an organizational structure for the Center for Critical Digital Infrastructure by which faculty, students, and industry partners can find alignment across verticals (i.e., pillars), across horizontals (i.e., concerns), or both.

Value Propositions

- The Center for Critical Digital Infrastructure provides an opportunity to partner with industry members on research and development projects related to critical digital infrastructure.
- The Center for Critical Digital Infrastructure will host an annual meetup for partners to discuss contemporary issues regarding critical digital infrastructure.
- The Center for Critical Digital Infrastructure provides clear faculty affiliation, research messaging, and collaborative research support.
- The Center for Critical Digital Infrastructure will improve student recruitment and outreach by providing clearer messaging for prospective Masters and PhD students

References

- CISA (2025), Information Technology Sector, Retrieved from: Information Technology Sector | Cybersecurity and Infrastructure Security Agency CISA

- CRA (2025), Cyber Resilience Act, Retrieved from: Cyber Resilience Act | Shaping Europe's digital future
- DIIF (2024). Digital Infrastructure Insights Fund, Retrieved from: https://infrastructureinsights.fund/
- Grand View Research. (2024). Digital Workplace Market Size & Trends Report. Retrieved from: https://www.grandviewresearch.com/industry-analysis/digital-workplace-market
- Infrastructure Investor. (2024). Digital Infrastructure Report. Retrieved from: https://www.infrastructureinvestor.com/digital-infrastructure-report
- NIST (2024), Cybersecurity Framework, Retrieved from: The NIST Cybersecurity Framework (CSF) 2.0
- NIS2 (2025), NIS2 Directive: Securing Network and Information Systems, Retrieved from: NIS2 Directive: securing network and information systems | Shaping Europe's digital future
- SAFE-OSE (2025). Securing Open Source Ecosystems, Retrieved from: Safety, Security, and Privacy of Open-Source Ecosystems (Safe-OSE) | NSF - U.S. National Science Foundation

C. Plan for Implementation:

Adoption the new Center for Critical Digital Infrastructure name will take place immediately upon approval. Prior references to the old name and CMIT acronym will be replaced on websites and marketing materials by early Fall 2026.

III. Review Criteria

A. Centrality to Campus Role and Mission

This rename proposal will not substantially alter the center's relationship with respect to the campus role and mission.

B. Relationship of the proposal to the University of Nebraska Strategic Priorities
[Relevant sections should be specifically referenced and addressed.]

This rename proposal will not substantially alter the center's relationship with respect to NU Strategic Priorities.

C. Consistency with the Comprehensive Statewide Plan for Post-Secondary Education
[Relevant sections should be specifically referenced and addressed.]
https://ccpe.nebraska.gov/sites/default/files/CompPlan.pdf

This rename proposal will not substantially alter the center's relationship with respect to the CCPE comprehensive statewide plan for post-secondary education.

D. Organizational Structure and Administration

This rename proposal will not alter any of the center's existing governance structures.

E. Adequacy of Resources:

1. Faculty/Staff

   No changes proposed.

2. Physical Facilities and Equipment

   No changes proposed.

3. Library/Informational Resources

   No changes proposed.

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

Table 1: Projected Expenses

No changes proposed.

Table 2: Revenue Sources for Projected Expenses

No changes proposed.

F. If any of the following are anticipated to change from the original Center approval, please explain.

This rename proposal does not substantially alter the center's core goals and outcomes related to any of the above. The new name will serve as a clearer signal of what the center already does for various stakeholders.

To: Phil He, Senior Vice Chancellor for Academic Affairs
Date: April 10, 2026
RE: Formal Endorsement of Proposal to Rename CMIT to the Center for Critical Digital Infrastructure (CCDI)

I am writing to formally convey my full endorsement of the attached proposal to rename the Center for Management of Information Technology (CMIT) to the Center for Critical Digital Infrastructure (CCDI). This renaming reflects a substantive and timely evolution of the Center's mission and activities and aligns closely with institutional goals, statewide needs, and emerging national priorities.

The proposal clearly demonstrates that the term *critical digital infrastructure* is now the predominant framing used in national policy, industry practice, and federal research priorities to describe the digital systems and services that underpin economic activity, public-sector operations, healthcare, scientific enterprise, and social well-being. The adoption of this terminology will more accurately communicate the Center's scope of work and strategic priorities to students, faculty, funding agencies, and external partners.

A key strength of the proposed Center is the exceptional faculty leadership that will guide its development. Drs. Deepak Khazanchi, Matt Germonprez, Margaret Hall, Christian Haas, and Chun-Hua Tsai collectively represent a highly accomplished and collaborative research team with national and international reputations in digital infrastructure resilience, cybersecurity, sociotechnical systems, AI governance, software ecosystems, and workforce development. Their combined scholarly record, history of external funding, and engagement with industry and government partners uniquely position the Center to evolve into a nationally recognized entity and a campuswide resource for interdisciplinary collaboration.

The proposal also outlines a well-defined organizational structure grounded in four strategic pillars—software supply chains, healthcare and wellbeing, the scientific enterprise, and workforce development—each supported by cross-cutting areas such as artificial intelligence, open-source ecosystems, and digital sovereignty. This framework provides a coherent strategy for interdisciplinary research, curricular innovation, and community engagement, while maintaining continuity with CMIT's longstanding mission in teaching, research, and outreach.

Furthermore, the proposal demonstrates strong alignment with federal and international initiatives, including those of CISA, NIST, NTIA, the Infrastructure Investment and Jobs Act

(IIJA), and the European Union's cybersecurity and digital resilience directives. Such alignment will enhance the Center's competitiveness for external funding and strengthen its position as an academic leader in a field of national importance.

I also note that the proposed renaming fully complies with the University of Nebraska Board of Regents Policy RP-2.6.1 governing the naming and renaming of academic organizational units, as well as UNO's internal naming policies.

Given these considerations, I strongly support advancing this proposal for your approval and subsequent consideration by the appropriate university bodies. I am confident that establishing the Center for Critical Digital Infrastructure will strengthen the strategic position of the College of Information Science & Technology and advance UNO's mission of research excellence, workforce development, and community impact.

Please let me know if any additional information or supporting documentation would be helpful.

Respectfully,



Matha Garcia-Murillo

Dean, College of Information Science & Technology

Peter Kiewit Institute / 6001 Dodge Street / Omaha, NE 68182-0116
402-554-2380 / FAX: 402-554-3284

BOARD OF REGENTS
AGENDA ITEM SUMMARY

Academic Affairs **December 4, 2026**

AGENDA ITEM: Student Headcount and Credit Hour Enrollment Report for Fall 2026

[X] **Review** [ ] **Review + Action** [ ] **Action** [ ] **Discussion**

[X] *This is a report required by Regents' Policy.*

PRESENTERS: David S. Jackson, Executive Vice President and Provost

PURPOSE & KEY POINTS

The total system-wide headcount enrollment in Fall 2026 decreased 1.4% from Fall 2025, with the total headcount just under 49,000. NCTA and UNMC had slight increases, while the other campuses had decreases. Overall credit hours decreased by 0.69%, with campus credit hour patterns following enrollment patterns. Campus-specific totals and other breakdowns are shown in the attached report.

RECOMMENDATION

The President recommends acceptance of the report.

University of Nebraska System

Headcount Enrollment by Campus

University of Nebraska System

	Fall 2025 Census	Fall 2026 Census	Difference	Percent Change
Undergraduate	36,466	36,265	-201	-0.6%
Continuing	26,118	25,777	-341	-1.3%
First-Time Freshmen	7,826	7,987	161	2.1%
Transfer	2,522	2,501	-21	-0.8%
Graduate	9,509	8,979	-530	-5.6%
Professional	3,663	3,704	41	1.1%
Total	**49,638**	**48,948**	**(690)**	**-1.4%**

Campus Enrollment

		Fall 2025 Census	Fall 2026 Census	Difference	Percent Change
University of Nebraska	Undergraduate	20,387	20,457	70	0.3%
	Continuing	14,502	14,538	36	0.2%
	First-Time Freshmen	4,734	4,842	108	2.2%
	Transfer	1,151	1,077	(74)	-6.4%
	Graduate	4,722	4,263	(459)	-9.8%
	Professional	3,663	3,704	41	1.9%
	Total	**49,159**	**48,881**	**(278)**	**-0.6%**
University of Nebraska-Lincoln					
	Undergraduate	19,376	19,416	40	0.2%
	Continuing	13,898	13,853	(45)	-0.3%
	First-Time Freshman	4,734	4,842	108	2.3%
	Transfer	744	721	(23)	-3.1%
	Graduate	3,961	3,553	(408)	-10.3%
	Professional	617	608	(9)	-1.5%
	Total	**23,954**	**23,577**	**(377)**	**-1.6%**
University of Nebraska Medical Center	Undergraduate	1,011	1,041	30	3.0%
	Continuing	604	685	81	13.4%
	Transfer	407	356	(51)	-12.5%
	Graduate	761	710	(51)	-6.7%
	Professional	3,046	3,096	50	1.6%
	Total	**4,818**	**4,847**	**29**	**0.6%**

		Fall 2025 Census	Fall 2026 Census	Difference	Percent Change
University of Nebraska at Omaha	Undergraduate	11,810	11,653	(157)	-1.3%
	Continuing	8,571	8,308	(263)	-3.1%
	First-Time Freshman	2,198	2,229	31	1.4%
	Transfer	1,041	1,116	75	7.2%
	Graduate	3,144	3,157	13	0.4%
	Total	**14,954**	**14,810**	**(144)**	**-1.0%**
University of Nebraska at Kearney	Undergraduate	4,056	3,918	(138)	-3.4%
	Continuing	2,951	2,807	(144)	-4.9%
	First-Time Freshman	803	828	25	3.1%
	Transfer	302	283	(19)	-6.3%
	Graduate	1,643	1,559	(84)	-5.1%
	Total	**5,699**	**5,477**	**(222)**	**-3.9%**
Nebraska College of Technical Agriculture	Undergraduate	213	237	24	11.3%
	Continuing	94	124	30	31.9%
	First-Time Freshman	91	88	(3)	-3.3%
	Transfer	28	25	(3)	-10.7%
	Total	**213**	**237**	**24**	**11.3%**

Submitted October 2026 by Enterprise Data Solutions

University of Nebraska System

Student Credit Hour Report

Census, Fall 2026

Campus	Fall 2025 Census	Fall 2026 Census	Difference	Percent Change
University of Nebraska System	606,316	602,106	(4,210)	-0.69%
University of Nebraska	369,184	367,636	(1,548)	-0.42%
Univ. of Nebraska-Lincoln	305,064	301,399	(3,665.00)	-1.20%
Univ. of Nebraska Med. Cntr.	64,120	66,237	2,117	3.30%
University of Nebraska at Omaha	171,425	170,265	(1,160)	-0.68%
University of Nebraska at Kearney	62,760	60,774	(1,986)	-3.16%
Nebraska College of Technical Agriculture	2,948	3,431	483	16.38%

Submitted October 2026 by Enterprise Data Solutions

BOARD OF REGENTS
AGENDA ITEM SUMMARY

Academic Affairs **December 4, 2026**

AGENDA ITEM: Retention Report for AY 2025-26

[X] **Review** [ ] **Review + Action** [ ] **Action** [ ] **Discussion**

[X] *This is a report required by Regents' Policy.*

PRESENTERS: David S. Jackson, Executive Vice President and Provost

PURPOSE & KEY POINTS

All campuses maintained or improved freshman-to-sophomore retention rates compared to the previous year.

Campus	Fall 2024 Cohort*	Fall 2025 Cohort**
UNL	86%	86%
UNO	77%	78%
UNK	81%	83%

*Percentage of first-time, full-time, bachelor's degree-seeking students who started in Fall 2024 and returned for their sophomore year in Fall 2025. Values rounded to the nearest whole number.
**Percentage of first-time, full time, bachelor's degree-seeking students who started in Fall 2025 and returned for their sophomore year in Fall 2026. Values rounded to the nearest whole number.

RECOMMENDATION

The President recommends acceptance of this report.

BOARD OF REGENTS
AGENDA ITEM SUMMARY

Academic Affairs **December 4, 2026**

AGENDA ITEM: Summer Term Report AY 2025-26

[X] **Review** [ ] **Review + Action** [ ] **Action** [ ] **Discussion**

[X] *This is a report required by Regents' Policy.*

PRESENTERS: David S. Jackson, Executive Vice President and Provost

PURPOSE & KEY POINTS

The number of summer student credit hours earned across the University of Nebraska System in 2026 was 103,334 a slight decrease from summer 2025 but still significantly higher than in 2023 or 2024. Campus-specific information is shown in the attached report.

RECOMMENDATION

The President recommends acceptance of this report.

University of Nebraska System

Summer Sessions

Number of Sections with Graded Enrollment & Student Credit Hours (SCH) Earned:

Summer 2023, 2024, 2025, 2026

University of Nebraska System Grand Total

	Number of Sections with Graded Enrollment	SCH Earned
Summer 2023	2,638	99,782
Summer 2024	2,580	100,007
Summer 2025	2,620	104,870
Summer 2026	2,605	103,334

University of Nebraska at Kearney

	Number of Sections with Graded Enrollment	SCH Earned
Summer 2023	380	13,655
Summer 2024	354	13,420
Summer 2025	361	12,909
Summer 2026	351	12,783

University of Nebraska at Omaha

	Number of Sections with Graded Enrollment	SCH Earned
Summer 2023	809	33,180
Summer 2024	792	33,048
Summer 2025	828	36,153
Summer 2026	859	36,577

University of Nebraska (Includes Lincoln and Medical Center Campuses)

	Number of Sections with Graded Enrollment	SCH Earned
Summer 2023	**1,449**	**52,947**
Lincoln Campus	1,011	31,323
Medical Center Campus	438	21,624
Summer 2024	**1,432**	**53,539**
Lincoln Campus	972	32,027
Medical Center Campus	460	21,512
Summer 2025	**1,431**	**55,808**
Lincoln Campus	980	32,124
Medical Center Campus	451	23,684
Summer 2026	**1,396**	**53,974**
Lincoln Campus	949	29,648
Medical Center Campus	447	24,326

Submitted October 2026 by Enterprise Data Solutions

BOARD OF REGENTS
AGENDA ITEM SUMMARY

Business and Finance **December 4, 2026**

AGENDA ITEM: Report of Bids and Contracts

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

☒ *This is a report required by Regents' policy.*

PRESENTERS: Anne Barnes, Senior Vice President | CFO

PURPOSE & KEY POINTS

The attached report is a summary of bids and contracts as provided by the campuses pursuant to Section 6.3 of the Bylaws of the Board of Regents of the University of Nebraska for the period ending October 22, 2026.

The report outlines the following: type of action; campus; description and use of the product, service, or project; funding source; approved budget amount; contract amount; contractor or vendor; and a bid review or bid explanation if the low responsible bid was not accepted.

Contracts over $1,500,000
August 1, 2026, to October 22, 2026
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
Purchase Order	UNOP	Cortex endpoint protection	State Aided	$4,908,389.21	$4,908,389.21	Norlem Technology Consulting	Cooperative Piggyback
Purchase Order	UNL	Student Athlete Dining	Auxiliary	$2,100,000.00	$2,100,000.00	Red Card Media	Non-Competitive
Contract	UNL	Charter flights	Auxiliary	$3,000,000.00	$3,000,000.00	Silverhawk Aviation, LLC	Non-Competitive
Construction	UNL	Big Red Rebuild (Memorial Stadium (multiple) Improvements)	UNFC ILP	$421,836,986	$278,740,255	Kiewit Bldg Group Inc	CMR GMP**
Construction	UNL	Big Red Rebuild (Memorial Stadium (multiple) Improvements)	UNFC ILP	$421,836,986	$28,888,766	Kiewit Bldg Group Inc	CMR GMP**
Construction	UNL	Haymarket Park Softball Locker Room Renovation	Campus Funds	$2,998,900	$2,987,210	Sampson Construction Co., Inc.	CMR GMP**
Amendment	UNMC	Project Health	Donor/UNMC F&A/Nebraska Medicine	$1,219,353,361	$3,925,000	Burns & Mcdonnell Engineering Co	Sole Source
Amendment	UNMC	Student Housing	ILP	$65,488,605	$50,644,637	Hausmann Construction	CMR

*Approved budget amount represents the entirety of the applicable budget lines.
** GMP = Guaranteed Maximum Price; entry is a GMP amendment to a prior contract.
*** Amendment; entry is an amendment to a prior contract.

BOARD OF REGENTS
AGENDA ITEM SUMMARY

Business and Finance **December 4, 2026**

AGENDA ITEM: Report of Gifts, Grants, Contracts and Bequests
University of Nebraska, Medical Center Campus (UNMC)

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

☒ *This is a report required by Regents' policy.*

PRESENTERS: H. Dele Davies, Interim Chancellor
Kenneth W. Bayles, Vice Chancellor of Research

PURPOSE & KEY POINTS

University of Nebraska Medical Center
Report of Gifts, Grants, Contracts and Bequests Accepted During the Quarter
April 1, 2026, through June 30, 2026

Description	Gifts A	Grants B	Bequests C	Contracts D	Totals
07/01/2025 – 09/30/2025	$275,370	$74,369,852	$0	$38,307,494	$112,952,716
10/01/2025 – 12/31/2025	$225,516	$8,695,349	$0	$41,450,465	$50,371,330
01/01/2026 – 03/31/2026	$235,452	$27,197,102	$0	$18,152,681	$45,585,235
04/01/2026 – 06/30/2026	$223,004	$34,503,405	$0	$46,295,660	$81,022,069
Fiscal YTD Totals	$959,342	$144,765,708	$0	$144,206,300	$289,931,350
2024-2025 Totals	$900,468	$125,951,382	$0	$96,038,402	$222,890,252
2023-2024 Totals	$941,743	$129,072,380	$17,716	$92,259,070	$222,290,909

A - Gifts of $100,000 or more are itemized on the attached pages
B - Grants of $1,000,000 or more are itemized on the attached pages
C - All bequests are itemized on the attached pages
D - Contracts of $400,000 or more are itemized on the attached pages

UNIVERSITY OF NEBRASKA, MEDICAL CENTER CAMPUS (UNMC)
REPORT OF AWARDS
WHICH REQUIRE SEPARATE ITEMIZATION
ACCEPTED DURING THE QUARTER April 1, 2026 – June 30, 2026

Gifts/Bequests $100,000 and over

Donor	Purpose	Amount
Hattie B Munroe Foundation	Camp Munroe	$157,462
	Subtotal	$157,462
	Total amount of Gifts under $100,000	$65,542
	Total Gifts for the Quarter	$223,004

****

Grants $1,000,000 and over

Grantor	Grantee Department	Purpose	Amount
DHHS/NIH/NIGMS	Biochem and Molecular Biology	Nebraska Research Network in Functional Genomics	$3,726,530
		Subtotal	$3,726,530
		Total amount of all Grants under $1,000,000	$30,776,875
		Total Grants for the Quarter	$34,503,405

****

Contracts $400,000 and over

Grantor	Grantee Department	Purpose	Amount
Biogen MA Inc.	Neurological Sciences	A Phase 3b/4 Randomized, Double-Blind, Placebo-Controlled, Parallel-Group Study to Verify the Clinical Benefit of Aducanumab (BIIB037) in Participants with Alzheimers Disease (Envision)	$434,478
Washington University in St. Louis	Surgery-Vascular Surgery	Bioengineered Composite for the Treatment of Peripheral Arterial Disease	$545,044
Vanderbilt University	MMI Administration	Vanderbilt AUD Research and Education Center (VAREC)	$450,605

National Strategic Research Institute	Pathology, Microbiology & Immunolog	Motmot/Meadowlark	$1,750,000
National Strategic Research Institute	Vice Chancellor for Research	Medical Countermeasure Drug Discovery and Development Increment 3 (replaces PID 28120/IFID 18174)	$1,185,000
University of Colorado - Anschutz Medical Campus	Int Med Geriatrics/Palliative Med	Psychedelics for Older Adults with Chronic Pain	$528,979
Stevens Institute of Technology	COD-Growth and Development	Bioactive Nerve Grafts for Peripheral Nerve Regeneration	$450,000
Pfizer, Inc.	Int Med Infectious Diseases	A PHASE 3, PLACEBO-CONTROLLED, DOUBLE-BLINDED, RANDOMIZED STUDY TO EVALUATE THE EFFICACY, SAFETY, AND TOLERABILITY OF A CLOSTRIDIOIDES DIFFICILE VACCINE IN ADULTS 50 YEARS OF AGE AND OLDER (CdiffVax)	$8,843,052
Pfizer, Inc.	Int Med Infectious Diseases	A PHASE 3, PLACEBO-CONTROLLED, DOUBLE-BLINDED, RANDOMIZED STUDY TO EVALUATE THE EFFICACY, SAFETY, AND TOLERABILITY OF A CLOSTRIDIOIDES DIFFICILE VACCINE IN ADULTS 50 YEARS OF AGE AND OLDER (CdiffVax)	$1,850,243
Pfizer, Inc.	Int Med Oncology/Hematology	A PHASE 2b/3, RANDOMIZED, DOUBLE-BLIND STUDY TO INVESTIGATE THE EFFICACY, SAFETY, AND TOLERABILITY OF PONSEGROMAB (PF-06946860) COMPARED WITH PLACEBO BOTH WITH BACKGROUND FIRST-LINE CHEMOTHERAPY IN ADULT PARTICIPANTS WITH CACHEXIA AND MET...(ONC-RIVER)	$576,044
Novo Nordisk Pharmaceuticals, Inc.	Int Med Cardiovascular Medicine	CLEOPATTRA: Effects of NNC6019-0001 versus placebo on cardiovascular outcomes in participants with transthyretin amyloid cardiomyopathy (ATTR-CM)	$551,922

		(CLEOPATTRA)	
NE DHHS - RHTP	Int Med Infectious Diseases	Better Health Outcomes Through Infection Prevention: Rural Healthcare Safety Initiative	$943,500
Lyell Immunopharma, Inc.	Int Med Oncology/Hematology	A PHASE 3 RANDOMIZED CONTROLLED TRIAL OF LYL314, A DUAL-TARGETING CD19/CD20 CAR T-CELL PRODUCT CANDIDATE VERSUS INVESTIGATORS CHOICE OF CD19 CAR T-CELL THERAPY IN PATIENTS WITH RELAPSED OR REFRACTORY LARGE B-CELL LYMPHOMA IN THE SECOND-LINE... (LYL102)	$1,049,988
MedAlliance LLC	Int Med Cardiovascular Medicine	SELUTION4DeNovo Small Vessel: A Prospective Randomized Single-Blind Multicenter Study to Assess the Safety and Effectiveness of the SELUTION SLR 014 PTCA Drug Eluting Balloon in the Treatment of Subjects with De Novo Coronary Lesions in Sma.. (SELUTION)	$539,919
Daiichi Sankyo, Inc.	Int Med Oncology/Hematology	A Randomized, Open-Label, Phase 2/3 Study of Datopotamab Deruxtecan (Dato-DXd) plus Carboplatin or Cisplatin versus Gemcitabine plus Carboplatin or Cisplatin in Participants with Locally Advanced or Metastatic Urothelial Carcinoma...(TROPION-U3)	$522,752
Revolution Medicines, Inc	Int Med Oncology/Hematology	RASolute 304: A Phase 3 Multicenter, Open-label, Randomized, 2-Arm Study of Adjuvant Daraxonrasib versus Observation Following Curative Intent Therapy in Patients with Resected Pancreatic Ductal Adenocarcinoma (PDAC) (RASolute30)	$614,887
Tenax Therapeutics, Inc.	Int Med Cardiovascular Medicine	A Phase 3, Double-Blind, Randomized, Placebo-Controlled Study of Levosimendan in Pulmonary Hypertension Patients With Heart Failure With Preserved Left Ventricular Ejection Fraction (PH-HFpEF)	$804,805

AstraZeneca Pharmaceuticals LP	Int Med Oncology/Hematology	A Randomized, Phase Study of Rilvegostomig in Combination with Fluoropyrimidine and Trastuzumab Deruxtecan versus Trastuzumab, Chemotherapy, and Pembrolizumab for the First-line Treatment of HER2-positive Gastric Cancer (ARTEMIDE-Gastric01) (ARTEMIDEG1)	$691,382
CRISPR Therapeutics, Inc.	Int Med Oncology/Hematology	A Phase 1/2 Dose Evaluation Trial of the Safety and Preliminary Efficacy of Anti-CD19 Allogeneic CRISPR-Cas9-Engineered T Cells (CTX112) in Adult Participants With Relapsed/Refractory Hematologic Autoimmune Disease (CRISPR)	$787,624
Bristol-Myers Squibb Company	Int Med Oncology/Hematology	ROSETTA CRC-203: A Blinded, Randomized Phase 2/3 Study of Pumitamig in Combination with Chemotherapy Versus Bevacizumab in Combination with Chemotherapy in Participants with Previously Untreated, Unresectable, or Metastatic Colorectal Cancer (CA266-0003)	$2,124,423
Bristol-Myers Squibb Company	Int Med Oncology/Hematology	ROSETTA CRC-203: A Blinded, Randomized Phase 2/3 Study of Pumitamig in Combination with Chemotherapy Versus Bevacizumab in Combination with Chemotherapy in Participants with Previously Untreated, Unresectable, or Metastatic Colorectal Cancer (CA266-0003)	$444,019
Incyte Corporation	Int Med Oncology/Hematology	A Phase 1, Open-Label, Multicenter Study of INCA036873 in Participants With Advanced Solid Tumors and Hematological Malignancies (INCA036873)	$404,166
Merck Sharp & Dohme Corp.	Obstetrics/Gynecology	A Phase 3, Randomized, Open-label, Multicenter Study of Sacituzumab Tirumotecan (sac-TMT, MK-2870) Maintenance Treatment With or Without Bevacizumab Versus Standard of Care in Participants With Newly Diagnosed Advanced HRD-Negative Ovarian...(GOG-3102)	$769,683

NE DHHS - RHTP	Pediatrics Newborn Medicine	Nebraska Perinatal Quality Improvement Collaborative: Rural Health Transformation Funds	$2,000,000
NE DHHS - RHTP	COD-Dental Administration	Rural Health Transformation Program UNMC College of Dentistry Projects	$925,000
NE DHHS - RHTP	CAHP Physical Therapy	Nebraska Kids Fitness and Nutrition Day (NKFND)	$484,178
Emory University	COPH Environ, Agri & Occ Health	National Ebola Training and Education Center	$3,944,525
DHHS/ASPR/BARDA	COPH Environ, Agri & Occ Health	Training, Simulation and Quarantine Services (TSQC)	$540,155

Subtotal	$34,756,373
Total amount of Contracts under $400,000	$11,539,287
Total Contracts for the Quarter	$46,295,660

BOARD OF REGENTS
AGENDA ITEM SUMMARY

Business and Finance **December 4, 2026**

AGENDA ITEM: Report on the Othmer-Topp Endowment Fund, second priority uses, for the fiscal year ended June 30, 2026
University of Nebraska, Lincoln Campus (UNL)

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

☒ *This is a report required by Regents' policy.*

PRESENTERS: Katherine S. Ankerson, Interim Chancellor
Anne Barnes, Interim Vice Chancellor for Business and Finance

PURPOSE & KEY POINTS

University of Nebraska-Lincoln
Report on the Othmer-Topp Endowment Fund
Fiscal years 2025 and 2026

	Description		12-Months Ended 06/30/2026	12-Months Ended 06/30/2025
	First Priority Expenditures			
	Othmer Professorship of Chemical Engineering		$ 118,899	$ 0
	Mortgage Payment (Othmer Hall & Law Library)		0	0
		Subtotal	118,899	0
	Second Priority Expenditures			
(a)	Campus-wide graduate fellowships		$ 1,045,094	$ 299,094
(b)	Distinguished Professorships		645,713	493,875
	NEH Regional Humanities Center Match		70,065	52,337
	Academic Improvement Fund			
	Sheldon Museum Director's Travel/Rent Funds		120,748	71,388
	College of Engineering – Scott Engineering Center		552,719	4,531,258
	Kiewit Hall – College of Engineering		0	1,421,632
	Lincoln Airport SCASDP		0	250,000
		Subtotal	2,434,339	7,119,584
	Costs of Operating Endowment			
	Management fees to University of Nebraska		$2,975,236	$2,638,131
	Foundation as relevant to this report	Subtotal	2,975,236	2,638,131
		Total	$5,409,575	$9,757,715

(a) In FY 2025-26, fellowships were newly awarded to 80 students from 39 different departments. There were 104 returning students for a total of 184 fellowships. Either a $4,000 or an $8,000 stipend is paid to supplement a departmental graduate teaching or research assistantship. The program remains at full implementation budgeted at $750,000 annually.

(b) In FY 2025-26, there were 22 Othmer chairs and professorships.

BOARD OF REGENTS
AGENDA ITEM SUMMARY

Business and Finance **December 4, 2026**

AGENDA ITEM: Quarterly Capital Construction Report

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

☒ *This is a report required by Regents' policy.*

PRESENTERS: Anne Barnes, Senior Vice President | CFO

PURPOSE & KEY POINTS

This is a summary report of projects included in the Quarterly Capital Construction Report required by state statute. Inclusion in the report commences with Board of Regents approval and ends one year following substantial completion.

The report fulfills the requirements of R.P.6.3.2.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 September 30, 2026.

University of Nebraska Quarterly Status Report

Board of Regents Approved Capital Construction Projects

As of September 30, 2026

KEARNEY

Douglas A. Kristensen Rural Health Education Complex

BoR Schedule Dates		Contracts			Original	# of	Total	# of	Total	Current		Approved Budget	
Project Approved:	8/11/2022	**Sub. Comp.**	**Provider**	**Date**	**Amount**	**Amend**	**Amend Amt**	**COs**	**CO Amt**	**Amount**	**Procurement Method**	Construction:	$67,236,780
Construction Start:	9/30/2023		RDG Planning & Design	6/16/2023	$5,338,300			2	$70,735	$5,409,035	A/E Selection	Non Construction:	$27,763,220
Construction End Date:	7/31/2025	9/17/2026	MCL Construction	1/31/2023	$7,500	2	$63,917,500	10	($1,600,000)	$62,325,000	CM at Risk Selection	Total Project Cost:	$95,000,000
Phase: Construction												% funds expended:	93%

Amendments this quarter	Change Orders this quarter		Funding Source	
None	MCL CO-12	$0	Federal	$60,000,000
	MCL CO-13	($1,600,000)	Private/Trust	$35,000,000
			Total Funding	$95,000,000

University of Nebraska Quarterly Status Report
Board of Regents Approved Capital Construction Projects
As of September 30, 2026

LINCOLN

Agricultural Hall HVAC and Fire Sprinkler

BoR Schedule Dates		Contracts				Original	# of	Total	# of	Total	Current		Approved Budget	
Project Approved:	2/9/2024	**Sub. Comp.**	**Provider**		**Date**	**Amount**	**Amend**	**Amend Amt**	**COs**	**CO Amt**	**Amount**	**Procurement Method**	Construction:	$5,010,168
Construction Start:	7/3/2023		Alvine & Assoc		7/7/2023	$252,000			2	$25,900	$277,900	A/E Four Year	Non Construction:	$543,240
Construction End Date:	5/17/2024	7/30/2024	BIC Construction LLC		7/3/2023	$3,620,000			13	$11,836	$3,631,836	Low Responsible Bid	Total Project Cost:	$5,553,408
Phase:	Construction												% funds expended:	97%

Amendments this quarter	Change Orders this quarter	Funding Source	
None	None	State Funds LB384	$5,760,071
		Total Funding	$5,760,071

Post-SCD scope work continuing

Andrews Hall Air Handling Unit Replacement

BoR Schedule Dates		Contracts				Original	# of	Total	# of	Total	Current		Approved Budget	
Project Approved:	12/2/2022	**Sub. Comp.**	**Provider**		**Date**	**Amount**	**Amend**	**Amend Amt**	**COs**	**CO Amt**	**Amount**	**Procurement Method**	Construction:	$5,294,256
Construction Start:	5/22/2023		Farris Engineering Inc.		11/22/2021	$360,500			1	$43,000	$403,500	A/E Four Year	Non Construction:	$724,444
Construction End Date:	5/17/2024		Farris Engineering Inc.		11/22/2021	$45,310					$45,310	A/E Four Year	Total Project Cost:	$6,018,700
Phase:	Closeout	12/9/2025	BIC Construction LLC		6/16/2023	$3,461,000			11	$297,409	$3,758,409	Low Responsible Bid	% funds expended:	94%

Amendments this quarter	Change Orders this quarter	Funding Source	
None	None	State Funds LB384	$6,018,700
		Total Funding	$6,018,700

FINAL REPORT

Architecture Complex LB384 Renovation

BoR Schedule Dates		Contracts				Original	# of	Total	# of	Total	Current		Approved Budget	
Project Approved:	4/8/2022	**Sub. Comp.**	**Provider**		**Date**	**Amount**	**Amend**	**Amend Amt**	**COs**	**CO Amt**	**Amount**	**Procurement Method**	Construction:	$23,636,593
Construction Start:	11/30/2022		HDR Architecture, Inc		8/25/2022	$1,130,000			2	$383,500	$1,513,500	A/E Selection	Non Construction:	$3,041,660
Construction End Date:	8/31/2023	8/25/2025	The Whiting-Turner Contracting		10/31/2022	$32,024	4	$22,226,247	1	$446,390	$22,704,661	CM at Risk Selection	Total Project Cost:	$26,678,253
Phase:	Construction												% funds expended:	98%

Amendments this quarter	Change Orders this quarter	Funding Source	
None	None	Private/Trust	$2,213,272
		State Funds LB384	$24,464,981
		Total Funding	$26,678,253

1% Art Installation Remaining

Big Red Rebuild (Memorial Stadium Improvement Project)

BoR Schedule Dates		Contracts				Original	# of	Total	# of	Total	Current		Approved Budget	
Project Approved:	10/5/2023	**Sub. Comp.**	**Provider**		**Date**	**Amount**	**Amend**	**Amend Amt**	**COs**	**CO Amt**	**Amount**	**Procurement Method**	Construction:	$467,351,324
Construction Start:	12/31/2026		HDR Architecture, Inc *		4/7/2023	$12,400,000			1	($2,707,081)	$9,692,919	A/E Selection	Non Construction:	$132,648,676
Construction End Date:	7/31/2028		HDR Architecture, Inc		4/1/2025	$7,000,000			6	$18,385,850	$25,385,850	A/E Selection	Total Project Cost:	$600,000,000
Phase:	Construction	8/25/2028	Kiewit Building Group Inc		12/3/2023	$1,800,000	8	$388,788,029	4	$30,234,937	$420,822,966	CM at Risk Selection	% funds expended:	14%

*Contract amount includes Feasibility Study

Amendments this quarter		Change Orders this quarter		Funding Source	
Kiewit CO-9	$84,804,232	HDR CO-5	$272,300	Foundation / Trust	$45,450,000
Kiewit CO-11	$0	HDR CO-6	$28,250	UNFC ILP	$554,550,000
Kiewit CO-12	$278,740,255	Kiewit CO-10	$28,888,766	Total Funding	$600,000,000

University of Nebraska Quarterly Status Report
Board of Regents Approved Capital Construction Projects
As of September 30, 2026

LINCOLN

Kimball Recital Hall LB384 Renovation

BoR Schedule Dates
Project Approved: 12/3/2021
Construction Start: 8/31/2022
Construction End Date: 8/31/2024
Phase: Closeout

Contracts Sub. Comp.	Provider	Date	Original Amount	# of Amend	Total Amend Amt	# of COs	Total CO Amt	Current Amount	Procurement Method
	Quinn Evans Architects Inc.	4/27/2022	$1,048,500			7	$247,979	$1,296,479	A/E Selection
3/21/2025	Sampson Construction Co.,	9/11/2023	$12,980,882			25	$234,210	$13,215,092	Low Responsible Bid

Approved Budget

Construction:	$13,963,917
Non Construction:	$2,110,048
Total Project Cost:	$16,073,965
% funds expended:	99%

Amendments this quarter
None

Change Orders this quarter
None

Post-SCD scope and commissioning activity

Funding Source

State Funds LB384	$16,073,965
Total Funding	$16,073,965

Lied Center for Performing Arts Renovation and Addition

BoR Schedule Dates
Project Approved: 12/3/2021
Construction Start: 6/30/2022
Construction End Date: 8/31/2024
Phase: Construction

Contracts Sub. Comp.	Provider	Date	Original Amount	# of Amend	Total Amend Amt	# of COs	Total CO Amt	Current Amount	Procurement Method
	HDR Architecture, Inc	12/12/2022	$238,710					$238,710	A/E Selection
	HDR Architecture, Inc	8/31/2023	$2,086,442			1	$1,425,100	$3,511,542	A/E Selection
	Architectural Wall Systems LLC	10/16/2023	$89,193					$89,193	A/E Selection
9/30/2027	The Whiting-Turner Contracting	12/13/2022	$181,705	5	$27,973,366	2	$235,673	$28,390,744	CM at Risk Selection

Approved Budget

Construction:	$29,465,766
Non Construction:	$5,534,234
Total Project Cost:	$35,000,000
% funds expended:	44%

Amendments this quarter
None

Change Orders this quarter

WT CO-7	$106,427
WT CO-8	$129,246

Funding Source

Foundation/Trust	$32,800,000
Campus Funds	$2,200,000
Total Funding	$35,000,000

Outdoor Track Replacement

BoR Schedule Dates
Project Approved: 2/7/2020
Construction Start: 3/31/2020
Construction End Date: 3/31/2021
Phase: Closeout

Contracts Sub. Comp.	Provider	Date	Original Amount	# of Amend	Total Amend Amt	# of COs	Total CO Amt	Current Amount	Procurement Method
	Clark & Enersen, Inc.	11/5/2019	$675,000			2	$297,000	$972,000	A/E Four Year
1/1/2021	Nemaha Landscape Const.	10/27/2020	$263,000			2	$49,280	$312,280	Low Responsible Bid
1/17/2022	Nemaha Landscape Const.	2/3/2021	$1,816,750			4	($641,000)	$1,175,750	Low Responsible Bid
5/4/2022	Nemaha Landscape Const.	5/4/2021	$7,299,210			9	$443,346	$7,742,556	Low Responsible Bid
1/13/2024	Nemaha Landscape Const.	5/2/2023	$1,562,800			3	$102,257	$1,665,057	Low Responsible Bid
4/16/2026	Hausmann Construction, Inc.	10/14/2024	$7,529,000			14	$1,815,549	$9,344,549	Low Responsible Bid

Approved Budget

Construction:	$22,718,583
Non Construction:	$3,285,417
Total Project Cost:	$26,004,000
% funds expended:	100%

Amendments this quarter
None

Change Orders this quarter
Hau CO-14 $11,104

Funding Source

Private/Trust	$26,004,000
Total Funding	$26,004,000

Pershing Military & Naval Science Building LB384 Renovation

BoR Schedule Dates
Project Approved: 12/3/2021
Construction Start: 3/31/2022
Construction End Date: 12/31/2023
Phase: Construction

Contracts Sub. Comp.	Provider	Date	Original Amount	# of Amend	Total Amend Amt	# of COs	Total CO Amt	Current Amount	Procurement Method
	HDR Architecture, Inc	9/22/2022	$134,000			3	$631,250	$765,250	A/E Four Year
11/12/2025	BIC Construction LLC	11/22/2023	$6,739,000			20	$970,254	$7,709,254	Low Responsible Bid

Approved Budget

Construction:	$10,063,189
Non Construction:	$1,298,111
Total Project Cost:	$11,361,300
% funds expended:	96%

Amendments this quarter
None

Change Orders this quarter
None

Post-SCD scope work continuing

Funding Source

State Funds LB384	$11,025,398
Campus Funds	$335,902
Total Funding	$11,361,300

University of Nebraska Quarterly Status Report
Board of Regents Approved Capital Construction Projects
As of September 30, 2026

LINCOLN

Scott Engineering Center Renovation & Link Replacement (LB957 & LB384)

BoR Schedule Dates		Contracts			Original	# of	Total	# of	Total	Current		Approved Budget	
Project Approved:	8/3/2018	**Sub. Comp.**	**Provider**	**Date**	**Amount**	**Amend**	**Amend Amt**	**COs**	**CO Amt**	**Amount**	**Procurement Method**	Construction:	$69,879,718
Construction Start:	6/30/2019		RDG Schutte Wilscam Birge Inc	12/11/2018	$5,651,000			5	$605,000	$6,256,000	A/E Selection	Non Construction:	$10,767,790
Construction End Date:	9/30/2022	8/20/2024	Hausmann Construction, Inc.	12/12/2018	$35,000	2	$62,606,412	28	$2,392,269	$65,033,681	CM at Risk Selection	Total Project Cost:	$80,647,508
Phase: Closeout												% funds expended:	99%

Amendments this quarter

None

Change Orders this quarter

None

Funding Source

State Appropriations	$72,000,000
Private/Trust	$5,456,000
State Funds LB384	$3,191,508
Total Funding	$80,647,508

1% Art Installation Remaining

Westbrook Music Building LB384 Replacement Project

BoR Schedule Dates		Contracts			Original	# of	Total	# of	Total	Current		Approved Budget	
Project Approved:	12/3/2021	**Sub. Comp.**	**Provider**	**Date**	**Amount**	**Amend**	**Amend Amt**	**COs**	**CO Amt**	**Amount**	**Procurement Method**	Construction:	$68,694,284
Construction Start:	5/31/2023		Sinclair, Hille & Associates, Inc.	4/20/2022	$4,999,900			5	$404,150	$5,404,050	A/E Selection	Non Construction:	$13,174,977
Construction End Date:	5/31/2025	5/8/2026	Hausmann Construction, Inc.	9/9/2022	$75,000	4	$62,958,163	12	$2,215,442	$65,248,605	CM at Risk Selection	Total Project Cost:	$81,869,261
Phase: Construction												% funds expended:	99%

Amendments this quarter

None

Change Orders this quarter

Hau CO-15	$301,687
Hau CO-16	$51,102

Funding Source

State Funds LB384	$81,820,472
Other (City of Lincoln)	$48,789
Total Funding	$81,869,261

Post-SCD scope and commissioning

University of Nebraska Quarterly Status Report
Board of Regents Approved Capital Construction Projects
As of September 30, 2026

MEDICAL CENTER

Campus Utility and Public Safety Infrastructure

BoR Schedule Dates
Project Approved: 2/7/2025
Construction Start: 5/1/2023
Construction End Date: 5/31/2026
Phase: Construction

Contracts Sub. Comp.	Provider	Date	Original Amount	# of Amend	Total Amend Amt	# of COs	Total CO Amt	Current Amount	Procurement Method
	MCL Construction	5/5/2025	$10,635,965					$10,635,965	NCPD
	Olsson, Inc	7/30/2024	$104,500	1	$715,283			$819,783	A/E Selection

Amendments this quarter
None

Change Orders this quarter
None

Approved Budget

Construction:	$10,635,965
Non Construction:	$1,364,035
Total Project Cost:	$12,000,000
% funds expended:	40.63%

Funding Source

LB384	$6,000,000
Campus Funds	$6,000,000
Total Funding	$12,000,000

COD Building Modernization (LB384)

BoR Schedule Dates
Project Approved: 6/23/2022
Construction Start: 8/1/2023
Construction End Date: 5/1/2025
Phase: Construction

Contracts Sub. Comp.	Provider	Date	Original Amount	# of Amend	Total Amend Amt	# of COs	Total CO Amt	Current Amount	Procurement Method
	Pact Studio, Inc.	7/8/2022	$25,000	2	$900,870			$925,870	A/E Selection
	Hausmann Construction	10/23/2023	$8,627,595			6	$132,473	$8,760,068	CMR Selection Process

Amendments this quarter
None

Change Orders this quarter
None

Approved Budget

Construction:	$10,433,004
Non Construction:	$3,566,996
Total Project Cost:	$14,000,000
% funds expended:	94.63%

Funding Source

LB384	$14,000,000
Total Funding	$14,000,000

IDAT Training Facility

BoR Schedule Dates
Project Approved: 4/24/2026
Construction Start: TBD
Construction End Date: TBD
Phase: Design

Contracts Sub. Comp.	Provider	Date	Original Amount	# of Amend	Total Amend Amt	# of COs	Total CO Amt	Current Amount	Procurement Method
	Leo A Daly LLC	7/2/2024	$704,050	1	$725,069			$1,429,119	A/E Selection
	JE Dunn Construction	5/10/2024	$15,000	1	$848,352			$863,352	

Amendments this quarter

JE Dunn	$848,352
Leo A Daly	$725,069

Change Orders this quarter
None

Approved Budget

Construction:	$11,559,195
Non Construction:	$1,429,119
Total Project Cost:	$12,988,314
% funds expended:	6.26%

Funding Source

Federal	$12,988,314
Other	
Total Funding	$12,988,314

Project Health

BoR Schedule Dates
Project Approved: 1/24/2024
Construction Start: 8/1/2025
Construction End Date: 12/31/2032
Phase: Design/Construction

Contracts Sub. Comp.	Provider	Date	Original Amount	# of Amend	Total Amend Amt	# of COs	Total CO Amt	Current Amount	Procurement Method
	Tri-Party Agreement HDR/Kiew	1/2/2024	$3,756,023	2	$36,754,970			$40,510,993	CMR Selection Process
	HOK	9/1/2024	$500,000	2	$1,491,000	1	$884,000	$2,875,000	A/E Selection
	Hammes Company Healthcare	7/15/2024	$1,670,000			1	$0	$1,670,000	
	KPMG LLP	10/4/2024	$2,610,000					$2,610,000	
	McCarthy Building Companies	3/24/2025	$2,138,145	2	$19,066,598			$21,204,743	CMR Selection Process
	Burns & McDonnell	7/22/2025	$1,900,000	2	$4,255,000			$6,155,000	

Amendments this quarter

B&M	$3,925,000
B&M	$330,000

Change Orders this quarter
None

Approved Budget

Construction:	$1,149,803,361
Non Construction:	$69,550,000
Total Project Cost:	$1,219,353,361
% funds expended:	9.43%

Funding Source

Donor Funds	$123,336,211
Other	$1,096,017,150
Total Funding	$1,219,353,361

University of Nebraska Quarterly Status Report

Board of Regents Approved Capital Construction Projects

As of September 30, 2026

MEDICAL CENTER

Saddle Creek Campus Administrative Facility (LB384)

BoR Schedule Dates

Project Approved: 6/23/2022
Construction Start: TBD
Construction End Date: TBD
Phase: Construction

Contracts Sub. Comp.	Provider	Date	Original Amount	# of Amend	Total Amend Amt	# of COs	Total CO Amt	Current Amount	Procurement Method
	McCarthy Building Companies	11/3/2023	$4,931,348	1	$72,609,035	2	$3,321,458	$80,861,841	Developer Led
	Leo A Daly	5/26/2023	$4,278,292					$4,278,292	

Amendments this quarter

None

Change Orders this quarter

None

Approved Budget

Construction:	$87,565,424
Non Construction:	$17,433,576
Total Project Cost:	$104,999,000
% funds expended:	74.5%

Funding Source

LB384 & ILP	$104,999,000
Total Funding	$104,999,000

Saddle Creek Campus Public Improvements (ILP)

BoR Schedule Dates

Project Approved: 2/11/2022
Construction Start: 4/1/2023
Construction End Date: 11/30/2024
Phase: Construction

Contracts Sub. Comp.	Provider	Date	Original Amount	# of Amend	Total Amend Amt	# of COs	Total CO Amt	Current Amount	Procurement Method
	Olsson, FHU, Benesch	2/15/2022	$2,445,947					$2,445,947	A/E Selection
	Valley Corporation	2/3/2023	$7,443,526			6	$6,476,224	$13,919,750	Low Responsible Bid

Amendments this quarter

None

Change Orders this quarter

None

Approved Budget

Construction:	$14,699,076
Non Construction:	$5,300,924
Total Project Cost:	$20,000,000
% funds expended:	100%

Funding Source

Interlocal	$20,000,000
Total Funding	$20,000,000

Student Housing

BoR Schedule Dates

Project Approved: 8/16/2024
Construction Start: 9/23/2024
Construction End Date: 10/31/2026
Phase: Construction

Contracts Sub. Comp.	Provider	Date	Original Amount	# of Amend	Total Amend Amt	# of COs	Total CO Amt	Current Amount	Procurement Method
	Holland Basham Architects	8/30/2024	$2,411,916			1	$73,900	$2,485,816	A/E Selection
	Burlington Capital	10/1/2024	$1,307,741					$1,307,741	CMR Selection Process
	Hausmann Construction	9/23/2024	$4,628,040	1	$50,644,637	1	$749,430	$56,022,107	CMR Selection Process

Amendments this quarter

Hausmann $50,644,637

Change Orders this quarter

Hausmann $749,430

Approved Budget

Construction:	$58,274,982
Non Construction:	$7,213,623
Total Project Cost:	$65,488,605
% funds expended:	86.27%

Funding Source

ILP	$65,488,605
Total Funding	$65,488,605

Thermal Storage Tank (TES)

BoR Schedule Dates

Project Approved: 5/16/2024
Construction Start: 11/1/2026
Construction End Date: 12/31/2029
Phase: Design

Contracts Sub. Comp.	Provider	Date	Original Amount	# of Amend	Total Amend Amt	# of COs	Total CO Amt	Current Amount	Procurement Method
	Burns & McDonnell	12/11/2024	$2,830,000	2	$3,493,000			$6,323,000	NCPD
	Hawkins Construction	1/6/2025	$350,000	1	$69,705,551			$70,055,551	CMR Selection Process

Amendments this quarter

B&M $233,000

Change Orders this quarter

None

Approved Budget

Construction:	$77,302,123
Non Construction:	$15,197,877
Total Project Cost:	$92,500,000
% funds expended:	5.81%

Funding Source

Campus Funds	$3,500,000
Private	$46,250,000
ILP	$42,750,000
Total Funding	$92,500,000

University of Nebraska Quarterly Status Report

Board of Regents Approved Capital Construction Projects

As of September 30, 2026

OMAHA

Biomechanics Research Building Phase 3 Addition

BoR Schedule Dates		Contracts				Original	# of	Total	# of	Total	Current		Approved Budget	
Project Approved:	4/11/2025	Sub. Comp.	Provider		Date	Amount	Amend	Amend Amt	COs	CO Amt	Amount	Procurement Method	Construction:	$14,431,706
Construction Start:	4/30/2026		BWBR Architects Inc.		6/30/2025	$1,308,480					$1,308,480	A/E Selection	Non Construction:	$2,668,294
Construction End Date:	10/31/2027	10/1/2027	McCarthy Building		9/8/2025	$50,000	1	$14,050,000			$14,100,000	CM at Risk Selection	Total Project Cost:	$17,100,000
Phase:	Construction												% funds expended:	30%

Amendments this quarter	Change Orders this quarter	Funding Source	
None	None	Private/Trust	$17,100,000
		Total Funding	$17,100,000

Howard L. Hawks Training Center (Omaha Athletics Training Facility)

BoR Schedule Dates		Contracts				Original	# of	Total	# of	Total	Current		Approved Budget	
Project Approved:	12/5/2025	Sub. Comp.	Provider		Date	Amount	Amend	Amend Amt	COs	CO Amt	Amount	Procurement Method	Construction:	$47,408,800
Construction Start:	10/31/2026		HDR Architecture, Inc		3/26/2026	$3,595,000					$3,595,000	A/E Selection	Non Construction:	$7,591,200
Construction End Date:	12/31/2028	7/26/2028	MCL Construction		4/30/2026	$36,650	1	$2,319,111			$2,355,761	CM at Risk Selection	Total Project Cost:	$55,000,000
Phase:	Construction												% funds expended:	7%

Amendments this quarter		Change Orders this quarter	Funding Source	
MCL CO-1	$2,319,111	None	Foundation/Trust	$55,000,000
			Total Funding	$55,000,000

Maverick Park Clubhouse (Omaha Athletics Clubhouse)

BoR Schedule Dates		Contracts				Original	# of	Total	# of	Total	Current		Approved Budget	
Project Approved:	12/5/2025	Sub. Comp.	Provider		Date	Amount	Amend	Amend Amt	COs	CO Amt	Amount	Procurement Method	Construction:	$10,931,567
Construction Start:	10/31/2026		HDR Architecture, Inc		4/28/2026	$820,000					$820,000	A/E Selection	Non Construction:	$1,568,434
Construction End Date:	10/31/2027	8/2/2027	MCL Construction		4/28/2026	$8,400	1	$10,545,932			$10,554,332	CM at Risk Selection	Total Project Cost:	$12,500,000
Phase:	Construction												% funds expended:	10%

Amendments this quarter		Change Orders this quarter	Funding Source	
MCL CO-1	$10,545,932	None	Foundation/Trust	$12,500,000
			Total Funding	$12,500,000

UNO LB384 Electrical Switch Relocation

BoR Schedule Dates		Contracts				Original	# of	Total	# of	Total	Current		Approved Budget	
Project Approved:	4/11/2025	Sub. Comp.	Provider		Date	Amount	Amend	Amend Amt	COs	CO Amt	Amount	Procurement Method	Construction:	$5,900,400
Construction Start:	5/9/2024		Alvine & Assoc		10/26/2022	$147,000			5	$141,000	$288,000	A/E Selection	Non Construction:	$540,100
Construction End Date:	12/31/2025	8/1/2024	Ronco Construction Co		5/9/2024	$857,254			3	$16,436	$873,690	Low Responsible Bid	Total Project Cost:	$6,440,500
Phase:	Closeout	10/31/2026	Harold K Scholz Co		1/16/2025	$1,330,000			4	$155,993	$1,485,993	Non Competitive	% funds expended:	99%

Amendments this quarter		Change Orders this quarter		Funding Source	
None		HSC CO-4	$32,400	State Funds LB384	$6,500,000
				Total Funding	$6,500,000

BOARD OF REGENTS
AGENDA ITEM SUMMARY

Business and Finance **December 4, 2026**

AGENDA ITEM: Report Naming of Room in the Douglas A. Kristensen Rural Health Education Complex (HSEC II) Building in honor of generous donations

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

☒ *This is a report required by Regents' policy.*

PRESENTERS: Neal Schnoor, UNK Chancellor
Scott Benson, Vice Chancellor for Business and Finance

PURPOSE & KEY POINTS

President Gold and Chancellor Schnoor have approved the naming of rooms as detailed below on the recommendation of a due diligence review panel. By approving these naming of rooms, the Board of Regents express on behalf of the University of Nebraska its deepest gratitude and appreciation to the Identified donors' generous support of the University of Nebraska at Kearney and the University of Nebraska Medical Center programs.

Pursuant to Board of Regents policy 6.2.7.(3)(b), such naming items must be approved by the Chancellor responsible for such a Facility, and the President, and shall be reported to the Board of Regents.

Facility Space/Donor Name

- Chad and Jen Rutar Reflection Room (HSEC II, Room 137)
  Donor: Chad and Jen Rutar

BOARD OF REGENTS
AGENDA ITEM SUMMARY

Business and Finance **December 4, 2026**

AGENDA ITEM: Report naming of the gathering space located south of Cook Pavilion and north of the Campus Recreation main entrance on the University of Nebraska, Lincoln Campus (UNL), the "Campbell Commons"

☐ Review ☐ Review + Action ☐ Action ☐ Discussion

☒ *This is a report required by Regents' Policy.*

PRESENTER: Anne Barnes, Interim Vice Chancellor for Business and Finance

PURPOSE & KEY POINTS

Stan Campbell dedicated more than 41 years of service to the University of Nebraska–Lincoln, including nearly four decades as Director of Campus Recreation. Through his leadership, Campus Recreation grew into a nationally recognized program that advanced student wellness, engagement, leadership development, and community building, leaving a lasting impact on generations of students and staff.

The naming of Campbell Commons recognizes Campbell's extraordinary contributions to the university and his commitment to creating spaces that foster connection and belonging. Located between Cook Pavilion and the Campus Recreation Center, the commons reflects the values of community, wellness, and student success that defined his career.

Naming this gathering space in honor of Stan Campbell provides a meaningful tribute to his legacy while celebrating his enduring influence on student life and the University community.

BACKGROUND INFORMATION

Pursuant to Board of Regents policy 6.2.7.2.b., such naming items must be submitted by the Principal Business Officer to the CEO/President for approval and shall be reported to the Board of Regents.

BOARD OF REGENTS
AGENDA ITEM SUMMARY

December 4, 2026

AGENDA ITEM: Report on amendments to the University of Nebraska System Employee Records Policy.

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

☒ *This is a report required by Regents' Policy.*

PRESENTERS: Jon Watts, Senior Associate Vice President for Business & Finance | COO

PURPOSE & KEY POINTS

Consistent with the *Bylaws* and operating procedures of the Board, the following changes have been filed with the Corporation Secretary since the last meeting of the Board:

- September 2026 Amendments to the *University of Nebraska System Employee Records Policy*.

In addition to the redline versions which are attached, these changes are available for inspection in the Office of the Corporation Secretary.

BACKGROUND INFORMATION

Section 1.2 of the *Bylaws of the Board of Regents* states, "In any case where any officer, group, or agency has been authorized by these *Bylaws* to adopt rules or regulations, such rules or regulations, before they may be effective, shall be:

(a) considered by the officer, group, or agency at a public hearing held after giving reasonable advance public notice thereof; and

(b) reviewed and approved by the General Counsel for consistency with these *Bylaws* and applicable policies, laws, and regulations; and

(c) filed with the Corporation Secretary for report to the Board. The CEO/President and cognizant Chief Administrative Officer/Chancellor (hereinafter "CAO/Chancellor") are to be timely provided with a courtesy copy of any public hearing notice.

Effective:_____, 2025

Last Revised: *November 18, 2019*

Responsible University Administrators:
Sr. Vice President for Business & Finance/ CFO

Responsible University Office:
Human Resources

EMPLOYEE RECORDS POLICY

CONTENTS

Purpose
Applicability
Authority/Responsibility
Policy Statement
Procedure
Access to Employee Records
History

Purpose

This policy defines the administration of staff employee records for the University of Nebraska (NU). The university recognizes the expectation of employees that information collected and maintained during their employment is accurate, relevant and safe from improper disclosure.

Applicability

This policy shall be applicable to all regular or temporary full-time and part-time non-academic Administrative, Managerial/Professional, Office/Service, Casual/On-Call/Seasonal, and Student positions.

Authority/Responsibility

Human Resources (HR) is responsible for the employee records policy. NU Departments are responsible for implementing and following policy and auditing for compliance.

Policy Statement

It is the policy of NU to maintain employee records for each staff member. Such records contain information related to the staff member's employment with the University. To keep the University's employee records current, it is the responsibility of all employees to update their personal information as necessary. Employees should also update the Human Resources Benefits Office of any personal changes as appropriate.

Procedure

1. Records containing employee information may be kept in electronic or paper form and may be maintained in several different electronic systems and physical locations. All employee records shall be managed in strict conformance with federal and state laws and University Bylaws governing the confidentiality of information. Storage and retention of records follows the NU Employment Records Retention Schedule.
2. ~~All staff member employee~~ Employee records shall be maintained and disclosed in accordance

DRAFT

with applicable law. Employee records are regarded as ~~confidential~~ nonpublic and will only contain information that is required by the University in conducting its business or as required by Federal, State, or local laws. Therefore, other than the employee, access shall be strictly for business reasons or legal compliance and is limited to:

a. Authorized Human Resources representatives.
b. A staff member's immediate supervisor and/or department head; or upward in the chain of command.
c. University legal counsel, Compliance, Audit & Advisory Services, and Risk Management.
d. Such other individuals as deemed appropriate by University legal counsel or the applicable Human Resources Office.

3. Staff members may not remove or alter any information in their employee records. If a staff member has information which they would like to include in the file, such information may be submitted to Human Resources for review. If deemed appropriate by Human Resources, the information will be included in the staff member's file. If not so deemed, the staff member will be informed in writing of the reason(s) why the information will not be included.
4. Employee records may include, but are not limited to:
    a. Hiring documents, offer letters, and results of background checks.
    b. Performance Management documents, ~~to~~ including annual performance evaluations and any corrective action documentation.
    c. Letters pertaining to the end of employment (RIF, Resignation, Retirement and Termination letters).
    d. Employment and payroll documentation.

~~d.~~ The location or format of a record does not determine whether it is an employee record.

5. Certain records, such as ADA documentation, FMLA documentation, and physician-provided medical information, are classified as confidential health or accommodation files. These records will have strict access limitations and may be stored separately.

Access to Employment Records

Employees may request ~~to view their~~reasonable access to their employee records ~~in the Human Resources office at any time~~ during regular working hours with advance notice. Any request to review or make copies of such records shall be subject to the rights, limits, and restrictions of applicable law and University policy.

All requests from third parties for employee records, including public records requests, subpoenas, court orders, law enforcement requests, and other external requests for information, shall be referred to the Office of the Vice President and General Counsel or, as appropriate, to the relevant campus compliance or human resources for review and response. Employee information shall be disclosed only as authorized or required by applicable law or University policy. Nothing in this policy limits the University's obligations under the Nebraska Public Records Act or other applicable law.~~All requests for public and non-public employee records shall be directed to general counsel/compliance offices. Information will only be released upon the employees written consent unless required by law (e.g., law enforcement agencies, subpoenas, and court orders).~~

History

DRAFT

This policy replaces individual campus policies.

July 1, 2025 Approved by the Sr. Vice President/CFO

DRAFT

Effective: July 1, 2025

Last Revised: *September 22, 2026*

Responsible University Administrators:
Sr. Vice President for Business & Finance/ CFO

Responsible University Office:
Human Resources

EMPLOYEE RECORDS POLICY

CONTENTS

Purpose
Applicability
Authority/Responsibility
Policy Statement
Procedure
Access to Employee Records
History

Purpose

This policy defines the administration of staff employee records for the University of Nebraska (NU). The university recognizes the expectation of employees that information collected and maintained during their employment is accurate, relevant and safe from improper disclosure.

Applicability

This policy shall be applicable to all regular or temporary full-time and part-time non-academic Administrative, Managerial/Professional, Office/Service, Casual/On-Call/Seasonal, and Student positions.

Authority/Responsibility

Human Resources (HR) is responsible for the employee records policy. NU Departments are responsible for implementing and following policy and auditing for compliance.

Policy Statement

It is the policy of NU to maintain employee records for each staff member. Such records contain information related to the staff member's employment with the University. To keep the University's employee records current, it is the responsibility of all employees to update their personal information as necessary. Employees should also update the Human Resources Benefits Office of any personal changes as appropriate.

Procedure

1. Records containing employee information may be kept in electronic or paper form and may be maintained in several different electronic systems and physical locations. All employee records shall be managed in strict conformance with federal and state laws and University Bylaws governing the confidentiality of information. Storage and retention of records follows the NU Employment Records Retention Schedule.
2. Employee records shall be maintained and disclosed in accordance with applicable law.

Employee records are regarded as nonpublic and will only contain information that is required by the University in conducting its business or as required by Federal, State, or local laws. Therefore, other than the employee, access shall be strictly for business reasons or legal compliance and is limited to:

a. Authorized Human Resources representatives.
b. A staff member's immediate supervisor and/or department head; or upward in the chain of command.
c. University legal counsel, Compliance, Audit & Advisory Services, and Risk Management.
d. Such other individuals as deemed appropriate by University legal counsel or the applicable Human Resources Office.

3. Staff members may not remove or alter any information in their employee records. If a staff member has information which they would like to include in the file, such information may be submitted to Human Resources for review. If deemed appropriate by Human Resources, the information will be included in the staff member's file. If not so deemed, the staff member will be informed in writing of the reason(s) why the information will not be included.
4. Employee records may include, but are not limited to:
    a. Hiring documents, offer letters, and results of background checks.
    b. Performance Management documents, including annual performance evaluations and any corrective action documentation.
    c. Letters pertaining to the end of employment (RIF, Resignation, Retirement and Termination letters).
    d. Employment and payroll documentation.

    The location or format of a record does not determine whether it is an employee record.
5. Certain records, such as ADA documentation, FMLA documentation, and physician-provided medical information, are classified as confidential health or accommodation files. These records will have strict access limitations and may be stored separately.

Access to Employment Records

Employees may request reasonable access to their employee records during regular working hours with advance notice. Any request to review or make copies of such records shall be subject to the rights, limits, and restrictions of applicable law and University policy.

All requests from third parties for employee records, including public records requests, subpoenas, court orders, law enforcement requests, and other external requests for information, shall be referred to the Office of the Vice President and General Counsel or, as appropriate, to the relevant campus compliance or human resources for review and response. Employee information shall be disclosed only as authorized or required by applicable law or University policy. Nothing in this policy limits the University's obligations under the Nebraska Public Records Act or other applicable law.

History

This policy replaces individual campus policies.
July 1, 2025 - Approved by the Sr. Vice President/CFO
September 22, 2026 - Revised

BOARD OF REGENTS
AGENDA ITEM SUMMARY

December 4, 2026

AGENDA ITEM: Report on amendments to the University of Nebraska System HR-05: Recruitment & Selection Policy.

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

☒ *This is a report required by Regents' Policy.*

PRESENTERS: Jon Watts, Senior Associate Vice President for Business & Finance | COO

PURPOSE & KEY POINTS

Consistent with the *Bylaws* and operating procedures of the Board, the following changes have been filed with the Corporation Secretary since the last meeting of the Board:

- September 2026 Amendments to the *University of Nebraska System HR-05: Recruitment & Selection Policy*.

In addition to the redline versions which are attached, these changes are available for inspection in the Office of the Corporation Secretary.

BACKGROUND INFORMATION

Section 1.2 of the *Bylaws of the Board of Regents* states, "In any case where any officer, group, or agency has been authorized by these *Bylaws* to adopt rules or regulations, such rules or regulations, before they may be effective, shall be:

(a) considered by the officer, group, or agency at a public hearing held after giving reasonable advance public notice thereof; and

(b) reviewed and approved by the General Counsel for consistency with these *Bylaws* and applicable policies, laws, and regulations; and

(c) filed with the Corporation Secretary for report to the Board. The CEO/President and cognizant Chief Administrative Officer/Chancellor (hereinafter "CAO/Chancellor") are to be timely provided with a courtesy copy of any public hearing notice.

Last Revised: *September 1, 2026*

Responsible University Administrators:
Vice President for Business & Finance
Responsible University Office:
Human Resources
Contact:
Campus Human Resources Office

HR-05: RECRUITMENT & SELECTION POLICY

CONTENTS

Purpose
Applicability
Authority/Responsibility
Policy Statement
Recruitment
- Position Description
- Position Posting Requirements
- Employment Application
- Application Review Dates
- Closing Positions

Selection/ Hiring Decisions
- Hiring Authority/ Search Committee Approach
- Nebraska Veteran's Preference
- Reference Checking Requirements
- Criminal History/ Background Checks
- Offer Letters
- Moving Allowance
- Confidentiality

Record Keeping
Exceptions
History

Purpose

This policy establishes minimum standards for staff recruitment, posting positions, and conducting reference checks at the University of Nebraska (NU).

NU is an equal opportunity employer, committed to preventing and eliminating discrimination against employees and prospective employees based on race, color, ethnicity, national origin, sex, pregnancy, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, marital status, and/or political affiliation in its programs, activities, or employment.

Applicability

This policy shall apply to all regular full-time and part-time non-academic Administrative, Managerial/Professional and Office/Service positions. Other employment categories such as temporary, on-call, student employees, graduate assistants, house officers and other academic related positions may be governed by separate campus policy and procedures.

Authority/Responsibility

Human Resources (HR) is responsible for developing policy requirements. NU Departments are responsible for implementing this policy in compliance with applicable laws and regulations.

Policy Statement

NU embraces equal employment opportunity and will take proactive steps to ensure hiring decisions are based on evaluating candidates on their knowledge, skills, abilities, and relevant experience. This policy ensures fairness, transparency, and legal compliance in recruitment and selection processes.

Recruitment

Position Description

All recruitment begins with a position description that identifies essential ~~job duties and responsibilities~~functions, required knowledge, skills, and abilities, as well as minimum and preferred qualifications for screening applicants.

Position Posting Requirements

The purpose of a position posting is to attract suitable candidates for the position by providing information about the position and how to apply.

On-line Job Posting

All positions must be posted for a minimum of seven (7) calendar days prior to application review.

Advertising

Positions may be posted to external sources as requested by the hiring department. All advertisements must comply with NU's non-discrimination policies and federal/state regulations.

Posting/ Search Waiver

An option to waive posting requirements should be a thoughtful exception and requires written approval from HR ~~and/~~or Compliance offices, as designated by campus procedures and the ~~. See~~ Search Waiver Policy. ~~for specifics.~~

Employment Application

The following standards apply to applicants for NU positions:

- An applicant must be at least sixteen (16) years of age.

- U.S. law requires NU to employ only individuals who may legally work in the United States. NU participates in E-Verify.
- An individual must apply for a job posting to be considered an applicant. Resumes, cover letters, and other related "application" materials received outside of the online job posting procedure will not be considered, except as otherwise authorized by the relevant campus HR or Compliance office or as necessary to provide a reasonable accommodation.
- Applicants are required to certify the information reflected in their application to be true to the best of their knowledge and belief. Any misrepresentation by an applicant/ employee may result in revocation of a job offer or discharge, if hired, regardless of when discovered.

Application Review Dates and Closing Positions

Application review and/or closing dates will be published and visible ~~for~~ to applicants ~~to see~~. Job postings may follow one of two formats:

- **Fixed Posting Period**: The posting will remain open only for the specified timeframe. Applications will only be accepted during this period. Once the period closes, all applications will be reviewed. If additional candidates are needed, the posting may be reopened for a new application period.
- **Open Posting with Review Date**: The posting will remain open until filled but will include a designated application review date. Applications received by the review date will receive full consideration. Applications submitted after the review date may still be accepted but are not guaranteed to be reviewed or advanced in the process.

In all cases, once a hiring decision is finalized, the posting will be officially closed. Applicants should receive timely notification of their status and final disposition. Applicants who claimed the veteran's preference under Nebraska law and who were not selected for hire must receive notice of the process for appealing the hiring decision within thirty (30) days after the position is filled.

Selection/Hiring Decisions

Hiring Authority/Search Committee Approach

All hiring authorities/search committees must follow the process defined below.

Search committees are required for regular non-academic Administrative positions. Search committees are optional for regular Managerial-Professional and Office/Service positions at NU and may be used at the discretion of the hiring official.

Although optional, search committees that include various members with a wide array of insights are encouraged for those University Managerial and Professional roles with high levels of supervision, and both university system and campus responsibility and impact.

The composition of search committees is approved by campus HR~~/~~ or ~~compliance~~ Compliance office.

All Hiring Authorities and search committees are responsible for good faith effort to:

1. Develop a recruitment strategy that ensures a qualified applicant pool based on job-related criteria.
2. Conduct screening, interviews, and selections based on ~~objective,~~ job-related qualifications and consistently applied selection criteria.
3. Document selection decisions to ensure transparency and compliance with fair hiring practices.

Search Committee Composition

1. Hiring Official – The person responsible for providing information to the search committee concerning the departmental need, position details, and necessary qualifications to be successful in the role. This individual is responsible for making the final decision and may serve on the committee.
2. Committee Chair – Works closely with the Hiring Official to understand the specific hiring need, will serve as the spokesperson for the group, is responsible for maintaining records and communication related to a search, and ensures adherence to hiring policies.
3. Search Committee Member(s) – Responsible for reviewing applications, interviewing, and recommending finalists for the position to the Hiring Official.
4. Search committees consist of at least three (3) individuals.

Committee Member Selection

Search committees are selected by the Hiring Official and should have broad institutional perspectives relevant to the position and hiring process. Search committee members should have knowledge of the position and required duties, and they should have a commitment to following ~~these~~ this policy and its procedures.

Including members or stakeholders from outside the hiring department is encouraged to support a comprehensive evaluation process.

Search committee members must self-disclose to the committee chair or hiring official all known or potential conflict of interest issues as soon as they arise. In general, a conflict of interest is any situation in which a hiring decision has the potential to be inappropriately influenced by the individual interests of the committee member~~/decision maker~~.

Recruitment and Selection Training

1. All individuals involved in the hiring process and decision, including but not limited to the Hiring Official and search committee members, are required to have completed Recruitment and Selection Training at least once every two (2) years. Training is provided by the respective campus HR or Compliance office.

2. Once a requisition is approved, the Hiring Official must contact HR or the campus compliance office, as appropriate, should there be any changes to the search committee members.
3. At a minimum, the training should cover the following topics:
   - Federal, State and Local employment laws
   - Equal Employment Opportunity and NU's policy on non-discrimination
   - Americans with Disabilities Act compliance
   - Veterans Preference requirements
   - Required documentation
   - Formulation of assessment and interview criteria and processes
   - Conflicts of interest

Nebraska's Veterans Preference

In accordance with Nebraska state law, NU grants a preference to individuals who are "preference eligible" within the meaning of Nebraska law. ~~to veterans, spouses in terms~~ Such veterans preference includes initial employment, reassignment, a transfer to a new position, and a return to employment, subject to the requirements and limitations of Nebraska law.
Source ~~of their initial employment or their return to employment with NU if they are deemed "preference eligible" within the meaning of the law.~~

An ~~veteran or spouse~~individual seeking a veterans preference must self-identify and provide the requisite documentation establishing that they are "preference eligible."

The University will grant the preference afforded to "preference eligible" ~~veterans and their spouses~~individuals in the manner prescribed by state law.

NU will notify ~~veterans~~ preference-eligible individuals who applied and are not hired ~~by regular mail, electronic mail, telephone, or personally~~ within thirty (30) calendar days after the position is filled and will advise them of any available administrative appeal.

Reference Checking Requirements

A reference check is conducted to obtain relevant position-related information and verify information provided by the candidate during the hiring and selection process to help determine an applicant's suitability for a position.

General Requirement

A reference check process that includes a prior employer must be performed, when possible, on the final applicant for a hiring event (employment or transfer) prior to the start date of the hiring event.

Applicant Authorization

Authorization to conduct a reference check is granted when an applicant submits an application to NU. If an applicant does not wish to have an employer contacted, the applicant must check the appropriate box in their application.

Information Obtained

Only position-relevant information such as verification of work history, and professional reference information regarding performance and work behaviors may be obtained from references approved by the applicant. This generally includes the following:

1. Work History – Contact at least one (1) employer, preferably the most recent, to verify and obtain the following:
   - Job title and duties
   - Dates of employment
   - Job performance
   - Potential suitability for the proposed position
   - Reason for leaving
   - Eligibility for rehire
2. Professional Reference – Contact at least one reference to obtain the following:
   - Relationship history
   - First-hand knowledge of work performance
   - Potential suitability for the proposed position

Position-relevant Information/ Regulatory Requirements and Guidelines

Information that is protected by federal, state, or local regulations or NU policy shall not be obtained.

Information regarding attendance may only be obtained if it is in compliance with applicable regulations. Therefore, absenteeism information protected by the Family Medical Leave Act, Americans with Disabilities Act, Workers Compensation claims, military leave or any other related regulation or protected status may not be obtained.

Unfavorable Reference Information

If an unfavorable reference check is obtained and serves as the rationale for non-selection, documentation must be in the selection materials.

Documentation

All reference check materials and information obtained must be kept with the selection materials as outlined in the records retention policy.

If a reference check cannot be completed or relevant individuals cannot be contacted, the reason must be documented.

Criminal History/ Background Checks

See Criminal History/ Background Check policy.

Offer Letters
A letter of offer is required and may only be extended by an approved hiring authority in compliance with Human Resources procedures and will outline the details of the appointment.

Moving Allowance
Please see NU's Moving ~~Allowance~~ Relocation policy for more information.

Confidentiality
The confidentiality of information provided by all applicants shall be maintained to the extent permitted by law. Access to applicant information shall be restricted to individuals who require it to perform their official duties. Any information attributed to an applicant shall not be discussed outside of the search committee by its members unless otherwise authorized or required by law.

Record Keeping

The University of Nebraska has a records retention schedule for employment records and Regents Policy 6.7. This schedule can be found at: https://nebraska.edu/offices-policies/policies.

Particular attention should be given to the following:

- Recruitment Materials Records – four (4) years
- Application Records – four (4) years except for:
  - Affirmative Action Reports/ Records for hired shall be current year plus seven (7) years.
  - Background Check Information – six (6) years

Exceptions

Exceptions to this policy may only be made with the written approval of one (1) or more of the following:

- the campus Assistant Vice Chancellor and/or Director of Human Resources,
- the campus Vice Chancellor for Business,
- the campus Chancellor,
- the Vice President for Business and Finance in the Office of the President, or
- the NU President.

~~•~~ No exception may waive or modify a requirement imposed by applicable law or Board of Regents bylaws or policy.

History

This policy replaces individual campus policies.
August 25, 2021 Approved by the President
September 1, 2026 Revised

Last Revised: *September 1, 2026*

Responsible University Administrators:
Vice President for Business & Finance
Responsible University Office:
Human Resources
Contact:
Campus Human Resources Office

HR-05: RECRUITMENT & SELECTION POLICY

CONTENTS

Purpose
Applicability
Authority/Responsibility
Policy Statement
Recruitment
- Position Description
- Position Posting Requirements
- Employment Application
- Application Review Dates
- Closing Positions

Selection/ Hiring Decisions
- Hiring Authority/ Search Committee Approach
- Nebraska Veteran's Preference
- Reference Checking Requirements
- Criminal History/ Background Checks
- Offer Letters
- Moving Allowance
- Confidentiality

Record Keeping
Exceptions
History

Purpose

This policy establishes minimum standards for staff recruitment, posting positions, and conducting reference checks at the University of Nebraska (NU).

NU is an equal opportunity employer, committed to preventing and eliminating discrimination against employees and prospective employees based on race, color, ethnicity, national origin, sex, pregnancy, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, marital status, and/or political affiliation in its programs, activities, or employment.

Applicability

This policy shall apply to all regular full-time and part-time non-academic Administrative, Managerial/Professional and Office/Service positions. Other employment categories such as temporary, on-call, student employees, graduate assistants, house officers and other academic related positions may be governed by separate campus policy and procedures.

Authority/Responsibility

Human Resources (HR) is responsible for developing policy requirements. NU Departments are responsible for implementing this policy in compliance with applicable laws and regulations.

Policy Statement

NU embraces equal employment opportunity and will take proactive steps to ensure hiring decisions are based on evaluating candidates on their knowledge, skills, abilities, and relevant experience. This policy ensures fairness, transparency, and legal compliance in recruitment and selection processes.

Recruitment

Position Description

All recruitment begins with a position description that identifies essential functions, required knowledge, skills, and abilities, as well as minimum and preferred qualifications for screening applicants.

Position Posting Requirements

The purpose of a position posting is to attract suitable candidates for the position by providing information about the position and how to apply.

On-line Job Posting

All positions must be posted for a minimum of seven (7) calendar days prior to application review.

Advertising

Positions may be posted to external sources as requested by the hiring department. All advertisements must comply with NU's non-discrimination policies and federal/state regulations.

Posting/ Search Waiver

An option to waive posting requirements should be a thoughtful exception and requires written approval from HR or Compliance offices, as designated by campus procedures and policy.

Employment Application

The following standards apply to applicants for NU positions:

- An applicant must be at least sixteen (16) years of age.

- U.S. law requires NU to employ only individuals who may legally work in the United States. NU participates in E-Verify.
- An individual must apply for a job posting to be considered an applicant. Resumes, cover letters, and other related "application" materials received outside of the online job posting procedure will not be considered, except as otherwise authorized by the relevant campus HR or Compliance office or as necessary to provide a reasonable accommodation.
- Applicants are required to certify the information reflected in their application to be true to the best of their knowledge and belief. Any misrepresentation by an applicant/ employee may result in revocation of a job offer or discharge, if hired, regardless of when discovered.

Application Review Dates and Closing Positions
Application review and/or closing dates will be published and visible to applicants. Job postings may follow one of two formats:

- **Fixed Posting Period**. The posting will remain open only for the specified timeframe. Applications will only be accepted during this period. Once the period closes, all applications will be reviewed. If additional candidates are needed, the posting may be reopened for a new application period.
- **Open Posting with Review Date**. The posting will remain open until filled but will include a designated application review date. Applications received by the review date will receive full consideration. Applications submitted after the review date may still be accepted but are not guaranteed to be reviewed or advanced in the process.

In all cases, once a hiring decision is finalized, the posting will be officially closed. Applicants should receive timely notification of their status and final disposition. Applicants who claimed the veteran's preference under Nebraska law and who were not selected for hire must receive notice of the process for appealing the hiring decision within thirty (30) days after the position is filled.

Selection/Hiring Decisions

Hiring Authority/Search Committee Approach
All hiring authorities/search committees must follow the process defined below.

Search committees are required for regular non-academic Administrative positions.
Search committees are optional for regular Managerial-Professional and Office/Service positions at NU and may be used at the discretion of the hiring official.

Although optional, search committees that include various members with a wide array of insights are encouraged for those University Managerial and Professional roles with high levels of supervision, and both university system and campus responsibility and impact.

The composition of search committees is approved by campus HR or Compliance office.

All Hiring Authorities and search committees are responsible for good faith effort to:

1. Develop a recruitment strategy that ensures a qualified applicant pool based on job-related criteria.
2. Conduct screening, interviews, and selections based on job-related qualifications and consistently applied selection criteria.
3. Document selection decisions to ensure transparency and compliance with fair hiring practices.

Search Committee Composition

1. **Hiring Official**. The person responsible for providing information to the search committee concerning the departmental need, position details, and necessary qualifications to be successful in the role. This individual is responsible for making the final decision and may serve on the committee.
2. **Committee Chair**. Works closely with the Hiring Official to understand the specific hiring need, will serve as the spokesperson for the group, is responsible for maintaining records and communication related to a search, and ensures adherence to hiring policies.
3. **Search Committee Member(s)**. Responsible for reviewing applications, interviewing, and recommending finalists for the position to the Hiring Official.
4. Search committees consist of at least three (3) individuals.

Committee Member Selection

Search committees are selected by the Hiring Official and should have broad institutional perspectives relevant to the position and hiring process. Search committee members should have knowledge of the position and required duties, and they should have a commitment to following this policy and its procedures.

Including members or stakeholders from outside the hiring department is encouraged to support a comprehensive evaluation process.

Search committee members must self-disclose to the committee chair or hiring official all known or potential conflict of interest issues as soon as they arise. In general, a conflict of interest is any situation in which a hiring decision has the potential to be inappropriately influenced by the individual interests of the committee member/decision maker.

Recruitment and Selection Training

1. All individuals involved in the hiring process and decision, including but not limited to the Hiring Official and search committee members, are required to have completed Recruitment and Selection Training at least once every two (2) years. Training is provided by the respective campus HR or Compliance office.

2. Once a requisition is approved, the Hiring Official must contact HR or the campus compliance office, as appropriate, should there be any changes to the search committee members.
3. At a minimum, the training should cover the following topics:
    - Federal, State and Local employment laws
    - Equal Employment Opportunity and NU's policy on non-discrimination
    - Americans with Disabilities Act compliance
    - Veterans Preference requirements
    - Required documentation
    - Formulation of assessment and interview criteria and processes
    - Conflicts of interest

Nebraska's Veterans Preference

In accordance with Nebraska state law, NU grants a preference to individuals who are "preference eligible" within the meaning of Nebraska law. Such veterans preference includes initial employment, reassignment, a transfer to a new position, and a return to employment, subject to the requirements and limitations of Nebraska law.

An individual seeking a veterans preference must self-identify and provide the requisite documentation establishing that they are "preference eligible."

The University will grant the preference afforded to "preference eligible" individuals in the manner prescribed by state law.

NU will notify preference-eligible individuals who applied and are not hired within thirty (30) calendar days after the position is filled and will advise them of any available administrative appeal.

Reference Checking Requirements

A reference check is conducted to obtain relevant position-related information and verify information provided by the candidate during the hiring and selection process to help determine an applicant's suitability for a position.

General Requirement

A reference check process that includes a prior employer must be performed, when possible, on the final applicant for a hiring event (employment or transfer) prior to the start date of the hiring event.

Applicant Authorization

Authorization to conduct a reference check is granted when an applicant submits an application to NU. If an applicant does not wish to have an employer contacted, the applicant must check the appropriate box in their application.

Information Obtained
Only position-relevant information such as verification of work history, and professional reference information regarding performance and work behaviors may be obtained from references approved by the applicant. This generally includes the following:

1. Work History – Contact at least one (1) employer, preferably the most recent, to verify and obtain the following:
   - Job title and duties
   - Dates of employment
   - Job performance
   - Potential suitability for the proposed position
   - Reason for leaving
   - Eligibility for rehire

2. Professional Reference – Contact at least one reference to obtain the following:
   - Relationship history
   - First-hand knowledge of work performance
   - Potential suitability for the proposed position

Position-relevant Information/ Regulatory Requirements and Guidelines
Information that is protected by federal, state, or local regulations or NU policy shall not be obtained.

Information regarding attendance may only be obtained if it is in compliance with applicable regulations. Therefore, absenteeism information protected by the Family Medical Leave Act, Americans with Disabilities Act, Workers Compensation claims, military leave or any other related regulation or protected status may not be obtained.

Unfavorable Reference Information
If an unfavorable reference check is obtained and serves as the rationale for non-selection, documentation must be in the selection materials.

Documentation
All reference check materials and information obtained must be kept with the selection materials as outlined in the records retention policy.

If a reference check cannot be completed or relevant individuals cannot be contacted, the reason must be documented.

Criminal History/ Background Checks
See Criminal History/ Background Check policy.

Offer Letters

A letter of offer is required and may only be extended by an approved hiring authority in compliance with Human Resources procedures and will outline the details of the appointment.

Moving Allowance
Please see NU's Moving Relocation Policy for more information.

Confidentiality
The confidentiality of information provided by all applicants shall be maintained to the extent permitted by law. Access to applicant information shall be restricted to individuals who require it to perform their official duties. Any information attributed to an applicant shall not be discussed outside of the search committee by its members unless otherwise authorized or required by law.

Record Keeping

The University of Nebraska has a records retention schedule for employment records and Regents Policy 6.7. This schedule can be found at: https://sos.nebraska.gov/records-management/university-nebraska-board-regents-schedule-170.

Exceptions

Exceptions to this policy may only be made with the written approval of one (1) or more of the following:

- the campus Assistant Vice Chancellor and/or Director of Human Resources,
- the campus Vice Chancellor for Business,
- the campus Chancellor,
- the Vice President for Business and Finance in the Office of the President, or
- the NU President.

No exception may waive or modify a requirement imposed by applicable law or Board of Regents bylaws or policy.

History

This policy replaces individual campus policies.
August 25, 2021 - Approved by the President
September 1, 2026 - Revised

BOARD OF REGENTS
AGENDA ITEM SUMMARY

December 4, 2026

AGENDA ITEM: Report on amendments to the University of Nebraska System Gifts, Gratuities, and Recognition Policy.

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

☒ *This is a report required by Regents' Policy.*

PRESENTERS: Jon Watts, Senior Associate Vice President for Business & Finance | COO

PURPOSE & KEY POINTS

Consistent with the *Bylaws* and operating procedures of the Board, the following changes have been filed with the Corporation Secretary since the last meeting of the Board:

- September 2026 Amendments to the *University of Nebraska System Gifts, Gratuities, and Recognition Policy*.

In addition to the redline versions which are attached, these changes are available for inspection in the Office of the Corporation Secretary.

BACKGROUND INFORMATION

Section 1.2 of the *Bylaws of the Board of Regents* states, "In any case where any officer, group, or agency has been authorized by these *Bylaws* to adopt rules or regulations, such rules or regulations, before they may be effective, shall be:

(a) considered by the officer, group, or agency at a public hearing held after giving reasonable advance public notice thereof; and

(b) reviewed and approved by the General Counsel for consistency with these *Bylaws* and applicable policies, laws, and regulations; and

(c) filed with the Corporation Secretary for report to the Board. The CEO/President and cognizant Chief Administrative Officer/Chancellor (hereinafter "CAO/Chancellor") are to be timely provided with a courtesy copy of any public hearing notice.

Effective: *07.01.2026*
Last Revised: *Draft 9.03.2026*

Responsible University Administrators:
TBD

Responsible University Office:
TBD

Policy Contact:
TBD

Gifts, Gratuities, and Recognition

POLICY CONTENTS

Applicability

Purpose

Policy Statement

I. Gifts and Gratuities Offered to or Received by Employees

Applicability

This policy applies to all employees of the University of Nebraska System (University). It applies to only the funds directly controlled by the University. This policy does not apply to situations covered under RP-6.6.7 Gifts, Grants, and Bequests provided to the University.

Purpose

The acceptance of gifts, gratuities or benefits may improperly influence an employee in their discharge of official duties or create the perception that the employee is receiving personal gain by virtue of their position at the University. This policy outlines the prohibitions related to gifts, gratuities, and benefits and the conditions under which an employee may accept them.

Awards, prizes, and gifts given by units of the University for appreciation or recognition may be subject to certain requirements and limitations under law or IRS regulations. Similarly, gifts, gratuities, and benefits given to public officials may be subject to certain requirements and limits. This policy provides guidance to ensure University funds are expended in accordance with applicable laws and regulations.

Policy Statement

I. Gifts and Gratuities Offered to or Received by Employees

No employee of the University may solicit or accept any gift, gratuity, benefit, favor, service, discount, entertainment, food, drink, travel expense, or registration fee from a third party who is seeking to influence the employee's official conduct. Neb. Rev. Stat. §49-14,101.

DRAFT

This policy does not restrict employees or their immediate family members from accepting gifts, gratuities, or benefits when (1) the employee or family member has a personal or professional relationship with the giver independent of the employee's position with the University, and (2) the giver of the gift is not seeking to influence any action by the employee in their capacity as a representative of the University. Gifts, gratuities, and benefits, which do not meet the criteria detailed above, accepted by an immediate family member of an employee are considered to have been accepted by the employee for the purposes of this policy.

II. Giving Awards, Prizes and Gifts for Appreciation or Recognition

Campuses, colleges, schools, departments, offices, and other units of the University may only give awards, prizes, and gifts to employees and students when there is a documented recognition program in place that has been established in accordance with the procedures of this policy and approved by a Principal Business Officer. See Attachment A below for details on establishing a recognition program. Awards and prizes may not exceed the thresholds defined by I.R.C. §274(j)(2).

III. Gifts and Gratuities Given to Public Officials

Federal and state laws, including the Foreign Corrupt Practices Act, as well as the laws of many other countries, severely restrict or prohibit gifts to public officials, including the payment of fees to or expenses for public officials that may be interpreted as a payment for the purpose of obtaining or retaining business or securing an improper advantage. See Attachment B below for details on gifts and gratuities to Foreign Public Officials or Foreign Public Entities.

Procedures

I. Gifts and Gratuities Offered to or Received by Employees

A. Monetary gifts and items of more than nominal value

In the event it is not possible for an employee to refuse or return a monetary gift of any amount or a tangible item of more than nominal value or it would be misconstrued as an offense to the giver, the employee must report the gift to a Principal Business Officer who will determine the final disposition of the gift. The gift will need to be used for the benefit of the University and not by the employee personally.

B. Honoraria

An Honorarium given by a known Third Party to a faculty or staff member for an activity related to the employee's official duties or responsibilities at the University may be

accepted as long as the employee is in compliance with all University policies and procedures including the University's RP-3.2.8 Conflict of Interest and Conflict of Commitment and Executive Memorandum 36 Disclosure of Conflicts of Interest and Conflicts of Commitment. When accepted by an individual, all responsibility of reporting and taxation obligations are the duty of the individual. The employee may opt to request that the Honorarium be given directly to the University to be used as the University leadership assigns. No individual will retain control over the use when provided directly to the University.

An Honorarium given by a University of Nebraska entity to a faculty or staff member for an activity related to the employee's official duties or responsibilities at the University should run through payroll and should not conflict with Neb. Const. art. III, sec. 19.

C. Discounts

An acceptable discount from a third party is one that is:

1. Offered uniformly to all employees of the University or campus of the University and is part of or negotiated through an established and recognized program or organization within the University; or
2. A component of the employee benefits package as offered and authorized by university policy; or
3. Offered uniformly to employees of any educational institution; or
4. Offered uniformly to state or government employees; or
5. Not related to employment with the University.

D. Criteria for Exceptions

All exceptions should be approved by a Principal Business Officer after meeting the criteria below.

1. General Exceptions
    a. In certain instances, where a specific prohibition has not been made in this policy, it may be appropriate for an employee to accept a gift, gratuity, benefit, favor, or service from a third party as an exception that meets all the following criteria:
        i. Serves a legitimate business purpose.
        ii. Meets customary industry practices and conventions.
        iii. It is not lavish, frequent, or more than 25% in excess of allowable per diems (for meals) or standard rates; and
        iv. Does not put, or appear to put, the employee or the third party in a position of questionable ethical circumstance.

2. Meals, Beverages, and Entertainment Exception

a. Employees in attendance at a conference, convention, professional/career development program or other similar event may allow the cost of their meal and/or beverages to be paid for by a third party if the meal and/or beverages are provided to all participants as part of conference, convention or program.

3. Registration & Travel Fees for Speaker/Presenter Exception
   a. An employee may accept direct payment or reimbursement of reasonable registration fees, transportation, lodging, meals, and other necessary travel expenses from the organizer or sponsor of a conference or similar event when participating as a speaker, presenter, panelist, moderator, or other invited contributor. Such payments do not require Principal Business Officer approval when they are reasonable, customary, directly related to the employee's participation, and do not create an actual or apparent conflict of interest. Principal Business Officer approval should be sought when the circumstances fall outside these parameters or when there is uncertainty as to whether acceptance is permissible. Acceptance remains subject to all other applicable University policies, including conflict of interest, conflict of commitment, and travel policies.

II. Giving Awards, Prizes and Gifts for Appreciation or Recognition

All awards, prizes and gifts can only be given through a documented recognition program. See Attachment A below for details on establishing a recognition program.

A. Considerations When Giving to Students

1. Students may be subject to reduced financial aid if they accept an award, prize or gift for appreciation or recognition from a college, school, department, office, or other unit of the University. Therefore, prior to establishing a recognition program for students or deciding whether to give a gift of appreciation to a student, the unit is encouraged to consult with the appropriate campus financial aid administrator and the University's Guidelines for Paying Students to determine whether and what kind of award, prize or gift may be given so as not to adversely affect a student's financial aid.
2. Student athletes who participate in intercollegiate sports are prohibited by NCAA/NAIA regulations from accepting certain gifts, awards, and prizes from their school. Therefore, prior to establishing a recognition program that includes student athletes or deciding whether to give a gift of appreciation to a student athlete, the unit is advised to consult with the appropriate campus athletics compliance director to ensure that the award, prize or gift is not in violation of the applicable athletic division regulations. This includes instances of recruitment, where the student athlete has not yet accepted an offer of enrollment to the University.

III. Gifts and Gratuities Given to Foreign Public Officials or Foreign Public Entities

The payment of certain fees and expenses for foreign public officials or to a foreign public entity may be prohibited by the Foreign Corrupt Practices Act. See Attachment B below for details on giving a gift or gratuity to a foreign public official or foreign public entity.

Definitions

Award: A monetary gift or tangible item that is provided to an individual in recognition of service to the institution.

Discount: A reduction in the cost of goods or services charged by an entity.

Employee: An individual that performs services for the University in one of the below categories defined by the Bylaws of the Board of Regents of the University of Nebraska.

- **Professional Staff:** This category includes all personnel having a general scope of duties and responsibilities requiring educational qualifications and professional training that exempts their positions from the Federal Fair Labor Standards Act and the State Personnel System. This category consists of the following subcategories:
    - **Academic-Administrative Staff.** This subcategory includes all faculty and such administrative officers as the Board may designate. The faculty of the University of Nebraska includes all persons holding the academic rank of assistant instructor and above or formally approved equivalent ranks.
    - **Other Academic Staff.** This subcategory includes all persons with the rank of research associate, research assistant, graduate assistant, teaching assistant, teaching fellow, and house officer.
    - **Managerial-Professional Staff**. This subcategory includes persons serving in nonacademic professional positions including nurses, technical specialists, directors not included in the academic-administrative staff, and all departmental managers. Part-time employees in this subcategory may be subject to the provisions of the Federal Fair Labor Standards Act.
- **Office and Service Staff:** This category includes all persons who perform work that by custom in business, industry, and other institutions of higher education is managed on an hourly basis with such work compensated according to hours worked or earned, including clerical and office employees, foremen, general service workers, and other personnel paid on an hourly basis.

Gift: A voluntary conveyance of something of value that is given as a gesture of goodwill or appreciation.

Honorarium: A gift given to an individual in recognition of a special service or distinguished achievement.

Immediate Family Member: an individual's spouse, partner, child, parent, sibling, guardian, or an individual claimed by that individual or that individual's spouse as a dependent for federal income tax purposes.

Monetary: Cash, checks, gift cards or other negotiable instruments that are redeemable for general merchandise or have a cash equivalent value.

Nominal Value: $50 or less in one instance received over the course of a 12-month period.

Non-Employee: Individuals who work for their own interests and are not employees of the University of Nebraska as defined above from the Bylaws of the Board of Regents of the University of Nebraska. Examples include:

- Independent contractors
- Volunteers
- Students and trainees who are merely acquiring experience without the promise of a job or compensation.
- Members of the Board of Regents

Principal Business Officer: The Vice Chancellor for Business and Finance of a Campus or the Senior Vice President for Business and Finance and CFO when acting on behalf of the University of Nebraska Office of the President, multiple Campuses, or the University.

Prize: Something of value that is provided to one or more participants at a university-sponsored event.

Stakeholder: A person, group or organization that affects or may be affected by the University's actions. Examples include:

- University donors and prospective donors
- Guest speakers
- University dignitaries (e.g., former executive and academic leaders, emeritus employees)

Student: All persons enrolled at the University, either as a resident student, an on-line student or non-degree seeking, whether full-time or part-time, as defined in the Student Code of Conduct provided by each campus.

Third Party: Vendors, contractors, government entities and other individuals or entities that either do business or seek to do business with the University.

University Controlled Funds: These are funds directly controlled by the University; held primarily to support the various functions of the University. These funds may be state-aided, auxiliary, revolving, trust, federal, etc.

University of Nebraska System (University): The University System includes the Office of the President, University of Nebraska–Lincoln (UNL), University of Nebraska at Omaha (UNO), University of Nebraska Medical Center (UNMC) and University of Nebraska at Kearney (UNK). All these campus locations use the same Federal tax ID as the NU System and have the same tax status.

History
07.13.21 Draft V.1
09.19.24 Draft V.2
07.22.25 Draft V.3
09.15.25 Draft V.4
11.04.25 Draft V.5

Guidelines for Establishing a Recognition Program

This document is to assist campuses in creating employee recognition programs that align with requirements of the University of Nebraska System (University), State of Nebraska Law, Internal Revenue Code regulations, and more. Please review all the information detailed below to understand the requirements needed in submitting a recognition program for approval.

All employee recognition programs should meet the following criteria and be approved by a Principal Business Officer prior to the program's inception.

University controlled funds should not be used to recognize or appreciate stakeholders.

Documentation

In order to be considered for approval by a Principal Business Officer, a recognition program must include the following documentation:

1. The name of the recognition program.
2. The recognition category (see options below).
3. A description of who is eligible to receive the recognition, keeping in mind that there must be more than one eligible person.
4. A clear and distinct description of the recognition criteria.
5. An explanation of the selection method.
6. A description of the recognition award or prize including estimate cost.

Recognition Category

A recognition program should fall into one of the following categories. Use the information below to determine the appropriate category for the recognition program.

1. Merit: Programs of this type recognize excellence, exemplary customer service, a quality deserving praise or approval or a demonstrated ability or achievement. Examples include:
    a. Excellence in teaching.
    b. Individual acts of excellence derived from personal initiative that have led to an increase in morale or efficiency of the organizational unit.
    c. Demonstrated and ongoing excellence in service and leadership over a prolonged period, which has led to the betterment of the organizational unit.
    d. An identified group, team, unit, or section within the organizational unit that has displayed exemplary teamwork, effectiveness, exceptional service, or other accomplishments in support of the organizational unit's stated mission.
    e. Provision of substantial assistance to the organizational unit or any of its members that is beyond the scope of normal responsibility.
    f. Significant positive impact on the University community using problem solving, partnership development, or community service.
    g. Length of service awards including retirement

Reference: July 22, 2025
Last Updated: February 12, 2026

2. Safety: Safety recognition may be given to employees for acts performed that are intended to prevent adverse effects related to danger, risk, or injury. Only people in front line positions are eligible for safety awards. Per IRS guidelines, this type of award cannot be given to managers, administrators, or clerical employees. In addition, no more than 10% of an organizational unit's employees (total employees of the organizational unit, not just those eligible to receive a safety award) can be given a safety award during a given calendar year. Examples include:
    a. Acts of courage or heroism in which an individual risked their life in the performance of their job duties.
    b. Acts of excellence and effort derived from personal initiative that led to solving a major crime(s).
    c. An act of bravery or self-sacrifice.
    d. A life-saving situation in which, had the individual not acted, a person likely would have died (this example does not apply when the individual who saves the life of another carelessly or intentionally created the life-threatening situation).
    e. An individual who is killed, wounded, or seriously injured in the performance of an official action.

Record Keeping & Safeguarding Assets

A full description of the transaction, including the business purpose associated with the award, prize, and/or gift, must be provided with the documentation used to record the expense. Organizational units must operate in a way that minimizes the risk of theft or damage to the awards, prizes, and/or gifts in their possession. This can be done through inventory counts, locking mechanisms for storage, and limiting access to items.

Please note that employee service awards are separate from this guidance. These are previously established programs maintained by campus human resource departments that follow IRS regulations. For more information on service awards, please contact your campus HR department.

Reference: July 22, 2025
Last Updated: February 12, 2026

Guidelines for Gifts and Gratuities to Foreign Public Officials or Foreign Public Entities

This document is to detail the requirements of gifts and gratuities to foreign public officials and foreign public entities when permitted by the Foreign Corrupt Practices Act and Nebraska State Law.

The following categories of allowable payments or expenses are provided as a guide; in all cases, approval from the Senior Vice President for Business and Finance and CFO is required prior to giving a gift or gratuity to a foreign public official or foreign public entity.

Facilitating Payments

Facilitating payments are payments made for the purpose of expediting or securing the performance of routine governmental actions, such as:

1. Obtaining a copy of or expediting the processing of a permit, license or other official document or governmental paper (e.g., a visa or registration).
2. Providing police protection.
3. Delivering mail, or
4. Providing necessary utilities such as phone, power, or water.

In addition, a facilitating payment must be:

1. A non-discretionary fee.
2. Routinely charged by the governmental entity.
3. Allowed under the express laws, rules, and policies of the foreign jurisdiction; and
4. In denominations of less than $500.00 (individually or cumulatively).

Permissible Expenses

Permissible Expenses must be:

1. A reasonable and bona fide expense; and
2. One that is consistent with this policy and does not otherwise violate procedures of this policy.

Reasonable and bona fide expenses that are directly related to the demonstration or explanation of university services, academic or research expertise, or programs offered by the University or any of its subsidiaries or affiliates may be appropriate in some cases.

Reference: July 22, 2025
Last Updated: February 12, 2026

Effective: *07.01.2026*
Last Revised: *Draft 9.03.2026*

Responsible University Administrators:
Sr. Vice President for Business & Finance/ CFO

Responsible University Office:
Business & Finance

Policy Contact:
Chief Operating Officer

Gifts, Gratuities, and Recognition

POLICY CONTENTS

Applicability

Purpose

Policy Statement

I. Gifts and Gratuities Offered to or Received by Employees

Applicability

This policy applies to all employees of the University of Nebraska System (University). It applies to only the funds directly controlled by the University. This policy does not apply to situations covered under RP-6.6.7 Gifts, Grants, and Bequests provided to the University.

Purpose

The acceptance of gifts, gratuities or benefits may improperly influence an employee in their discharge of official duties or create the perception that the employee is receiving personal gain by virtue of their position at the University. This policy outlines the prohibitions related to gifts, gratuities, and benefits and the conditions under which an employee may accept them.

Awards, prizes, and gifts given by units of the University for appreciation or recognition may be subject to certain requirements and limitations under law or IRS regulations. Similarly, gifts, gratuities, and benefits given to public officials may be subject to certain requirements and limits. This policy provides guidance to ensure University funds are expended in accordance with applicable laws and regulations.

Policy Statement

I. Gifts and Gratuities Offered to or Received by Employees

No employee of the University may solicit or accept any gift, gratuity, benefit, favor, service, discount, entertainment, food, drink, travel expense, or registration fee from a third party who is seeking to influence the employee's official conduct. Neb. Rev. Stat. §49-14,101.

This policy does not restrict employees or their immediate family members from accepting gifts, gratuities, or benefits when (1) the employee or family member has a personal or professional relationship with the giver independent of the employee's position with the University, and (2) the giver of the gift is not seeking to influence any action by the employee in their capacity as a representative of the University. Gifts, gratuities, and benefits, which do not meet the criteria detailed above, accepted by an immediate family member of an employee are considered to have been accepted by the employee for the purposes of this policy.

II. Giving Awards, Prizes and Gifts for Appreciation or Recognition

Campuses, colleges, schools, departments, offices, and other units of the University may only give awards, prizes, and gifts to employees and students when there is a documented recognition program in place that has been established in accordance with the procedures of this policy and approved by a Principal Business Officer. See Attachment A below for details on establishing a recognition program. Awards and prizes may not exceed the thresholds defined by I.R.C. §274(j)(2).

III. Gifts and Gratuities Given to Public Officials

Federal and state laws, including the Foreign Corrupt Practices Act, as well as the laws of many other countries, severely restrict or prohibit gifts to public officials, including the payment of fees to or expenses for public officials that may be interpreted as a payment for the purpose of obtaining or retaining business or securing an improper advantage. See Attachment B below for details on gifts and gratuities to Foreign Public Officials or Foreign Public Entities.

Procedures

I. Gifts and Gratuities Offered to or Received by Employees

A. Monetary gifts and items of more than nominal value

In the event it is not possible for an employee to refuse or return a monetary gift of any amount or a tangible item of more than nominal value or it would be misconstrued as an offense to the giver, the employee must report the gift to a Principal Business Officer who will determine the final disposition of the gift. The gift will need to be used for the benefit of the University and not by the employee personally.

B. Honoraria

An Honorarium given by a known Third Party to a faculty or staff member for an activity related to the employee's official duties or responsibilities at the University may be

accepted as long as the employee is in compliance with all University policies and procedures including the University's RP-3.2.8 Conflict of Interest and Conflict of Commitment and Executive Memorandum 36 Disclosure of Conflicts of Interest and Conflicts of Commitment. When accepted by an individual, all responsibility of reporting and taxation obligations are the duty of the individual. The employee may opt to request that the Honorarium be given directly to the University to be used as the University leadership assigns. No individual will retain control over the use when provided directly to the University.

An Honorarium given by a University of Nebraska entity to a faculty or staff member for an activity related to the employee's official duties or responsibilities at the University should run through payroll and should not conflict with Neb. Const. art. III, sec. 19.

C. Discounts

An acceptable discount from a third party is one that is:

1. Offered uniformly to all employees of the University or campus of the University and is part of or negotiated through an established and recognized program or organization within the University; or
2. A component of the employee benefits package as offered and authorized by university policy; or
3. Offered uniformly to employees of any educational institution; or
4. Offered uniformly to state or government employees; or
5. Not related to employment with the University.

D. Criteria for Exceptions

All exceptions should be approved by a Principal Business Officer after meeting the criteria below.

1. General Exceptions
    a. In certain instances, where a specific prohibition has not been made in this policy, it may be appropriate for an employee to accept a gift, gratuity, benefit, favor, or service from a third party as an exception that meets all the following criteria:
        i. Serves a legitimate business purpose.
        ii. Meets customary industry practices and conventions.
        iii. It is not lavish, frequent, or more than 25% in excess of allowable per diems (for meals) or standard rates; and
        iv. Does not put, or appear to put, the employee or the third party in a position of questionable ethical circumstance.

2. Meals, Beverages, and Entertainment Exception

a. Employees in attendance at a conference, convention, professional/career development program or other similar event may allow the cost of their meal and/or beverages to be paid for by a third party if the meal and/or beverages are provided to all participants as part of conference, convention or program.

3. Registration & Travel Fees for Speaker/Presenter Exception
   a. An employee may accept direct payment or reimbursement of reasonable registration fees, transportation, lodging, meals, and other necessary travel expenses from the organizer or sponsor of a conference or similar event when participating as a speaker, presenter, panelist, moderator, or other invited contributor. Such payments do not require Principal Business Officer approval when they are reasonable, customary, directly related to the employee's participation, and do not create an actual or apparent conflict of interest. Principal Business Officer approval should be sought when the circumstances fall outside these parameters or when there is uncertainty as to whether acceptance is permissible. Acceptance remains subject to all other applicable University policies, including conflict of interest, conflict of commitment, and travel policies.

II. Giving Awards, Prizes and Gifts for Appreciation or Recognition

All awards, prizes and gifts can only be given through a documented recognition program. See Attachment A below for details on establishing a recognition program.

A. Considerations When Giving to Students

1. Students may be subject to reduced financial aid if they accept an award, prize or gift for appreciation or recognition from a college, school, department, office, or other unit of the University. Therefore, prior to establishing a recognition program for students or deciding whether to give a gift of appreciation to a student, the unit is encouraged to consult with the appropriate campus financial aid administrator and the University's Guidelines for Paying Students to determine whether and what kind of award, prize or gift may be given so as not to adversely affect a student's financial aid.
2. Student athletes who participate in intercollegiate sports are prohibited by NCAA/NAIA regulations from accepting certain gifts, awards, and prizes from their school. Therefore, prior to establishing a recognition program that includes student athletes or deciding whether to give a gift of appreciation to a student athlete, the unit is advised to consult with the appropriate campus athletics compliance director to ensure that the award, prize or gift is not in violation of the applicable athletic division regulations. This includes instances of recruitment, where the student athlete has not yet accepted an offer of enrollment to the University.

III. Gifts and Gratuities Given to Foreign Public Officials or Foreign Public Entities

The payment of certain fees and expenses for foreign public officials or to a foreign public entity may be prohibited by the Foreign Corrupt Practices Act. See Attachment B below for details on giving a gift or gratuity to a foreign public official or foreign public entity.

Definitions

Award: A monetary gift or tangible item that is provided to an individual in recognition of service to the institution.

Discount: A reduction in the cost of goods or services charged by an entity.

Employee: An individual that performs services for the University in one of the below categories defined by the Bylaws of the Board of Regents of the University of Nebraska.

- **Professional Staff:** This category includes all personnel having a general scope of duties and responsibilities requiring educational qualifications and professional training that exempts their positions from the Federal Fair Labor Standards Act and the State Personnel System. This category consists of the following subcategories:
    - **Academic-Administrative Staff.** This subcategory includes all faculty and such administrative officers as the Board may designate. The faculty of the University of Nebraska includes all persons holding the academic rank of assistant instructor and above or formally approved equivalent ranks.
    - **Other Academic Staff.** This subcategory includes all persons with the rank of research associate, research assistant, graduate assistant, teaching assistant, teaching fellow, and house officer.
    - **Managerial-Professional Staff**. This subcategory includes persons serving in nonacademic professional positions including nurses, technical specialists, directors not included in the academic-administrative staff, and all departmental managers. Part-time employees in this subcategory may be subject to the provisions of the Federal Fair Labor Standards Act.
- **Office and Service Staff:** This category includes all persons who perform work that by custom in business, industry, and other institutions of higher education is managed on an hourly basis with such work compensated according to hours worked or earned, including clerical and office employees, foremen, general service workers, and other personnel paid on an hourly basis.

Gift: A voluntary conveyance of something of value that is given as a gesture of goodwill or appreciation.

Honorarium: A gift given to an individual in recognition of a special service or distinguished achievement.

Immediate Family Member: an individual's spouse, partner, child, parent, sibling, guardian, or an individual claimed by that individual or that individual's spouse as a dependent for federal income tax purposes.

Monetary: Cash, checks, gift cards or other negotiable instruments that are redeemable for general merchandise or have a cash equivalent value.

Nominal Value: $50 or less in one instance received over the course of a 12-month period.

Non-Employee: Individuals who work for their own interests and are not employees of the University of Nebraska as defined above from the Bylaws of the Board of Regents of the University of Nebraska. Examples include:

- Independent contractors
- Volunteers
- Students and trainees who are merely acquiring experience without the promise of a job or compensation.
- Members of the Board of Regents

Principal Business Officer: The Vice Chancellor for Business and Finance of a Campus or the Senior Vice President for Business and Finance and CFO when acting on behalf of the University of Nebraska Office of the President, multiple Campuses, or the University.

Prize: Something of value that is provided to one or more participants at a university-sponsored event.

Stakeholder: A person, group or organization that affects or may be affected by the University's actions. Examples include:

- University donors and prospective donors
- Guest speakers
- University dignitaries (e.g., former executive and academic leaders, emeritus employees)

Student: All persons enrolled at the University, either as a resident student, an on-line student or non-degree seeking, whether full-time or part-time, as defined in the Student Code of Conduct provided by each campus.

Third Party: Vendors, contractors, government entities and other individuals or entities that either do business or seek to do business with the University.

University Controlled Funds: These are funds directly controlled by the University; held primarily to support the various functions of the University. These funds may be state-aided, auxiliary, revolving, trust, federal, etc.

University of Nebraska System (University): The University System includes the Office of the President, University of Nebraska–Lincoln (UNL), University of Nebraska at Omaha (UNO), University of Nebraska Medical Center (UNMC) and University of Nebraska at Kearney (UNK). All these campus locations use the same Federal tax ID as the NU System and have the same tax status.

History
07.13.21 Draft V.1
09.19.24 Draft V.2
07.22.25 Draft V.3
09.15.25 Draft V.4
11.04.25 Draft V.5

Guidelines for Establishing a Recognition Program

This document is to assist campuses in creating employee recognition programs that align with requirements of the University of Nebraska System (University), State of Nebraska Law, Internal Revenue Code regulations, and more. Please review all the information detailed below to understand the requirements needed in submitting a recognition program for approval.

All employee recognition programs should meet the following criteria and be approved by a Principal Business Officer prior to the program's inception.

University controlled funds should not be used to recognize or appreciate stakeholders.

Documentation

In order to be considered for approval by a Principal Business Officer, a recognition program must include the following documentation:

1. The name of the recognition program.
2. The recognition category (see options below).
3. A description of who is eligible to receive the recognition, keeping in mind that there must be more than one eligible person.
4. A clear and distinct description of the recognition criteria.
5. An explanation of the selection method.
6. A description of the recognition award or prize including estimate cost.

Recognition Category

A recognition program should fall into one of the following categories. Use the information below to determine the appropriate category for the recognition program.

1. Merit: Programs of this type recognize excellence, exemplary customer service, a quality deserving praise or approval or a demonstrated ability or achievement. Examples include:
    a. Excellence in teaching.
    b. Individual acts of excellence derived from personal initiative that have led to an increase in morale or efficiency of the organizational unit.
    c. Demonstrated and ongoing excellence in service and leadership over a prolonged period, which has led to the betterment of the organizational unit.
    d. An identified group, team, unit, or section within the organizational unit that has displayed exemplary teamwork, effectiveness, exceptional service, or other accomplishments in support of the organizational unit's stated mission.
    e. Provision of substantial assistance to the organizational unit or any of its members that is beyond the scope of normal responsibility.
    f. Significant positive impact on the University community using problem solving, partnership development, or community service.
    g. Length of service awards including retirement

Reference: July 22, 2025
Last Updated: February 12, 2026

2. Safety: Safety recognition may be given to employees for acts performed that are intended to prevent adverse effects related to danger, risk, or injury. Only people in front line positions are eligible for safety awards. Per IRS guidelines, this type of award cannot be given to managers, administrators, or clerical employees. In addition, no more than 10% of an organizational unit's employees (total employees of the organizational unit, not just those eligible to receive a safety award) can be given a safety award during a given calendar year. Examples include:
    a. Acts of courage or heroism in which an individual risked their life in the performance of their job duties.
    b. Acts of excellence and effort derived from personal initiative that led to solving a major crime(s).
    c. An act of bravery or self-sacrifice.
    d. A life-saving situation in which, had the individual not acted, a person likely would have died (this example does not apply when the individual who saves the life of another carelessly or intentionally created the life-threatening situation).
    e. An individual who is killed, wounded, or seriously injured in the performance of an official action.

Record Keeping & Safeguarding Assets

A full description of the transaction, including the business purpose associated with the award, prize, and/or gift, must be provided with the documentation used to record the expense. Organizational units must operate in a way that minimizes the risk of theft or damage to the awards, prizes, and/or gifts in their possession. This can be done through inventory counts, locking mechanisms for storage, and limiting access to items.

Please note that employee service awards are separate from this guidance. These are previously established programs maintained by campus human resource departments that follow IRS regulations. For more information on service awards, please contact your campus HR department.

Reference: July 22, 2025
Last Updated: February 12, 2026

Guidelines for Gifts and Gratuities to Foreign Public Officials or Foreign Public Entities

This document is to detail the requirements of gifts and gratuities to foreign public officials and foreign public entities when permitted by the Foreign Corrupt Practices Act and Nebraska State Law.

The following categories of allowable payments or expenses are provided as a guide; in all cases, approval from the Senior Vice President for Business and Finance and CFO is required prior to giving a gift or gratuity to a foreign public official or foreign public entity.

Facilitating Payments

Facilitating payments are payments made for the purpose of expediting or securing the performance of routine governmental actions, such as:

1. Obtaining a copy of or expediting the processing of a permit, license or other official document or governmental paper (e.g., a visa or registration).
2. Providing police protection.
3. Delivering mail, or
4. Providing necessary utilities such as phone, power, or water.

In addition, a facilitating payment must be:

1. A non-discretionary fee.
2. Routinely charged by the governmental entity.
3. Allowed under the express laws, rules, and policies of the foreign jurisdiction; and
4. In denominations of less than $500.00 (individually or cumulatively).

Permissible Expenses

Permissible Expenses must be:

1. A reasonable and bona fide expense; and
2. One that is consistent with this policy and does not otherwise violate procedures of this policy.

Reasonable and bona fide expenses that are directly related to the demonstration or explanation of university services, academic or research expertise, or programs offered by the University or any of its subsidiaries or affiliates may be appropriate in some cases.

Reference: July 22, 2025
Last Updated: February 12, 2026

Lincoln, Nebraska
November 20, 2026

EMERGENCY MEETING OF THE BOARD OF REGENTS OF THE UNIVERSITY OF NEBRASKA

Notice was given in accordance with subsection (5) of Neb. Rev. Stat. § 84-1411 of the emergency meeting held by the Board of Regents of the University of Nebraska on November 20, 2026, at 10:30 a.m. in the Boardroom at Varner Hall, 3835 Holdrege Street, Lincoln, Nebraska, and by remote electronic means pursuant to Neb. Rev. Stat. § 84-1411. The emergency meeting was held 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 142).

The nature of the business for this emergency meeting was to review and vote on a Memorandum of Understanding between the Board of Regents of the University of Nebraska and Nebraska Medicine.
.
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 November 19, 2026.

Regents present:
Timothy Clare (joined via teleconference)
Paul Kenney, Chair
Joel Makovicka
Robert Schafer
Jim Scheer, Vice Chair
Jack Stark
Barbara Weitz
Kathy Wilmot
Allie Daro, University of Nebraska Medical Center
Kurt Schneider, University of Nebraska-Lincoln (joined via teleconference)
Aditi Rai, University of Nebraska-Omaha

Regents not present:
Paige Oltmans, University of Nebraska-Kearney

University officials present:
Jeffrey P. Gold, President
Katie Hoffman, Corporation Secretary
Anne Barnes, Senior Vice President and Chief Financial Officer
David Jackson, Executive Vice President and Provost
H. Dele Davies, Interim Chancellor, University of Nebraska Medical Center
Chris Kratochvil, Vice President for External Relations
Bren Chambers, General Counsel

University officials not present:
Katherine Ankerson, Interim Chancellor, University of Nebraska-Lincoln

Joanne Li, Chancellor, University of Nebraska at Omaha
Neal Schnoor, Chancellor, University of Nebraska at Kearney
Tiffany Heng-Moss, Vice President (Special) and Harlan Vice Chancellor (Special) of IANR, UNL

I. CALL TO ORDER

II. ROLL CALL

The Board convened at 10:30 a.m. Attendance is indicated above.

III. APPROVAL OF MINUTES AND RATIFICATION OF ACTIONS TAKEN ON October 9, 2026

Motion — Moved by Weitz and seconded by Stark to approve the minutes and ratify the actions of the meeting on October 9, 2026.

Action — Student Opinion: Voting Aye: Daro, Schneider, Rai. Voting Aye: Kenney, Makovicka, Schafer, Scheer, Stark, Weitz, Wilmot and Clare. Motion carried.

IV. PUBLIC COMMENT

Emily Walker requested to address the Board but was not present during the public comment period.

V. CLOSED SESSION

Motion — Moved by Scheer and seconded by Wilmot that the Board go into closed session as authorized by Neb. Rev. Stat. § 84-1410 of the Revised Statutes of Nebraska for the protection of the public interest, and to prevent needless injury to the reputation of persons who have not requested a public hearing, for the purpose of holding a discussion limited to the following subject:

- Real Estate Transactions

Action — Student Opinion: Voting Aye: Schneider, Rai, Daro. Voting Aye: Makovicka, Schafer, Scheer, Stark, Weitz, Wilmot, Clare, Kenney. Motion carried.

The Board went into closed session at 10:34 a.m.

The Board reconvened the open meeting at 11:28 a.m.

VI. UNIVERSITY ADMINISTRATIVE AGENDA

A. EXECUTIVE
   1. Memorandum of Understanding between the Board of Regents of the University of Nebraska and Nebraska Medicine, Addendum VI-A-1

Motion — Moved by Daro and seconded by Scheer to approve item VI-A-1.

Action — Student Opinion: Voting Aye: Rai, Daro, and Schneider. Voting Aye: Schafer, Scheer, Stark, Weitz, Wilmot, Clare, Kenney and Makovicka. Motion carried.

VII. ADJOURNMENT

There being no further business, the meeting was adjourned by Chair Kenney at11:47 a.m.

Respectfully submitted,

_____	_____
Katie Hoffman	Paul Kenney
Corporation Secretary	Chair of the Board

NOTICE OF EMERGENCY MEETING

Notice is hereby given that the Board of Regents of the University of Nebraska will hold an emergency meeting in a publicly convened session on Friday, November 20, 2026, at 10:30 a.m. in the Boardroom at Varner Hall, 3835 Holdrege Street, Lincoln, Nebraska., and by remote electronic means pursuant to Neb. Rev. Stat. § 84-1411. Internet stream is available at https://nebraska.edu.

The business to be conducted by the Board of Regents at such emergency meeting will be to discuss and potentially vote on a Memorandum of Understanding between the Board of Regents and the Nebraska Medicine Board regarding the construction and operation of Nebraska Medicine and Project Health.

Members of the public wishing to address the Board with respect to items on the Agenda 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 ***for items not on the agenda*** or ***via remote participation*** must contact the Corporation Secretary no later than 9:00 a.m. on Friday, November 20, 2026. Members of the public may contact the Corporation Secretary at (402) 472-3906 or 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: November 19, 2026

Katie Hoffman, Corporation Secretary
Board of Regents of the University of Nebraska

University of Nebraska System
Office of the Corporation Secretary
Varner Hall | 3835 Holdrege Street | Lincoln, NE 68583-0745 | 402.472.3906
nebraska.edu